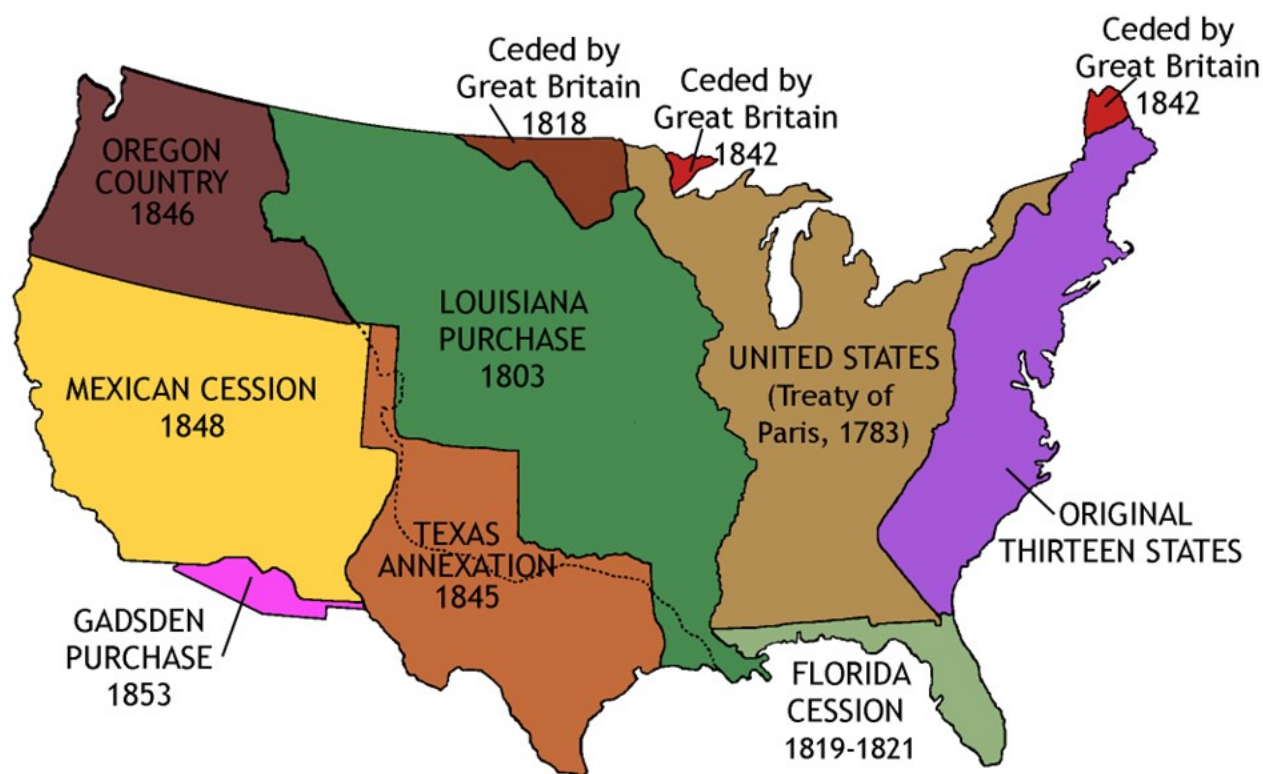


# Westward Expansion

Word Wall Terms, Informational Text for Centers, Doodle Notes,<sup>™</sup> and Annotated Map Activity





# Directions



## Prior to the lesson –

- ☐ **Print the Word Wall terms, map, symbols, rubric, and readings.** Each partner group will need one set of the symbols and map. When you print the map, if you want a larger size, print just that page at 200% or 400%.
- ☐ **Do your students need help with summarization?** Print the **Doodle Notes™** and the **Rules for Summarizing**.
- ☐ **Create the stations** by placing the content readings in a folder or envelope. I have created covers for your folders.
- ☐ **Post the Word Wall terms** in the front of your room.
- ☐ **Gather your materials** – you will need: chart paper or a poster for each partner group, colored pencils, glue, scissors, and a marker. If you want to provide them plastic Ziploc bags or envelopes for their symbols, you can do that as well.

## Day of the lesson –

1. Share with your students the purpose of this lesson. It is designed for your students to learn about the Westward Expansion of the United States. Your students will read about the Westward Expansion era and create an annotated map with a partner.
2. Use the **Word Wall** images to teach the vocabulary. Be sure to pronounce each term for your students and share the definition.
3. Place your students with a partner and pass out their supplies. Demonstrate how to glue the map onto the center of the chart paper or poster. Model how your students will be creating an annotated map.
4. Use the **readings** to teach Westward Expansion either in stations or reading in their small group. When your students have finished reading each page, they will complete their **Doodle Notes™** for that station. These can be used to write a summary of what they have learned on their annotated map. Once they have completed their summary, they can cut out and glue on the symbols onto the map.



*This resource will take you several days. I recommend creating a checklist to ensure that your students stay on task.*

an  
ex  
am  
pl  
e

**PREVIEW**

**PREVIEW**

**PREVIEW**

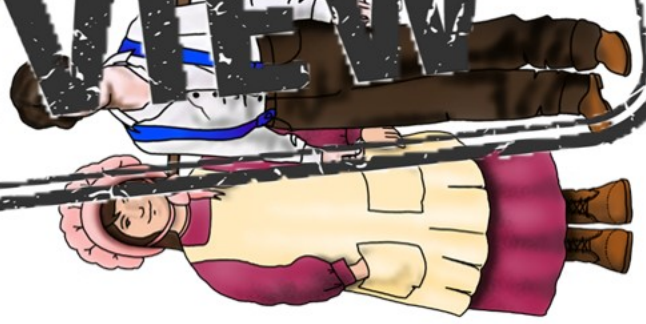


# Preparation

PREVIEW

PREVIEW

PREVIEW





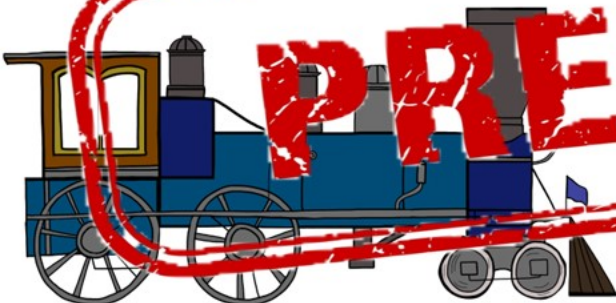
# Westward Expansion Graphics



PREVIEW



PREVIEW



PREVIEW





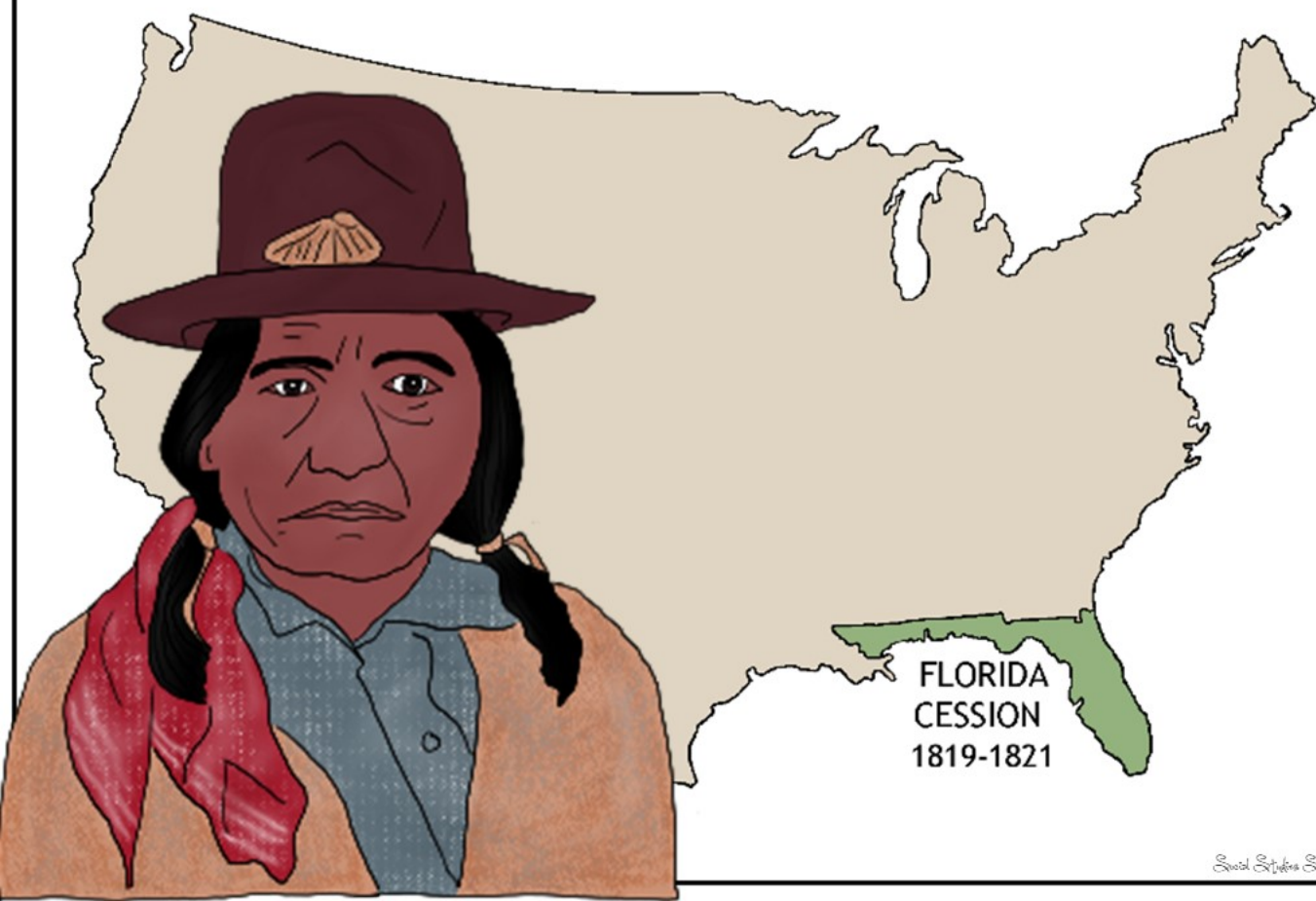
**PREVIEW**

**PREVIEW**

**PREVIEW**



# Florida Cession



# The Florida Cession

After the successful purchase of Louisiana, President Thomas Jefferson wanted to add the Spanish colony of Florida to the United States. This pleased the landowners in the southeast. The plantation owners in Georgia were angry because African Americans who escaped slavery were fleeing into Florida. They were being rescued by the Seminoles, Native Americans who lived in Florida. The Seminoles were also attacking and raiding farms in Georgia. In 1804, President Thomas Jefferson offered to purchase the colony of Florida from Spain. Spain turned down the offer.



Andrew Jackson was sent to Florida to gain control of the region.

In 1817, President James Monroe ordered General Andrew Jackson to stop the continued Seminole raids on Florida. Since Spain couldn't control what was happening in Florida, General Andrew Jackson disobeyed his orders and marched 1,700 soldiers into Florida, killing thousands of Seminole families. Next, General Andrew Jackson captured many military forts, including Pensacola, the capital of the Spanish colony. General Andrew Jackson removed the Spanish governor and replaced him with an American.

President James Monroe then sent a message to Spain telling them to either govern their colony properly or abandon Florida. To avoid war, Spain ceded (turned over) Florida to the United States. In the Adams-Onís Treaty of 1819, the United States agreed to Spain's continued claim to Texas in exchange for Florida. Many in Congress thought Texas was more valuable than Florida, but the treaty was approved.



# The Florida Cession

Who was involved with the Florida Cession?

**PREVIEW**

What was the Florida Cession?

What territory was involved with the Florida Cession?

**PREVIEW**

FLORIDA  
CESSION  
1819-1821

When was the Florida Cession?

**PREVIEW**

Why did the United States want Florida?

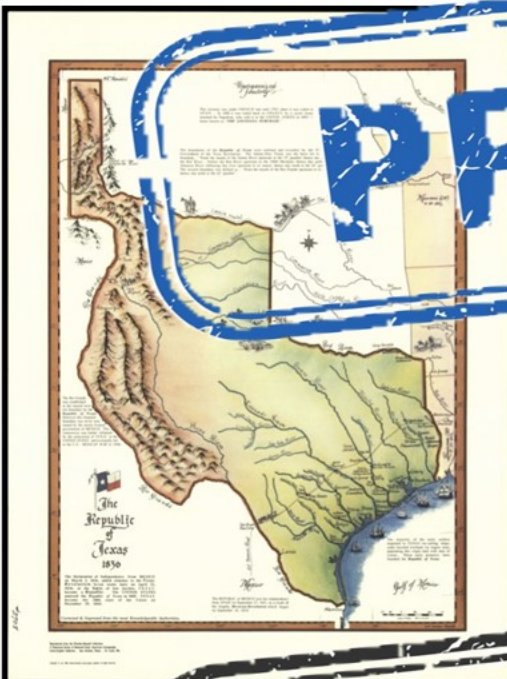
# Texas Annexation





United States

# Texas Annexation



Texas gained its independence from Mexico in 1836.

When Texas gained its independence from Mexico, many people felt that Texas should immediately join the United States. Even though Texas had won the Texas Revolution, there was still a **dispute** between Mexico and Texas. But Texas was also heavily in debt. Very few Texans had enough money to pay their taxes. If Texas joined the United States, then they could use the U.S. dollar to stabilize the Texas economy.

Not everyone in the United States wanted to add Texas to the Union. The Republic of Texas was a huge country - adding this land to the United States would greatly increase its size, but Texas came with problems of its own. Slavery was a controversial issue in the United States during this time period. Many Americans were scared that if another slave state joined the United States, it would give too much power to slave holding states. It would upset the *balance of power* between free and slave states in Congress.

Opponents of slavery or **Abolitionists** did not want to see the power of slave states increase.

In the 1830's and 1840's, the annexation of Texas was an important issue. The Republic of Texas was an independent country but wanted to join the United States. Not everyone agreed. The annexation issue divided the Americans and even impacted presidential elections.

In the United States, many Americans were eager for Texas to join as a state. The concept of **Manifest Destiny** was spreading, and Americans were eager to expand their country to the Pacific Ocean. Americans were looking forward to western expansion and new economic opportunities.

Americans believed that it was their destiny to stretch from coast to coast and gaining Texas as a state could help them reach that goal.





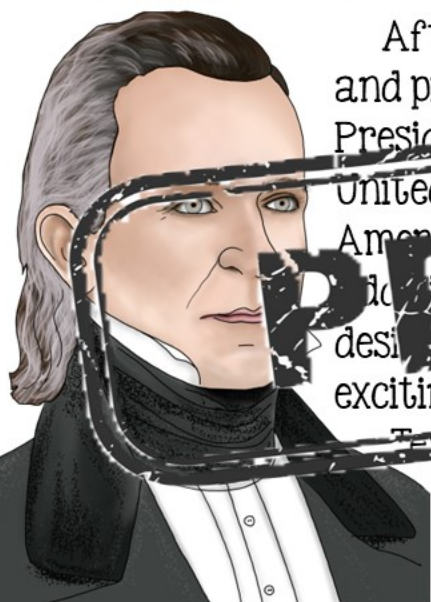
United States

# Texas Annexation

The final reason people opposed the annexation of Texas came back to the Texas Revolution. Mexico had considered Texas a Mexican state because Mexico had never officially recognized the independence of Texas, it still legally belonged to Mexico. Many Americans felt that Mexico would fight any attempts for Texas to join the United States, in fact, Mexico warned the United States that a war would result if Texas was annexed.



After nine years of debate, congressional debates, and presidential elections, the tide had turned. The Presidential Election in 1844 of James K. Polk in the United States finally signaled the willingness of Americans to accept Texas as a state. Although thoughts of adding slave states and war was scary, but the desire for land and economic opportunity was more exciting. On December 29, 1845, President Polk signed Texas annexation into law. Texas was now the 28<sup>th</sup> state in the Union.



James K. Polk wanted Texas to be annexed into the United States.

**PREVIEW**



# Texas Annexation

Who was involved with the annexation of Texas?

What was the result of the Annexation?

**PREVIEW**

What units were involved with the Annexation?

**PREVIEW**

TEXAS  
ANNEXATION  
1845

When was Texas annexed as a state?

Why did the United States annex Texas?

**PREVIEW**

# Native Americans





# Impact on Native Americans

As Americans moved west, conflict was unavoidable with the people already living on the land. The Great Plains were the ancestral home land for as many as 250,000 Native Americans with in different nations. In addition to the people living in the Great Plains, nearly 50,000 Native Americans had been moved west into Oklahoma because of the Indian Removal Act in the 1830s.

Initially, as white settlers moved west looking for farmland, ranching land, and mining opportunities. The U.S. government made agreements with the Native Americans to avoid conflict. However, these agreements did not last. Settlers began to take Native American hunting and tribal lands.

Trying to avoid more conflict, the U.S. government passed new treaties hoping to move tribes into even more remote areas to avoid bloodshed. The Sioux were moved to the Black Hills of the Dakota territory and the Cheyenne, the Arapaho and Kiowa were moved to Indian Territory, which would later be known as Oklahoma.

Soon after these treaties were made, gold was discovered in the Black Hills, South Dakota. Thousands of white prospectors, people looking for gold, flooded into the territory set aside for the Sioux. After the Sioux protested the invasion of their territory, the U.S. government offered to buy the land, but when the Sioux refused it, the government began to force them off the land which led to one of the most famous battles of the westward movement.

In 1876, Sitting Bull, a Sioux chieftain, appealed to all neighboring tribes to join him in defending their lands against the U.S. When U.S. Army Colonel George Custer attacked at Little Bighorn, he expected a small Sioux encampment. Instead, Custer's force of 600 men attempted to attack a Sioux force of nearly 3,000. Custer and most of his men were killed, and it became known as "Custer's Last Stand". The Sioux hoped to return to their tribal life on the land, but this battle only increased the resentment of the U.S. government which sent greater troop numbers and began to kill all Native Americans along their path or force them onto reservations.





# Moving West





# Moving West

With new routes to opening to the west, American settlers were soon moving into the Oregon Territory. The reports of beautiful water, fertile soil, and farming and thick forests created an Oregon Fever. As large numbers of pioneers left the United States to move to Oregon.



The Oregon Trail was a path from the Missouri River to the Oregon Territory. It was created by fur traders in the early 1800's. By the 1840's, over 400,000 pioneers were traveling the dangerous trail from the United States by wagon, horseback or even on foot. Over 16,000 people died from diseases, attacks by Native Americans, and harsh conditions on the trail.

The Mormon Trail was another path west from Illinois to Salt Lake City, Utah. From 1846 - 1848, thousands of members of the Mormon Church fled discrimination and persecution in the United States. Led by Brigham Young, over 14,000 Americans left their home to find religious freedom in the west.

Another important path west was the Transcontinental Railroad. It was built in the 1860s by thousands of laborers, including immigrants from China and Ireland, who worked tirelessly to lay the tracks, construct bridges, and overcome the challenges of rugged terrain, harsh weather, and other obstacles. The Transcontinental Railroad connected the eastern and western coasts of the United States. Specifically, it linked Omaha, Nebraska, on the eastern end, with Sacramento, California, on the western end.



The Transcontinental Railroad was incredibly important because it became a vital link for trade and commerce, and travel. It made it much faster and cheaper for people to move and for goods to be sent across the country. The Transcontinental Railroad was like a superhighway that brought the east and west coasts closer together and helped the country grow and prosper.





# Terms of Use

thank you!

Thank you for your purchase and support. Your satisfaction and positive feedback is the greatest compliment you can offer me! I appreciate your business and I hope you and your students enjoy using my resources. Please take a moment to review my terms of use.

## Permitted

- ☐ Please use this resource for your own classroom. Make all the copies you need for your students.
- ☐ Upload to a LMS that restricts access to only your students like Google Drive, Google Classroom, OneDrive, Edmodo, Canvas, and Schoology.
- ☐ Tell your friends where you purchased this resource.

## Not Permitted

- ☐ Please do not give this resource to another teacher or sell it to anyone else like Course Hero.
- ☐ Do not save it to a common drive where other teachers have access to it.
- ☐ Do not share the resource in any online groups.
- ☐ Do not take it apart and resell it.
- ☐ Do not use it in an online course like Outschool where you profit off of my work.

©Social Studies Success, LLC. All rights reserved. *Social Studies Success* is a trademark of *Social Studies Success, LLC*. Failure to comply is a copyright infringement and a violation of the Digital Millennium Copyright Act (DMCA). Clipart and elements found in this PDF are copyrighted and cannot be extracted and used outside of this file without permission or license. All images are taken from public domain, licensed and purchased from Shutterstock, Adobe Stock Images, Dreamstime Stock Images, or these talented artists. This includes images taken by employees of various US Government agencies; images published prior to 1923; or images that have otherwise been released to public domain. Custom photography by Dawn Virias. Doodle notes is a trademarked term used with permission. Please visit [doodlenotes.org](http://doodlenotes.org) for more information.



## Clip Art and Fonts







# Want more???

Did you



the lesson and want others like it?

*World Cultures* *Texas History* *US History*



Click on a link to explore more exciting lessons.



Interested in  
Professional  
Development  
from Social  
Studies  
Success?

Do you want to learn more engaging strategies for Social Studies? Are you interested in techniques for classroom discussion? Need tips for struggling readers or writers? Intimidated by all the vocabulary necessary for teaching Social Studies? Need ideas for using anchor charts in your classroom? Take an online on-demand PD course from me! Find out more [here](#).

I love *connecting* and *sharing ideas* with teachers!  
You can find me on social media and through my website.



[www.pinterest.com/SSSuccess/](http://www.pinterest.com/SSSuccess/)



<https://twitter.com/@SSSuccess1>



<https://www.facebook.com/SocialStudiesSuccess/>



[https://www.instagram.com/social\\_studies\\_success/](https://www.instagram.com/social_studies_success/)



[www.SocialStudiesSuccess.com](http://www.SocialStudiesSuccess.com)



[SocialStudiesSuccess1@gmail.com](mailto:SocialStudiesSuccess1@gmail.com)



# About the Author

## What do I believe about Social Studies instruction?

- ✓ Students need to be engaged to learn.  
-Schlechty's *Design Qualities of engagement*
- ✓ History can be fun and rigorous at the same time.  
Bower's *Bring Learning Alive!*
- ✓ All students can learn – we just need to support them in different ways.  
-Seidnitz's *Seven Steps*
- ✓ Kids need to continuously review content through games and engaging activities.  
Himmele's *Total Participation Techniques*
- ✓ Writing is essential for learning, not just assessment.  
Daniels' *Content Area Writing*
- ✓ Vocabulary instruction must be intentional and engaging.  
Marzano *Academic Vocabulary*
- ✓ History should not be trivial pursuit – dig deeper and teach with essential questions and enduring understandings.  
Wiggins & McTighe *Essential Questions*
- ✓ Students are social – purposeful talk is crucial to learning.  
Walsh *Quality Questioning*
- ✓ Students need to read in Social Studies – reading informational text cannot be mastered without constant practice.  
Kinsella's *Considerate Text*
- ✓ "Soft skills" of collaboration, communication, critical thinking, and creativity are essential to future success in the job market.  
Muir *Reasons Millennials Get Fired*
- ✓ The best way to improve reading comprehension and scores, is to focus on building knowledge through Social Studies instruction.  
-Wexler *The Knowledge Gap*



Dawn Viñas has served in education for over a quarter of a century.

Dawn earned her Master's degree in Curriculum and Instruction from Texas A&M University. In her education journey, she was shaped by her various roles as a classroom teacher, instructional coach, curriculum coordinator, professional development trainer, university professor, and teacher-author. Dawn has provided Social Studies professional development for over 20 years to more than 10,000 teachers from Alaska to Florida. In 2015, Dawn started Social Studies Success<sup>®</sup> with the mission to revolutionize social studies instruction. With a goal of improving instruction, Dawn is currently providing consulting, classroom resources, and professional development services to several school districts across the state of Texas. Do you have a question, or would you like to purchase a license for your district? You can reach Dawn [here](#).