



# Westward Expansion and the Industrial Revolution

## UNIT ADDENDUM

5th Grade Social Studies  
Unit 3  
Suggested Duration: 23 days

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## UNIT SYNOPSIS



*American Progress, by John Gast, taken from Wikipedia*

Even before the founding of the United States, Europeans and colonial Americans had sought to explore the vast expanse of the American continent. From the Louisiana Purchase in 1803 to the so-called closing of the American frontier in 1890, American settlers, often backed by the federal government and, at times, the military, pushed the boundaries of the United States farther and farther West at great cost to the Indigenous people already living there. This national desire to control the continent became known as Manifest Destiny, and the belief that the United States was destined to grow “from sea to shining sea” fueled massive westward growth—and Indigenous displacement—for a century. As many Americans were moving west along the frontier, urban Americans were experiencing massive changes in life and work as well. The Industrial Revolution of this period transformed American cities, creating new jobs, living conditions, lifestyles, and innovations. By the end of the 19th century, the United States had evolved into an expansive industrial power.

In this unit, you will introduce students to two of these significant—and interrelated—changes: expansion and industrialization. First, you will introduce your students to the story of Westward Expansion by examining the earliest factors that propelled settlers West, including the voyage of Lewis and Clark and the Missouri Compromise. Students will then explore key pull factors, such as the California Gold Rush, as well as the routes people took to voyage into the West, including the Oregon Trail.

As you continue to guide students through this unit, they will learn about the diverse experiences of people in the West and about the many Americans and Indigenous people who shaped life on this frontier. Students will study Indigenous removal, displacement, and genocide and will explore how Indigenous people fought back against Westward Expansion to protect their homes and their land. Then, this unit will conclude with a study of the Industrial Revolution and the drastic changes taking place away from the frontier, in growing American cities. This dual inquiry into Westward Expansion and the Industrial Revolution will ensure your students understand two pivotal eras that shaped America during the 19th century and that ultimately fueled the growth of the United States into the nation it is today.

This unit is designed to correct and expand upon the traditional story of Westward Expansion, in terms of both who participated in the movement and who was displaced. Though the mythology of the American West celebrates the lone white cowboy on the frontier, many Black, Mexican, Indigenous, and Chinese Americans also lived and sought opportunities on the frontier. In this unit, we seek to emphasize the stories of Black frontiersmen, Mexican vaqueros, and Chinese goldminers to ensure that students develop a fuller picture of the many people who shaped the history of the West. Furthermore, the story of Westward Expansion is often told romantically, downplaying the devastating impact continued American settlement in the West had on the Indigenous peoples living

there, many of whom had already been pushed farther west following colonial settlements. In this unit, we also seek to share this story, emphasizing that although Indigenous peoples were largely unsuccessful in their defense against American expansion in the 19th century, many Indigenous communities still live in the American West today. They continue the fight to revitalize federally recognized tribal lands and to further regain stolen lands. The West thus occupies a complicated, and often contradictory, role in American history: one of opportunity, especially for many Americans escaping oppression and hardship elsewhere, as well as one of extreme loss for those whose lands were taken. It is your responsibility in this unit to help students understand and grapple with this complexity. This kind of critical evaluation, in which students study the very real gains and equally real losses that emerge from historical events, will set students up for success not only in this unit but also throughout their future studies of history.

## CONTENT STANDARDS

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<p><b>History</b></p> <p>5.4 The student understands political, economic, and social changes that occurred in the United States during the 19th century.</p> <p>(C) identify significant events and concepts associated with U.S. territorial expansion</p> <p>(D) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War</p> <p>(E) explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15<sup>th</sup> amendments to the U.S. Constitution</p> <p>(F) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.</p> <p><b>Geography</b></p> <p>5.6D: create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.</p>	<p><b>Culture</b></p> <p>5.21B: summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.</p> <p>5.22B: identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States,</p> <p><b>Social Studies Processing Skills</b></p> <p>5.23 The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.</p> <p>(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>

<p>5.7A: identify and describe the patterns of settlement</p> <p>5.8B: analyze the positive and negative consequences of human modification of the environment in the United States.</p> <p><b>Economics</b></p> <p>5.12B: identify and explain how geographic factors have influenced the location of economic activities in the United States</p> <p>5.12C: analyze the effects of immigration and migration on the economic development and growth of the United States.</p> <p>5.12D: describe the impact of mass production, specialization, and division of labor on the economic growth of the United States</p>	<p>5.24 The student uses geographic tools to collect, analyze, and interpret data. (B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</p> <p>5.25 Social Studies skills. The student communicates in written, oral, and visual forms. (D)create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.</p> <p>5.26 Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others.</p>
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## VERTICAL STANDARDS

4th Grade Social Studies	5 <sup>th</sup> Grade Social Studies	6th Grade Social Studies
Students will engage in a course about Texas history and how the communities have changed over the history of Texas.	<b>Students will engage in a course about US history and how the United States was colonized and the change over the course of time.</b>	Students will engage in a course about geography, government, and culture throughout the world.

## VOCABULARY GLOSSARY

Westward Expansion: <a href="#">Glossary</a>	Industrialization: <a href="#">Glossary</a>
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