

Standard 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States.

5-2.2 Illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems. (G)

Taxonomy Level: B 2 Understand /Conceptual Knowledge

Previous/future knowledge:

In Kindergarten, students recognized the natural features of the environment, including mountains and bodies of water, through pictures, literature, and models (K-5.4).

In 1st grade, they compared the ways that people use land and natural resources in different settings across the world, including the conservation of natural resources and the actions that may harm the environment (1-2.2).

In 3rd grade, students explained the effects of human systems on the physical landscape of South Carolina over time, including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development (3-1.4).

In 4th grade, students summarized the major expeditions and explorations that played a role in westward expansion—including those of Daniel Boone, Lewis and Clark, and Zebulon Pike and compared the geographic features of areas explored (4-5.1). Students also summarized the events that led to key territorial acquisitions—including the Louisiana Purchase, the Florida Purchase, the Northwest Territory treaty, the annexation of Texas, and the Mexican Cession—as well as the motives for these acquisitions and the location and geographic features of the lands acquired (4-5.3).

In United States history, students will explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character (USHC-3.1).

It is essential for students to know:

The environment of the West was influenced by the men and women who settled the region. Land was plowed and irrigation created to make the plains into the breadbasket of the country. When the railroads crossed the plains they affected the herds of bison that had freely wandered there. The iron rails of the railroad track were trampled and mangled by the great herds. Railroad owners hired riflemen to shoot the offending beasts. Soon the bison herds were decimated and the way of life of the Native Americans who depended on the buffalo was significantly impacted. As more and more migrants settled the West, they infringed on the land that had been the domain of many Native American tribes. Native Americans resisted this encroachment but a series of Indian wars that ended with the Native Americans being forced onto reservations. By the end of the 19th century, the United States government tried to make the Native Americans into farmers. The reservations were divided into parcels for individual Native American families. However, Native Americans did not want to give up their traditional way of life. They did not want to know how to farm and soon many lost their land to white settlers.

It is not essential for students to know:

It is not essential for students to know the names of the Native American tribes or the leaders of the Native American resistance such as Geronimo and Chief Joseph. Students do not need to know the name of the Dawes- Severalty Act that divided the reservations into farm parcels. They do not need to know the names of the famous buffalo hunters such as Buffalo Bill Cody or of the railroad lines that crossed the plains.

Assessment guidelines:

Appropriate assessments require students to **explain** the impact of the railroad on the bison and on the Native Americans who depended on it. Assessments may require students to **compare** the policies of the United States government for the Native Americans.

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