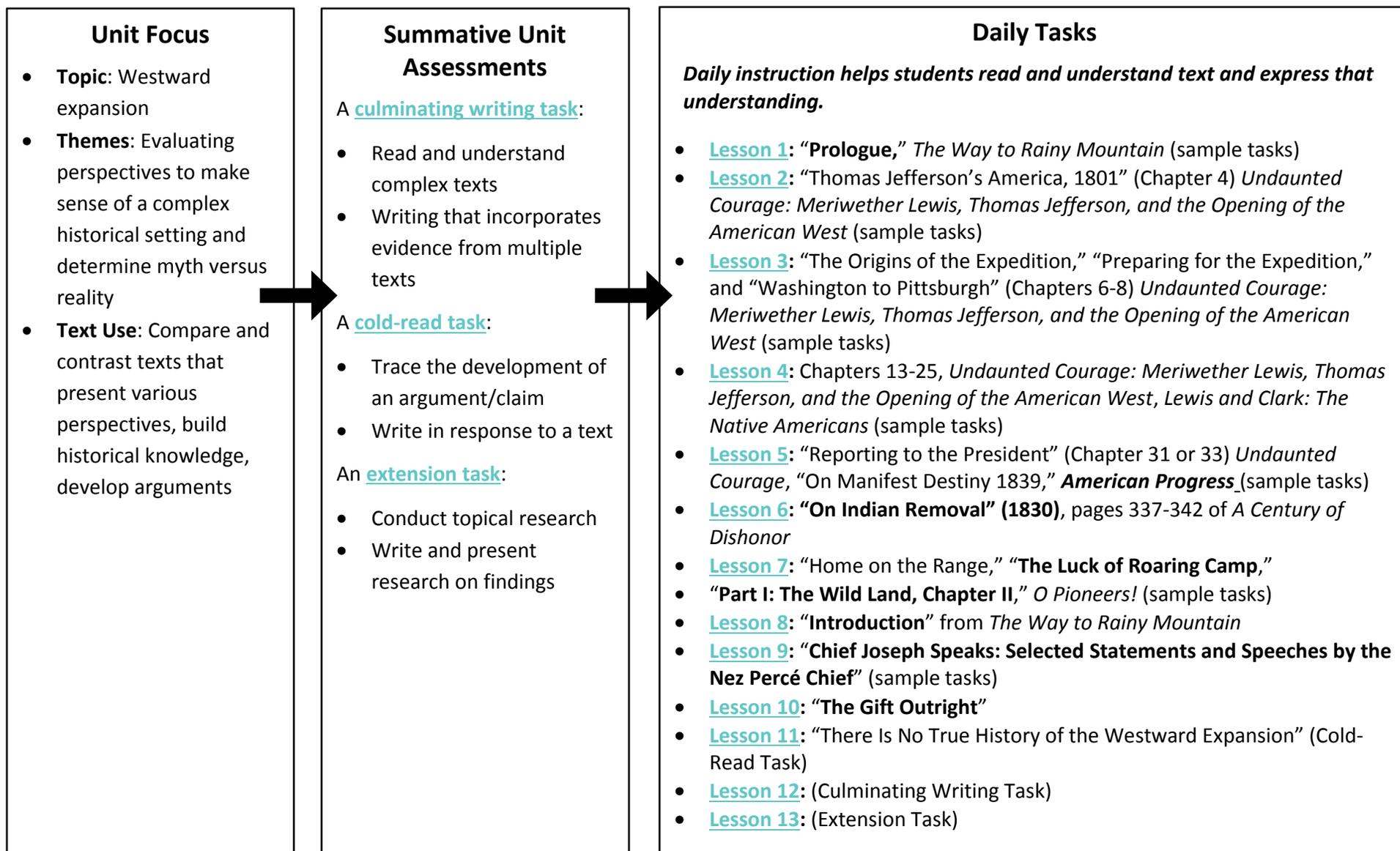


UNIT: UNDAUNTED COURAGE

<p>Anchor Text</p> <p>Excerpts from <i>Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West</i>, Stephen Ambrose (Informational)</p> <p>Related Texts</p> <p><u>Literary Texts</u></p> <ul style="list-style-type: none"> • “The Luck of Roaring Camp,” Bret Harte • “Part I: The Wild Land, Chapter II,” <i>O Pioneers!</i>, Willa Cather • “The Gift Outright,” Robert Frost <p><u>Informational Texts</u></p> <ul style="list-style-type: none"> • “Prologue” from <i>The Way to Rainy Mountain</i>, N. Scott Momaday • “On Manifest Destiny 1839,” John L. O’Sullivan • “On Indian Removal” (1830), Andrew Jackson • Pages 337-342 of A Century of Dishonor, Helen Hunt Jackson • “Chief Joseph Speaks: Selected Statements and Speeches by the Nez Percé Chief,” <i>Archives of the West</i> • “Introduction” from <i>The Way to Rainy Mountain</i>, N. Scott Momaday • “There Is No True History of the Westward Expansion,” Robert Morgan <p><u>Nonprint Texts</u> (e.g., Media, Website, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • Lewis and Clark: The Native Americans, PBS (Website) • American Progress, John Gast (Art) and an explanation 	<p>UNIT FOCUS</p> <p>Students explore ideas prominent throughout westward expansion and American literature: myth versus reality. The texts present various perspectives of the West. Students consider the idealism and romance of the American spirit versus the despair and consequences of human hubris. Students complete the unit by forming their own arguments about westward expansion. They will then consider how the dichotomy is reflected throughout our history and told through our literature. This unit connects to US History.</p> <p>Text Use: Compare and contrast texts that present various perspectives, build historical knowledge, develop arguments</p> <p>Reading: RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.9, RL.11-12.10, RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.8, RI.11-12.9, RI.11-12.10</p> <p>Writing: W.11-12.1a-e, W.11-12.2a-f, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9a-b, W.11-12.10</p> <p>Speaking and Listening: SL.11-12.1a-d, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6</p> <p>Language: L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.4a-b, L.11-12.5a-b, L.11-12.6</p> <p>CONTENTS</p> <p>Page 257: Text Set and Unit Focus</p> <p>Page 258: <i>Undaunted Courage</i> Unit Overview</p> <p>Pages 259-261: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 262: ELA Instructional Framework</p> <p>Pages 263-276: Text Sequence and Use for Whole-Class Instruction</p>
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Undaunted Courage Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK¹

Throughout the texts in the unit, humans interact with the land. Some realize idealized notions while others experience devastating consequences. In all cases, though, the land and its relationship with the people are integral to the story of the West. Write an essay that explains how at least three of the unit’s authors represent the land and compare how the various representations reveal a common theme throughout texts of the 19th and early 20th century. **(RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12.9)** Include direct quotations with page numbers, integrating information into the essay while maintaining the flow of ideas. **(W.11-12.2a-f, W.11-12.4, W.11-12.5, W.11-12.9a-b, W.11-12.10)**

Convey your ideas by selecting, organizing, and analyzing relevant evidence from your research. Introduce your topic and organize your information, then develop the topic with relevant information, using appropriate transitions and syntax, precise language and a formal style, and a relevant conclusion. Your completed writing should use grade-appropriate words and phrases and demonstrate command of the conventions of standards English grammar and usage, punctuation, and spelling. **(L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.6)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: Westward expansion • Themes: Evaluating perspectives to make sense of a complex historical setting and determine myth versus reality • Text Use: Compare and contrast texts that present various perspectives, build historical knowledge, develop arguments 	<p>What shows students have learned it?</p> <p>This task assesses:</p> <ul style="list-style-type: none"> • Reading and understanding complex texts • Writing that incorporates evidence from multiple texts 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) • Lesson 6 (sample tasks included) • Lesson 7 (sample tasks included) • Lesson 9 (sample tasks included) • Lesson 10 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 5 (sample tasks included) • Lesson 8 • Lesson 12 (use this task)

¹ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ TASK²

Read “[There Is No True History of the Westward Expansion](#)” by Robert Morgan independently and then **answer** a combination of multiple-choice and constructed-response questions³ about the text, using evidence for all answers. Sample questions:

1. Determine at least two of the central ideas of the text. What does Morgan claim about westward expansion and American history? (**RI.11-12.2, W.11-12.9b, W.11-12.10**)
2. How do the central ideas you identified interact with each other to convey overall meaning in the article? How does the author develop the ideas throughout the text? (**RI.11-12.2, W.11-12.9b, W.11-12.10**)
3. Based on your reading and your research throughout the unit, do you agree or disagree with Morgan’s central ideas in the article? Write an essay that explains your position, citing specific textual evidence from at least three additional sources from the unit to support your claims. (**RI.11-12.1, RI.11-12.2, W.11-12.1, W.11-12.4, W.11-12.9b, W.11-12.10**)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none">• Topic: Westward expansion• Themes: Evaluating perspectives to make sense of a complex historical setting and determine myth versus reality• Text Use: Compare and contrast texts that present various perspectives, build historical knowledge, develop arguments	<p>This task focuses on:</p> <ul style="list-style-type: none">• Tracing the development of an argument/claim• Writing in response to a text	<p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 1 (sample tasks included)• Lesson 2 (sample tasks included)• Lesson 5 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 6 (sample tasks included)• Lesson 9 (sample tasks included)• Lesson 11 (use this task)

² Cold-Read Task: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

³ Ensure that students have access to the complete texts as they are testing.

EXTENSION TASK⁴

Examine the idealism of Western expansion. Did the American leaders and pioneers really believe the spirit and hope they expressed or was it a myth? Do the texts of the time present the full truth? Were opportunities available to all Americans?

Investigate a self-selected topic of the American West (e.g., York, the Donner Party, the Mexican-American War and the annexation of Texas, the treatment of American Indians, US legislation, the Gold Rush, the transcontinental railroad, etc.) and create a written report that explains how the events support and/or dispute the idealism of Manifest Destiny, whether real or mythical. **(RI.11-12.7, W.11-12.1, W.11-12.4, W.11-12.8, W.11-12.9b)**

Then, working collaboratively in a small group, create an informative multimedia presentation that synthesizes and then presents the research findings and evaluations of each group member. **(SL.11-12.1)** Use a combination of images, graphics, and specific examples from the readings and research as support, integrating support while maintaining the flow of ideas. **(W.11-12.6, SL.11-12.4, SL.11-12.5)** Use proper attribution to avoid plagiarism of all sources and follow MLA guidelines.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none">• Topic: Westward expansion• Themes: Evaluating perspectives to make sense of a complex historical setting and determine myth versus reality• Text Use: Compare and contrast texts that present various perspectives, build historical knowledge, develop arguments	<p>This task focuses on:</p> <ul style="list-style-type: none">• Conducting topical research• Writing and presenting research findings	<p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 5 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 2 (sample tasks included)• Lesson 4 (sample tasks included)• Lesson 9 (sample tasks included)• Lesson 13 (use this task)

⁴ Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁵ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁶</p> <p>“Prologue” from <i>The Way to Rainy Mountain</i>, N. Scott Momaday</p>	<p>TEXT DESCRIPTION: This text introduces how the concept of the journey being sparked by man’s imagination is as old a story as man himself.</p> <p>TEXT FOCUS: Reading and discussing this text prior to beginning <i>Undaunted Courage</i> creates a frame for the unit. This text, while short, contains many abstract ideas. Students should be given multiple opportunities to read this text for different purposes.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read and annotate the text. Then they summarize and comprehend the texts in small-group discussions and writing tasks. Students also focus on syntax and craft.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students read the text independently. (RI.11-12.10) • After the first reading of the text, have students determine the meaning of words and phrases as they are used in the text, specifically analyzing how Momaday uses and refines the meaning of <i>journey</i>, <i>imagination</i>, and <i>idea</i> (and their various forms, i.e., <i>imagine</i>) over the course of the text. (RI.11-12.4, L.11-12.4a-b, L.11-12.5a-b) • Engage students in selecting and analyzing the construction of various sentences in the text.⁷ Ask students to identify the various clauses and phrases and rearrange the sentences in pairs to study the various effects on meaning and evaluate how different sentence structures clarify, support, emphasize, or confuse an author’s point. (RI.11-12.6) Then have students compose original sentences⁸ using the sentences they analyzed as models. Ensure students vary syntax for effect in all assigned writings. (L.11-12.2a-b, L.11-12.3a, L.11-12.6) • Have students read the text again, this time focusing on delineating the author’s reasoning: How does Momaday logically present a sequence of events and ideas over the course of the text? (RI.11-12.3) Write a short summary explaining the ideas Momaday presents and the reasons he provides as support. Ensure students vary syntax for effect. (RI.11-12.2, W.11-12.10, L.11-12.3a)

⁶ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

⁷ For example: “In one sense, then, the way to Rainy Mountain is preeminently the history of an idea, man’s idea of himself, and it has old and essential being in language.” Or “What remains fragmentary: mythology, legend, lore, and hearsay—and of course the idea itself, as crucial and complete as it ever was.”

⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Ask students to determine and evaluate how the author presents ideas about land and land use throughout the text. Use the questions that follow, recording thoughts in notes or on a graphic organizer. For each portion of the task, ensure that students cite strong textual evidence and determine where the text provides less support or leaves matters uncertain. (RI.11-12.1) <ul style="list-style-type: none"> ○ Reread the text and highlight or underline examples related to the land. Reread those specific portions and determine a tone and any patterns and/or contrasts that exist in the way the author presents the land. (RL.11-12.4, L.11-12.5a-b) ○ How does the author develop the idea of the land and explain its relationship with humans? (RI.11-12.3) ○ Determine Momaday’s purpose and analyze how the presentation of the land contributes to the effect and development of central ideas of the text. (RI.11-12.2, RI.11-12.6) <p>EXPRESS UNDERSTANDING</p> <ul style="list-style-type: none"> • Conduct a class discussion to determine at least two central ideas of the text and analyze how these ideas interact and build on one another to produce a complex account of the journey and the role it plays in the development of “man’s idea of himself.” (RI.11-12.2) Encourage students to cite strong and thorough textual evidence to support the analysis and determine where the text leaves matters uncertain. (RI.11-12.1, SL.11-12.1a-d, SL.11-12.6) • Then have students write a brief written analysis based on the discussion question: Identify two central ideas in the “Prologue” and analyze how these ideas build on one another. Ensure students vary syntax in their writing, using sentences composed based on models from the Prologue. (RI.11-12.1, RI.11-12.2, W.11-12.1a-e, W.11-12.4, W.11-12.9b, W.11-12.10, L.11-12.2a-b, L.11-12.3a)
<p>LESSON 2:</p> <p>“Thomas Jefferson’s America, 1801” (Chapter 4) from <i>Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West</i>, Stephen Ambrose</p>	<p>TEXT DESCRIPTION: This chapter of the text specifically focuses on Thomas Jefferson’s motivations for financing the Lewis and Clark expedition, despite risking a national financial crisis.</p> <p>TEXT FOCUS: This text is complex and, at times, somewhat technical. Students will likely need support persevering through the text; provide them with opportunities to make connections with the thematic ideas of the unit. (RI.11-12.10) As students read the text, they should make note of how Jefferson’s ideas of expanding the nation fueled expansion, debate, war, and social issues that arose in later years.</p> <p>MODEL TASKS</p>

TEXT SEQUENCE	TEXT USE
	<p>LESSON OVERVIEW: Students read and annotate the text. Students will pay special attention to Ambrose’s language. Students write a summary of Jefferson’s approach to westward expansion.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students continue to determine and evaluate how authors present the land in various texts, recording their thoughts in notes or on a graphic organizer begun in lesson 1. For each portion of the task ensure that students cite strong textual evidence and determine where the text provides less support or leaves matters uncertain. (RI.11-12.1) <ul style="list-style-type: none"> ○ Reread the text and highlight or underline instances relating to the land. Reread those specific portions and determine a tone and any patterns and/or contrasts that exist in the way the author presents the land. (RI.11-12.4, L.11-12.5a-b) ○ How does Ambrose develop the idea of the land and explain its relationship with humans? (RI.11-12.3) ○ Determine the author’s purpose and analyze how the presentation of the land contributes to the effect and development of central ideas of the text. (RI.11-12.2, RI.11-12.6) • Ask students to determine Thomas Jefferson’s ideas about westward expansion. (RI.11-12.8) How does the author characterize Jefferson in comparison to those who preceded him? What misconceptions does Jefferson have? Write a short objective summary of Jefferson’s point of view toward westward expansion. (RI.11-12.2) Then, in small groups discuss how Ambrose uses language, individuals, and events in the chapter to support the development of these ideas. (RI.11-12.3, RI.11-12.4) • Then have students evaluate the effectiveness of Ambrose’s structure in explaining America in 1801 and Jefferson’s point of view. Does the structure make points clear, convincing, and/or engaging? (RI.11-12.5) Cite strong and thorough textual evidence to support the evaluation. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, W.11-12.9b, W.11-12.10) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Lastly, have students write an essay in response to the following: Explain how Ambrose reveals his purpose. Consider Ambrose’s language and his choices regarding individuals and events to highlight. Cite specific textual evidence to support your analysis. (RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.6, W.11-12.9b, W.11-12.10, L.11-12.5a) • When students are finished writing, have them swap their essay with a peer, who will review the written response for the following:

TEXT SEQUENCE	TEXT USE
	<ol style="list-style-type: none"> 1. Identify and underline the thesis or main claim of the essay. 2. Next to each body paragraph, write a one-sentence summary. (RI.11-12.2) Determine how the ideas of the body paragraph are connected to the main claim of the essay. Next to the thesis statement, write a brief summary describing the organization and connection between various ideas of the essay. 3. Underneath each summary sentence, list the evidence used in that paragraph (i.e., direct quotation, paraphrased quotation, key details from the text). 4. Assess the quality of the evidence and how well it supports the thesis and ideas of the paragraph. Place a plus sign next to relevant evidence and logical reasoning and a minus sign next to irrelevant evidence or false reasoning. 5. Review the sentence structure and offer suggestions for increasing the complexity by adding more phrases and clauses or varying syntax. (L.11-12.1, L.11-12.3a) 6. Circle strong vocabulary words in the text and note any unnecessary repetitions. (L.11-12.6) 7. Edit the essay for spelling mistakes and use of proper punctuation. (L.11-12.2a-b) 8. Return the essays to their owner and have students review the feedback. Allow students to rewrite their essays, revising sentences and strengthening their arguments based on the feedback. (W.11-12.4, W.11-12.5)
<p>LESSON 3:</p> <p>“The Origins of the Expedition,” “Preparing for the Expedition,” and “Washington to Pittsburgh” (Chapters 6-8) from <i>Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West</i>, Stephen Ambrose</p>	<p>TEXT DESCRIPTION: These chapters detail Lewis and Clark’s preparation for the journey, including Jefferson’s explicit directions to Lewis about the expedition.</p> <p>TEXT FOCUS: A specific area of focus should be Jefferson’s observations and directions because these reveal his purpose for sending Lewis and Clark to explore.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read and annotate the text. Then students write a summary of the chapters.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read these chapters in pairs. (RI.11-12.10) Teacher Note: These chapters can be dry reading unless students are given a specific purpose for reading (i.e., Read to determine Jefferson’s purpose for sending Lewis and Clark on the expedition). Avoid highly detailed recall and instead focus on what the details reveal about the journey as a whole. Guide students in discussion to explore these chapters in the context of the unit focus.

TEXT SEQUENCE	TEXT USE
	<p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students continue to determine and evaluate how authors present ideas about land and land use in various texts, recording their thoughts in notes or on a graphic organizer begun in lesson 1. For each portion of the task ensure that students cite strong textual evidence and determine where the text provides less support or leaves matters uncertain. (RI.11-12.1) <ul style="list-style-type: none"> ○ Reread the text and highlight or underline instances relating to the land. Reread those specific portions and determine a tone and any patterns and/or contrasts that exist in the way the author presents the land. (RL.11-12.4, L.11-12.5a-b) ○ How does Ambrose develop the idea of the land and explain its relationship with humans? (RI.11-12.3) ○ Determine the author’s purpose and analyze how the presentation of the land contributes to the effect and development of central ideas of the text. (RI.11-12.2, RI.11-12.6) • In collaborative groups, discuss how Lewis and Clark’s preparations for departure reveal the range of their intentions for the expedition. How did what they purchased and packed reveal what they intended to do on their journey? (RI.11-12.2, RI.11-12.3, SL.11-12.6) Ensure students cite specific textual evidence to support their claims. (RI.11-12.1, SL.11-12.1a) • Prompt students to trace Jefferson’s directions to Lewis throughout these chapters and record their examination in notes or on a student-designed graphic organizer. (RI.11-12.1, RI.11-12.3, W.11-12.10) For each direction, analyze what it reveals about Jefferson’s intentions with the expedition. (RI.11-12.2) How do these details support or refute the claims made in chapter four? How does Ambrose’s structure in these chapters make his points clear, convincing, and/or engaging? (RI.11-12.5) Direct students to keep these notes because they will need them for the unit assessments. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Write a summary⁹ of the major events leading up to Lewis and Clark’s departure. (RI.11-12.2, W.11-12.10, L.11-12.3a)

⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 4:</p> <p>Chapters 13-25 from <i>Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West</i>, Stephen Ambrose</p> <p>Lewis and Clark: The Native Americans, PBS</p>	<p>TEXT DESCRIPTION: These chapters detail the series of encounters Lewis and Clark had with numerous Native American tribes as they traveled. Each encounter depicts the behaviors of the groups differently and presents the expedition’s perspective of the interactions. The website is interactive and allows the students to pinpoint their assigned tribe’s location on a map and learn more about the tribe.</p> <p>TEXT FOCUS: As students read this section, they should pay special attention to the interactions between the expedition and Native Americans.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students work via jigsaw groups to explore different instances of the expedition’s interactions with Native American groups.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read chapters 13-25 independently. • Break students into equal sections for students to read the text as a jigsaw.¹⁰ Because students will not be assigned to read each encounter separately, they will be able to move through this section of the text fairly quickly. However, ensure that students are held accountable for all of the information, as they will apply this knowledge later in the unit assessments. • Divide students into groups, and assign each group a different section of the text. Have groups reread their section. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • While reading, prompt students to continue determining and evaluating how the author presents the land throughout the text, recording their thoughts in notes or on a graphic organizer begun in lesson 1. For each portion of the task ensure that students cite strong textual evidence and determine where the text provides less support or leaves matters uncertain. (RI.11-12.1) <ul style="list-style-type: none"> ○ Reread the text and highlight or underline instances relating to the land. Reread those specific portions and determine a tone and any patterns and/or contrasts that exist in the way the author presents the land. (RL.11-12.4, L.11-12.5a-b) ○ How does Ambrose develop the idea of the land and explain its relationship with humans? (RI.11-12.3)

¹⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Determine the author’s purpose and analyze how the presentation of the land contributes to the effect and development of central ideas of the text. (RI.11-12.2, RI.11-12.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students conduct a short collaborative research project based on the following question: How did Lewis and Clark’s interactions with Native American tribes affect their culture and lifestyle? Does <i>Undaunted Courage</i> present the full story? (W.11-12.7) • Ask students to determine which Native American tribe’s encounter with Lewis and Clark to research based on their assigned section and generate a list of research questions that examine the significance of the encounter, the perspective of each group (the expedition and the tribe), the impact of the expedition on the tribe, and other relevant ideas (i.e., how does the way various Native American tribes are portrayed compare with Jefferson’s preconceived notions?). (RI.11-12.7, RI.11-12.10, W.11-12.7, SL.11-12.1b, SL.11-12.2) • Provide students time to conduct research to answer the self-generated questions and create a cohesive, multimedia presentation of their findings to the class. Groups may choose any presentation tool or style but must provide a useful, informative handout with proper MLA documentation. (RI.11-12.1, W.11-12.6, W.11-12.8, W.11-12.9b, SL.11-12.1a-d, SL.11-12.4, SL.11-12.5, SL.11-12.6)
<p>LESSON 5:</p> <p>“Reporting to the President” (Chapter 31 or 33) from <i>Undaunted Courage</i>, Stephen Ambrose</p> <p>“On Manifest Destiny 1839,” John L. O’Sullivan</p> <p><i>American Progress</i>, John Gast</p>	<p>TEXT DESCRIPTION: This chapter reveals the implications of the Lewis and Clark expedition. John L. O’Sullivan coined the term <i>Manifest Destiny</i> to convey the philosophy that drove westward expansion.</p> <p>TEXT FOCUS: A specific area of focus in <i>Undaunted Courage</i> should be the section that begins “Lewis obviously knew the intricacies of the fur trade...” and ends with “The immediate need, he told Jefferson, was to deal with ‘the unfriendly dispositions’ of the Sioux, Blackfeet, and other tribes along the Mississippi.” “On Manifest Destiny” allows students to understand the deeply held beliefs that guided decision making of the period. The painting makes claims about Manifest Destiny visually, which complements the other two texts in this set.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students view and read the texts, paying special attention to the meaning of words and phrases. Then students participate in a Socratic seminar discussion to consider common ideas. Finally, students engage in timed writing to compare ideas across the three texts.</p>

TEXT SEQUENCE	TEXT USE
	<p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Ask students to view <i>American Progress</i> in pairs and analyze the painting using the OPTIC strategy¹¹ for visual texts or the Library of Congress Photograph and Print Analysis Tool.¹² Then, based on elements in the painting, have pairs develop a claim¹³ for whether or not the artist supports westward expansion. (RI.11-12.7, W.11-12.1a, W.11-12.10) Prompt pairs to share their claims via a class discussion and to cite specific examples to support their claims. (SL.11-12.1a-d) • Have pairs read “On Manifest Destiny” and outline O’Sullivan’s argument, focusing on the questions that follow. (RI.11-12.8, RI.11-12.9, SL.11-12.1a-d) <ul style="list-style-type: none"> ○ Read the text once and determine the meaning of words and phrases as they are used in the text, specifically analyzing how O’Sullivan uses and refines the concepts of <i>destiny</i> and <i>future</i> (and their various forms, i.e., <i>futurity</i>) over the course of the text. (RI.11-12.4, L.11-12.4a-b, L.11-12.5b) ○ Read the text again and identify the central ideas being discussed. What is O’Sullivan’s stated purpose? ○ Next to each paragraph, paraphrase or summarize the content. (RI.11-12.2) ○ Then make a list of O’Sullivan’s claims about America’s destiny. How do these ideas interact over the course of the text? Identify three quotations from the text that support this intersection and the relationship between the ideas. (RI.11-12.1, RI.11-12.2, RI.11-12.3) ○ Explain the structure of O’Sullivan’s argument based on how each paragraph relates. Does the structure support his argument and make it more clear, convincing, or engaging? (RI.11-12.5) ○ This text and idea of “Manifest Destiny” became a foundational belief and driving force for governmental policy and political decision making for much of the last 19th century. How does O’Sullivan appeal to his audience to convince them of his purpose? How do his style, word choice, tone, and content contribute to the power and persuasiveness of the text? (RI.11-12.4, RI.11-12.6) • Conduct a Socratic seminar¹⁴ to explore the idealism of O’Sullivan’s views of America’s destiny based on the following questions:

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹² http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

¹³ Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml.

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ What are O’Sullivan’s views on westward expansion? Are his views realistic? (RI.11-12.8) ○ Do you agree or disagree with his reasoning? Why? (SL.11-12.3) ○ How do O’Sullivan’s views contribute to the romanticism of the West? (RI.11-12.9) ○ Have students prepare for the seminar by generating three to five additional questions to prompt discussion. (SL.11-12.1c) <p>Provide students with 15 minutes to work independently or in pairs to devise answers to the questions and locate specific evidence from the unit texts. (RI.11-12.1) Form two concentric circles and have the inner circle discuss their answers to the questions for eight minutes using accountable talk,¹⁵ providing evidence for their ideas and actively incorporating others into the discussion. (SL.11-12.1a-b, SL.11.12.4) While the inner circle discusses, ask students in the outer circle to evaluate the point of view, reasoning, and use of evidence of a student in the inner circle. (SL.11-12.3) Have students in the outer circle record their thoughts using a platform like Today’sMeet.¹⁶ (W.11-12.6) After the eight-minute discussion, swap the inner and outer circles and repeat the process. Following the discussion, have the class review the recorded thoughts and reflect on the seminar by indicating how their thoughts were justified or qualified based on the reasoning or evidence of others in the discussion and how they could improve future discussions (i.e., incorporating others into the discussion, asking more questions, making more connections between ideas). (SL.11-12.1c-d, SL.11-12.6)</p> <ul style="list-style-type: none"> ● Project paragraph 5 from “On Manifest Destiny 1839.” Reread the paragraph aloud. Then highlight the different sentence types (simple, compound, complex, and compound-complex) in different colors. Discuss with students how variety in syntax creates fluency and reader interest and helps to clarify, support, and emphasize O’Sullivan’s purpose. (RI.11-12.6) Have students select another paragraph and analyze the construction of the various sentences and the paragraph. Ask students use the paragraph they analyzed as a model and compose an original paragraph¹⁷ in response to the following question: “Explain the concept of Manifest Destiny and its role in westward expansion.” (RI.11-12.9, L.11-12.2a-b, L.11-12.3a) ● Guide students to read the chapter from <i>Undaunted Courage</i> independently, focusing on the implications of the Lewis and Clark expedition. (RI.11-12.10)

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁶ <https://todaysmeet.com/>

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Have students write a timed essay in response to the following prompt: Explain how these three texts reveal Americans’ relationship with the land and our desires to control and own something that cannot really be possessed. (RI.11-12.1, RI.11-12.2, RI.11-12.7, RI.11-12.9, W.11-12.2a-f, W.11-12.4, W.11-12.9b, W.11-12.10, L.11-12.3a)
<p>LESSON 6:</p> <p>“On Indian Removal” (1830), Andrew Jackson</p> <p>Pages 337-342 of A Century of Dishonor, Helen Hunt Jackson</p>	<p>TEXT DESCRIPTION: President Andrew Jackson’s views of Native American removal are dogmatic and promote the removal as viable and beneficial. Helen Hunt Jackson’s book-length treatise on the mistreatment of American Indians, <i>A Century of Dishonor</i>, was written after hearing a lecture about the struggles of American Indians. The excerpt begins with the paragraph that starts, “There is not among these three hundred bands of Indians...”</p> <p>TEXT FOCUS: “On Indian Removal” presents an argument that encourages students to consider how man’s connection with the land varies depending on perspective and culture. Helen Hunt Jackson presents a strong counterargument to the claims presented in “On Indian Removal.” The word choice, tone, and rhetoric of each text serve each author’s purpose. Students can analyze and compare the different arguments based on the author’s rhetoric and approach, considering where claims lack evidentiary support or where an idea or concept is supported using rhetoric, creating bias or uncertainty in the credibility of provided information. (RI.11-12.1, RI.11-12.3, RI.11-12.5, RI.11-12.6, SL.11-12.3) These texts also present opportunities for discussion and/or writing based on which argument is more effective. (RI.11-12.8, RI.11-12.9, SL.11-12.2)</p>
<p>LESSON 7:</p> <p>“Home on the Range,” Various Artists</p> <p>“The Luck of Roaring Camp,” Bret Harte</p> <p>“Part I: The Wild Land, Chapter II,” <i>O Pioneers!</i>, Willa Cather</p>	<p>TEXT DESCRIPTION: Kansas’s state song promotes an idealized view of open range life. “The Luck of Roaring Camp” highlights life in a mining camp and uses various juxtapositions (life and death, wilderness and civilization, etc.) and devices for establishing themes related to life in the West. Cather’s text highlights life on the frontier and describes and personifies the land and its relationship with those who attempt to “tame” it.</p> <p>TEXT FOCUS: These texts present fictionalized views of life on the Western frontier. In each text, the authors present a view of the land and human interaction with it. Students should pay attention to the consequences of man’s hubris and his attempt to try to control the uncontrollable, as this theme is present throughout many texts of the time period. (RL.11-12.9)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students independently read all three texts. They work in pairs to analyze “The Luck of Roaring Camp” and continue to analyze how authors portray man’s relationship with the land. Students then participate in a class discussion in which they compare the three texts based on common ideas.</p>

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read all three texts independently. (RL.11-12.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students work with a partner to analyze “The Luck of Roaring Camp” by doing the following: <ul style="list-style-type: none"> ○ Determine the meaning of words and phrases as they are used in the text. (L.11-12.4a, L.11-12.5a-b, L.11-12.6) Interpret and paraphrase sentences containing figurative language and devices, identifying examples of language that is particularly fresh or engaging. (RL.11-12.4, L.11-12.5a) ○ Summarize the text. (RL.11-12.2) ○ Reread “The Luck of Roaring Camp” and determine the tone (including whether there are any shifts in tone). Annotate the text¹⁸ by circling words with strong connotations. (L.11-12.5b) Then analyze how the patterns of the author’s word choice over the course of the text contribute to the development of tone. (RL.11-12.4) ○ Analyze in writing the impact of Harte’s choices to develop and relate the elements of the story by examining: (1) patterns and contrasts in the setting, (2) patterns and contrasts in the point of view that each character represents, (3) the juxtaposition of life and death, (4) life in the mining camp before and after Luck arrives, (5) the effect of the resolution. (RL.11-12.1, RL.11-12.3, RL.11-12.5, RL.11-12.6, W.11-12.9a, W.11-12.10) ○ Determine the significance of Harte’s choices and how they contribute to the development of two or more themes of the text. Consider how land gives and how land takes away. What is the significance of this power in relation to man’s understanding? (RL.11-12.2, RL.11-12.9, W.11-12.9a, W.11-12.10) Write a written response, citing textual evidence with proper citations. (RL.11-12.1, W.11-12.9a, W.11-12.10) • Have students analyze how the excerpt from <i>O Pioneers!</i> represents the relationship between people and the land in the West. • Have students continue to determine and evaluate how authors present the land in various texts, recording their thoughts in notes or on a graphic organizer begun in lesson 1. For each portion of the task ensure that students cite strong textual evidence and determine where the text provides less support or leaves matters

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>uncertain. (RI.11-12.1)</p> <ul style="list-style-type: none"> ○ Reread the texts and highlight or underline instances relating to the land. Reread those specific portions and determine a tone and any patterns and/or contrasts that exist in the way the author presents the land. (RI.11-12.4, L.11-12.5a-b) ○ How do the authors develop the idea of the land and explain its relationship to humans? (RI.11-12.9) ○ Determine the authors’ purpose and analyze how the presentation of the land contributes to the effect and development of central ideas of the text. (RI.11-12.2) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Engage students in a class discussion to compare and contrast the perspectives and messages presented in the three texts. Do the events, techniques, and concepts developed over the course of each text represent accurate or romanticized views of life in the West? How do these texts reflect common themes that can be learned from reading stories of the West? (RI.11-12.2, RI.11-12.3, RI.11-12.9) Prompt students to use accountable talk¹⁹ and cite textual evidence throughout the discussion. (RI.11-12.1, SL.11-12.1a, c-d, SL.11-12.4, SL.11-12.6)
<p>LESSON 8:</p> <p>“Introduction” from <i>The Way to Rainy Mountain</i>, N. Scott Momaday</p>	<p>TEXT DESCRIPTION: This text chronicles the author’s journey to visit his grandmother’s grave. The narrative of the text is developed through various descriptions of the land, historical details of the Kiowa people, and anecdotes and flashbacks about Momaday’s grandmother.</p> <p>TEXT FOCUS: Throughout the text the author examines the relationship between the Kiowa people and the land, allowing students to deepen their understanding of how the author views and portrays the land throughout the text. This text contains many abstract and complex ideas. Students should be given multiple opportunities to read this text for different purposes. (RI.11-12.10)</p>
<p>LESSON 9:</p> <p>“Chief Joseph Speaks: Selected Statements and Speeches by the Nez Percé Chief,” <i>Archives of the West</i></p>	<p>TEXT DESCRIPTION: Chief Joseph’s speeches highlight the various perspectives present in the West. They attempt to expose the real consequences of westward expansion and “white man’s” arrogance.</p> <p>TEXT FOCUS: This text provides the perspective of westward expansion from the point of view of Native Americans.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students will read and annotate the text, paying special attention to the development of Chief</p>

¹⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>Joseph’s argument through the examination of word choice, tone, point of view, rhetorical devices, etc.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Read aloud the text as students follow along. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students independently reread the text and outline Chief Joseph’s argument, focusing on the following questions (RI.11-12.8): <ul style="list-style-type: none"> ○ Read the text again and identify the central ideas being discussed. ○ Next to each paragraph, paraphrase or summarize the content. (RI.11-12.2) ○ Create a list of Chief Joseph’s claims. Create a brief flowchart that illustrates how he sequences his ideas and how each idea interacts over the course of the text. Identify a quotation from the text for each point on the chart that supports this intersection and the relationship between the ideas. (RI.11-12.1, RI.11-12.2, RI.11-12.3) ○ Explain the structure of Chief Joseph’s argument based on how each paragraph relates. Does the structure support his argument and make it clearer or more convincing or engaging? (RI.11-12.5) ○ Determine the tone that is developed through Chief Joseph’s word choice. What does that tone reveal about Chief Joseph’s point of view and stance on the issues argued in the text? How does Chief Joseph appeal to his audience to convince them of his purpose? How do his style, word choice, tone, and content contribute to the power and persuasiveness of the text? (RI.11-12.4, RI.11-12.6) ○ How do Chief Joseph’s speeches reflect an idea common to other texts of the period? (RI.11-12.9) • Have students continue to determine and evaluate how authors present the land in various texts, recording their thoughts in notes or on a graphic organizer begun in lesson 1. For each portion of the task ensure that students cite strong textual evidence and determine where the text provides less support or leaves matters uncertain. (RI.11-12.1) <ul style="list-style-type: none"> ○ Reread the text and highlight or underline instances relating to the land. Reread those specific portions and determine a tone and any patterns and/or contrasts that exist in the way the author presents the land. (RI.11-12.4, L.11-12.5a-b) ○ How does Chief Joseph develop the idea of the land and its relationship to humans? (RI.11-12.3) ○ Determine the author’s purpose and analyze how the presentation of the land contributes to the effect

TEXT SEQUENCE	TEXT USE
	<p>and development of central ideas of the text. (RI.11-12.2, RI.11-12.6)</p> <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Have students write an analytical essay in response to the following prompt: Determine how Chief Joseph views westward expansion and the American drive to claim ownership of land. How does he convey his purpose and stance? Then evaluate the effectiveness of his argument. (RI.11-12.1, RI.11-12.2, RI.11-12.6, W.11-12.1a-e, W.11-12.4, W.11-12.9b, W.11-12.10, SL.11-12.3, L.11-12.3a)
<p>LESSON 10:</p> <p>“The Gift Outright,” Robert Frost</p>	<p>TEXT DESCRIPTION: This poem explores the duality of possession, whether through land, people, or ideas.</p> <p>TEXT FOCUS: This poem, although seemingly straightforward, is actually complex. Students will need to read this poem multiple times independently and in small groups to gain a full understanding, using a poetry analysis strategy, like TP-CASTT.²⁰ (RL.11-12.4, RL.11-12.10, L.11-12.5a-b) Students can engage in discussing and then writing about how the ideas of this poem support or contradict the ideas of other texts in the unit. (RL.11-12.2, RL.11-12.9, RI.11-12.9)</p>
<p>LESSON 11:</p> <p>“There Is No True History of the Westward Expansion,” Robert Morgan</p>	<p>TEXT DESCRIPTION: This text examines the correlation between Manifest Destiny and US history and claims that because history is ever in flux due to changing times and perspectives, there is no true history of westward expansion.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 12:</p> <p>Various texts from the unit</p>	<p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 13:</p> <p>Various texts for research</p>	<p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>