

SOCIAL STUDIES
Geography/United States History
Grade 8
The Oregon Country

Lesson Components:

Benchmarks

- G-1A-M2 interpreting and developing maps, globes, graphs, charts, model, and databases to analyze spatial distributions and patterns
- G-1B-M1 explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns
- G-1B-M2 identifying and describing significant physical features that have influenced historical events
- G-1C-M7 explaining how cooperation and conflict among people contribute to the political divisions on Earth's surface
- G-1D-M1 analyzing and evaluating the effects of human actions upon the physical environment
- G-1D-M2 explaining and giving examples of how characteristics of different physical environments affect human activities
- C-1B-M4 analyzing the ways in which political and social conflict can be peacefully resolved
- C-1C-M1 describing how the world is organized politically and explaining the means by which nation-states interact
- E-1B-M7 describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies
- H-1A-M1 describing chronological relationships and patterns
- H-1A-M2 demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred
- H-1A-M3 analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history

H-1A-M5 identifying issues and problems from the past and evaluating alternative courses of action

H-1B-M9 describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers

Key Concepts

Latitude/longitude; physical features of places: land forms and bodies of water/waterways, latitudinal location; human phenomena associated with places: migration, settlement patterns, land use; criteria used to define regions: physical features, human settlement patterns, land use; territorial expansion; upland regions; landlocked areas; forests/timberland; Westward movement; diplomacy; treaty; international trade; impact of government policies; chronology; major historical issues/problems; course of action; timeline; change over time; historical analysis; alternative courses of action; Manifest Destiny

Lesson Duration

5 days

Purpose/Introduction

See individual lessons attached

Objectives

1. Read and interpret a map, using a map key/legend and symbols, distance scale, compass rose, and cardinal or intermediate directions. (G-1A-M2)
2. Use latitude (parallels) and longitude (meridians) to determine direction and locate points on a map. (G-1A-M2)
3. Locate major land forms and geographic features, places, and waterways on a map of the United States. (G-1A-M2)
4. Add features to a map based on given narrative information, showing key towns, land forms, and bodies of water associated with the Oregon Trail and the Oregon Country. (G-1A-M2)
5. Describe or analyze the distinguishing physical and/or human characteristics of a given place (e.g., land forms, settlement patterns). (G-1B-M1)
6. Identify regions of the U. S. in terms of their primary physical characteristics. (G-1B-M1)
7. Identify land and climatic conditions conducive to human settlement in North America. (G-1B-M1)
8. Describe how land forms (e.g., the Rocky Mountains) affect migration and settlement patterns. (G-1B-M1)

9. Evaluate and use information on a map (e.g., identify the most appropriate place for a settlement, given a map and a list of potential settlers' needs/goals). (G-1B-M1)
10. Identify ways in which location and physical features (e.g., bodies of water, waterways, mountains) generally influence the development or life of a region. (G-1B-M2)
11. Explain conditions and motivations that contribute to conflict or cooperation within and among nations (e.g., territorial expansion). (G-1C-M7)
12. Identify or explain examples of cooperation, conflict, and ways societies interact to meet their needs (e.g., trade/political treaties). (G-1C-M7)
13. Predict the effects of potential environmental modifications on natural resources, or plant or animal life. (G-1D-M1)
14. Identify or describe the benefits or challenges inherent in a particular environment. (G-1D-M2)
15. Analyze ways in which a physical environment affects its inhabitants' way of life. (G-1D-M2)
16. Explain or give examples of how people adapt to living in a particular physical environment. (G-1D-M2)
17. Propose a peaceful way to resolve a political or societal conflict or to institute change, in terms of a given scenario. (C-1B-M4)
18. Explain any of the various means by which nations interact. (C-1C-M1)
19. Describe historical and economic factors influencing the economic growth and development of the nation. (E-1B-M7)
20. Chronologically organize major events and personalities in U. S. history. (H-1A-M1)
21. Compare or contrast events or ideas from the past with events or ideas in the present, demonstrating awareness of differing political, social, or economic context. (H-1A-M2)
22. Explain how a historical figure, idea, or event influenced or changed the course of history. (H-1A-M3)
23. Evaluate alternative courses of action in terms of their positive and negative consequences. (H-1A-M5)
24. Explain westward movement of the United States, the changes it created, and its effects on relations with Native Americans. (H-1B-M9)
25. Explain Manifest Destiny and its economic, political, racial, and religious roots. (H-1B-M9)
26. Describe diplomatic and political developments that led to the resolution of conflicts with Britain, Spain, and Russia from 1815 to 1850. (H-1B-M9)

Prior Knowledge/Pre-requisites

A basic and working knowledge of U. S. politics in the early 1800's, the Lewis and Clark Expedition of 1804-06, the political environment of the U. S. between 1820 and 1846 concerning westward expansion, and of the configuration of the future contiguous boundaries of the U. S.

Materials/Resources

Student notebooks, student textbooks, maps of the U. S. and of the Oregon Country, overhead projector, crossword puzzle of Oregon, student LEAP folders

Teacher Preparation

The teacher should have an understanding of the American political environment regarding westward expansion between 1803 and 1860; of the concept and far-reaching impact of Manifest Destiny on the course of U. S. history; and of the political, social, and economic impact and consequences of the U. S. acquisition of the Oregon Territory.

Body of the Lesson

See overview of the unit on “The Oregon Country.”

UNITED STATES HISTORY

THE OREGON COUNTRY

Objectives:

1. Students will be able to describe and analyze the concept of Manifest Destiny and its impact on the westward expansion of the U. S. after 1800. (H-1B-M9)
2. Students will be able to describe and analyze the conflicting claims to the Oregon Country. (G-1C-M7, C-1B-M4, C-1C-M1, E-1B-M7, H-1A-M5, H-1B-M9)
3. Students will be able to locate major sites and geographical features on maps of the United States and Oregon Country. (G-1A-M2, G-1B-M1)
4. Students will be able to trace the route of settlers along the Oregon Trail. (G-1A-M2)
5. Students will be able to describe the hazards encountered and hardships endured by settlers on the Oregon Trail. (G-1D-M2)
6. Students will be able to construct a time line on the major events surrounding the settlement of the Oregon Country. (H-1A-M1)
7. Students will be able to explain how significant physical features influenced settlers to and in the Oregon Country. (G-1B-M1, G-1B-M2)
8. Students will be able to evaluate the effects of settlers on the physical environment of Oregon, and the impact of the environment and geography on settlers. (G-1D-M1)
9. Students will be able to trace the major events surrounding the settlement of the Oregon Country. (H-1A-M3)
10. Students will be able to discuss the final settlement of the Oregon question. (G-1C-M7, C-1B-M4, C-1C-M1, H-1A-M5)
11. Students will be able to analyze the westward movement and Manifest Destiny, explaining their political, economic, and social impact on the course of American history. (H-1A-M2, H-1B-M9)

Content Outline:

Manifest Destiny

- American attitudes in the mid-1840's toward territorial expansion
- Economic, political, racial, and religious roots of Manifest Destiny (H-1B-M9)
- The impact of Manifest Destiny on the future course of American history (H-1A-M2, H-1B-M9)

The Oregon Country

Location (G-1A-M2, G-1B-M1)

Exploration and importance of the Oregon Country (E-1C-M7, H-1A-M2)

The Lewis and Clark expedition of 1804-06

The fur trade

The “mountain men” (H-1A-M3)

The lure of settlers to Oregon

Conflicting claims to the Oregon Country (G-1C-M7, C-1B-M4, C-1C-M1, H-1A-M5, H-1B-M9)

The Oregon Trail

Location and importance of the trail (G-1A-M2)

Hazards and hardships encountered by settlers (G-1B-M1)

Settlement of the Oregon Territory

Arrival of Marcus and Narcissa Whitman in 1837 (H-1A-M3)

The impact of geography upon immigrants and settlers to and in Oregon (G-1B-M1, G-1B-M2, G-1D-M2)

Political, economic, and social effects of settlements on Native Americans in Oregon (E-1B-M7, H-1B-M9)

U. S. acquisition of the Oregon Territory in 1846

The Presidential election of 1844

“Fifty-four forty or fight!”

Division of the Oregon Country between the U. S. and Britain (G-1A-M2, C-1B-M4, H-1A-M5, H-1B-M9)

The impact of the Oregon acquisition on the future course of American history (G-1D-M1, H-1A-M2, H-1B-M9)

Lesson 1: (2 days)

Benchmarks: G-1A-M2, G-1B-M1, G-1C-M7, C-1B-M4, C-1C-M1, E-1C-M7, H-1A-M2, H-1A-M3, H-1A-M5, H-1B-M9

Lesson Outline:

Manifest Destiny

- American attitudes in the mid-1840's toward territorial expansion
- Economic, political, racial, and religious roots of Manifest Destiny (H-1B-M9)
- The impact of Manifest Destiny on the future course of American history

The Oregon Country

- Location (G-1A-M2, G-1B-M1)
- Exploration and importance of the Oregon Country (E-1C-M7, H-1A-M2)
 - The Lewis and Clark expedition of 1804-06
 - The fur trade
 - The “mountain men” (H-1A-M3)
 - The lure of settlers to Oregon
 - Conflicting claims to the Oregon Country (G-1C-M7, C-1B-M4, C-1C-M1, H-1A-M5, H-1B-M9)

Objectives:

1. Students will be able to describe and analyze the concept of Manifest Destiny and its impact on the westward expansion of the U. S. after 1800. (H-1B-M9)
2. Students will be able to describe and analyze the conflicting claims to the Oregon Country. (G-1C-M7, C-1B-M4, C-1C-M1, E-1B-M7, H-1A-M5, H-1B-M9)
3. Students will be able to locate major sites and geographical features on maps of the United States and Oregon Country. (G-1A-M2, G-1B-M1)

Procedures:

Whole group discussion and review of Manifest Destiny, and the location, exploration, and importance of the Oregon Country

Identify the following:

Terms—Manifest Destiny, Oregon Country, mountain men, American Fur Company

Persons—Sir Francis Drake, Lewis and Clark, Horace Greeley, John Jacob Astor, Jedediah Smith, James Beckwourth, Marie Dorion

Places—Oregon Country, 54°40' parallel, Alaska, 49th parallel, 42nd parallel, Rocky Mountains, Columbia River, Snake River, Pacific Ocean

Dates—1804-06, 1818

Complete a map of the U. S. in 1818

Begin completing a map of the Oregon Country

Begin completing a timeline of the period from 1579 to 1818—visit to the Oregon coast by Sir Francis Drake in 1579, Louisiana Purchase in 1803, the Lewis and Clark expedition of 1804-06, and the decision by the U. S. and Britain to jointly occupy the Oregon Country in 1818.

Complete a crossword puzzle of the Oregon Country.

Copy review questions into LEAP folders

Materials:

Student notebooks, student textbooks, overhead projector, crossword puzzle of Oregon, student LEAP folders

Evaluation:

Whole class review of today's lesson

Crossword puzzle on the Oregon Country

Students will copy the following questions into their LEAP folders and answer them for homework:

1. The belief in the early and mid-1800's that the U. S. was meant to expand to the Pacific was:
 - A. Oregon Trail
 - B. Westward Movement
 - C. Monroe Doctrine
 - D. Manifest Destiny

2. Which of the following events concerning the settlement of the Oregon Country occurred **first**?
 - A. Oregon was divided between the U. S. and Britain
 - B. exploration of the Columbia River by Lewis and Clark
 - C. the U. S. acquired the Louisiana Purchase Territory
 - D. the Whitmans arrived in Oregon

3. The physical location of the Oregon Country was between the:
 - A. 54°40' and 42nd parallels
 - B. Snake and Missouri rivers
 - C. 49th and 35th parallels
 - D. Atlantic and Pacific oceans

4. Which of the following countries did **not** claim the Oregon Country in the early 1800's?
 - A. Spain
 - B. France
 - C. Russia
 - D. Britain

5. By the early 1840's, many Americans believed that the U. S. had a mission to spread its influence and power to the Pacific Ocean. Answer the following questions concerning the U. S policy of Manifest Destiny:
- A. Give one economic, political, racial, and religious characteristic of Manifest Destiny as it applied to U. S. expansion westward in the mid-1800's.
- Economic:
- Political:
- Racial:
- Religious:
- B. How did Manifest Destiny affect U. S. expansion into the Oregon Country after 1830?

