Northwest History Consortium

US EXPANSION: ALASKA

Cindy Mapston
4th / 5th Grade
National Standard

Era 4: Expansion and Reform (1754-1820s) / Standards 1, 2, 3, & 4

Standard 1: *United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native American*
Standard 2: *How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.*
Standard 3: *The extension, restriction, and reorganization of political democracy after 1800*
Standard 4: *The sources and character of cultural, religious, and social reform movements in the antebellum period*

Montana State Standard

Content Standard 1: *Student access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.*
Content Standard 3: *Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions)*
Content Standard 4: *Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.*
Content Standard 5: *Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.*

Golden Triangle Cooperative Standard

Grade 5
5.03: *The student will be introduced to North American development and colonization. (S3B8#7) (S4B8#4) U.S. History, Geography, Civics, Economics.*
5.06: *The student will identify causes and effects of westward movement. (S4B8#2,6) (S5B8#5,6) U.S. History, 5.06: Sociology, Economics, Geography.*
5.09: *The student will describe the geography of North America. (S3B8#2,6) Geography*
5.10: *The student will locate and use social studies reference materials, primary sources, and/or technology to compile information. (S1B8#1,2) (S3B8#5) (S4B8#1,3) (S5B8#4) Geography, Sociology.*
5.11: *The student will use maps, globes, and graphic information. (S3B8#1,2,5) Geography*

BACKGROUND

This background information is meant for the classroom teacher.

"Manifest Destiny is a term that was used in the 19th century to designate the belief that the United States was destined, even divinely ordained to expand across the North American continent, from the Atlantic seaboard to the Pacific Ocean."

"Advocates of Manifest Destiny believed that expansion was not only ethical but that it was readily apparent ("manifest") and inexorable ("destiny")."

Individuals were interested in expanding the U.S. geographically.

"Manifest Destiny." Wapedia: For Wikipedia on Mobil Phones. 29 March 2010 **<http://wapedia.mobi/ en/Manifest_Destiny>**.

US EXPANSION: ALASKA

"A variety of factors coincided during this period to bring about an accelerated pace of US expansion:

- The United States had completed its occupation of available contiguous territory within the North American continent.
- Wars such as the Spanish-American War that led to acquisition of former colonies of foreign states.
- The industry and agriculture of the United States had grown beyond its need for consumption. Powerful business and political figures such as James G. Blaine believed that foreign markets were essential to further economic growth, promoting a more aggressive foreign policy.
- The prevalence of racism, notably Ernst Haeckel's "biogenic law," John Fiske's conception of Anglo-Saxon racial superiority, and Josiah Strong's call to "civilize and Christianize" - all manifestations of a growing Social Darwinism and racism in some schools of American political thought.
- The development of the "Frontier Thesis" of Frederick Jackson Turner, which concluded that the American frontier was the wellspring of its creativity and virility as a civilization. As the Western United States was gradually becoming less of a frontier and more of a part of America, many believed that overseas expansion was vital to maintaining the American spirit.
- The publication of Alfred T. Mahan's *The Influence of Sea Power upon History* in 1890, which advocated three factors crucial to The United States' ascension to the position of "world power": the construction of a canal in South America (later influencing the decision for the construction of the Panama Canal), expansion of the U.S. naval power, and the establishment of a trade/military post in the Pacific, so as to stimulate trade with China. This publication had a strong influence on the idea that a strong navy stimulated trade, and influenced policy makers such as Theodore Roosevelt and other proponents of a large navy."

"Overseas expansion of the United States." 25 March 2010. <u>Wikipedia, the Free Encyclopedia</u>. 2003 – 2010. San Francisco, CA. 29 March 2010 **<http://en.wikipedia.org/wiki/Overseas_expansion_of_the_United_ States>**.

US EXPANSION: ALASKA

SCENARIO

It is March 1867, and Russia has offered to sell what would be called Alaska to the United States. But does the United States want to purchase this land? Do we have the money to make such a purchase? Would this be a sound investment for the United States? As a United States Senator, you are on a committee to help decide whether this land should be purchased. What would be the pros and cons? Would there be other areas of the world that would be better prospects? Better prospects how (economical, geographically, or political aspects)?

TASK

Habits of Mind:
Through research and discussion, I hope that students will develop an understanding of and appreciation for the complexity of issues leading up to expansionism. Students will consider the issues from various perspectives. During the research process students will learn the value of primary sources.

PBL Steps:
- Read and analyze the problem scenario. Check your understanding of the scenario by discussing it within your group. Don't be tempted to start thinking about potential solutions or to start looking for information.
- List hypotheses, ideas or hunches. Your group should have some theories or hypothesis about the cause of the problem or ideas about how to solve a problem. These need to be listed; they will be supported or refuted as the investigation proceeds. Your group also needs to list many alternative conceptions that need to be addressed in this unit.
- List what is known. Make a list of everything your group knows about this situation. Begin your list with the information contained in the scenario. Add knowledge shared by other group members. Record this information under the heading: "What do we know?"
- List what is unknown. Prepare a list of questions your group thinks need to be answered to solve this problem. Record them under a second heading titled: "What do we need to know?" Several types of questions may be appropriate. Some may address concepts or principles that need to be learned in order to address the situation. Other questions may be in the form of requests for more information. These questions will guide research that may take place on the Internet/WWW, in the library, or in other out of class searches.
- List what needs to be done. Plan the investigation. List possible actions to betaken under the heading "What should we do?" Such actions may include questioning an expert, getting on-line data, or visiting a library to find answers to the questions developed in step **NOTE:** DO NOT GO ON TO THE NEXT STEP WITHOUT A CLEAR PLAN FOR INVESTIGATION—ONE THAT INCLUDES SPECIFIC QUESTIONS THAT WILL HELP FOCUS YOUR RESEARCH. (Discuss your plan with the teacher before moving on.)

US EXPANSION: ALASKA

- Develop a problem statement. A problem statement is a one or two sentence idea that clearly identifies what your group is trying to solve, produce, respond to, test, or find out. KEEP IN MIND THAT THE PROBLEM STATEMENT MAY HAVE TO BE REVISED AS NEW INFORMATION IS DISCOVERED AND BROUGHT TO BEAR ON THE SITUATION.
- Gather information. You and your group will gather, organize, analyze, and interpret information from multiple sources. Exchange ideas; think about solutions; weigh alternatives; and consider the pros and cons of potential courses of action. At this point you and your group may formulate and test hypotheses concerning the problem. Some problems may not require hypotheses. Instead, a recommended solution or opinion (based on your group's research data) may be appropriate.
- Present findings.

Suggestions:
- As a committee establish a list of territorial lands that the United States could have economical, political, or geographical interest in and what the pros and cons of these areas would be.
- Each student or team will be expected to research the economical, political, and geographical pros and cons of the potential area.

Questions that can be asked if students need guidance:
- Why would this area be good for the United States geographically, economically and politically?
- Why would this area be less attractive for the United States geographically, economically and politically?
- What is Congress politically like during this?
- What is the United States economical status during this time?

The committee must reach a consensus as to what land should be recommended to Congress for the United States next expansionist movement.

Extension:
- Students could represent a country or land area being considered by the United States. The students could prepare a brochure presenting the pros or cons of the area.
- Students could represent a country or land area being considered by the United States. The students could prepare a documentary power point presenting the pros and cons of the area and present it.
- Students could hold a debate or presentation as if they were representing their country and either are encouraging purchase/take over of their area or on the opposite hand discouraging the purchase/take over.
- Should the United States take part in the expansionist movement? It has not been all that long since the United States was a colonial entity of Great Britain. Have we forgotten our feelings of being owned by another country?
- Students could run a similar research and debate on the acquisition of Hawaii.

US EXPANSION: ALASKA

RESOURCES

KWL CHART FORM

B Hypotheses, ideas or hunches	K What is already known?	W What you need or need to know— your questions	H How you will find your information— your POA	L What you learned

Group name: _____

"Extended KWL Chart." Adapted from a handout created by Nan Lombardo, Washington State Coordinator for Teaching American History Institute.

US EXPANSION: ALASKA

Group name: _____

PBL model steps:

1. Read and analyze the problem scenario.
2. List hypothesis, ideas, or hunches.
3. List what you know.
4. List the unknown. Prepare a list of questions.
5. Plan the investigation.
6. Gather information.
7. Present the findings.

<u>Understanding the Problem</u>

HYPOTHESIS: (Ideas or hunches)

1. _____

2. _____

3. _____

4. _____

5. _____

WHAT DO I ALREADY KNOW?

1. _____

2. _____

3. _____

4. _____

5. _____

6._____

7. _____

8. _____

US EXPANSION: ALASKA

WHAT IS THE LIST OF UNKNOWN? (Make a list of questions)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

GATHERING INFORMATION: (What facts did you find out to help you make your decision(s)?)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

US EXPANSION: ALASKA

Internet

"Purchase of Alaska." United States Department of State (Office of the Historian). 2010. Washington, DC. 30 March 2010 **<http://history.state.gov/search?q=Purchase+of+ Alaska>**.

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"Seward's Folly, the Purchase of Alaska." ©2001-2010. Online Highways LLC (u-s-history.com). Florence, OR. 30 March 2010 **<http://www.u-s-history.com/pages/ h230.html>**.

Simpson, Paulette. "Seward Museum Marks Alaska Purchase." 6 June 2009. © Anchorage Daily News. Anchorage Daily News (adn.com). Anchorage, Alaska. 29 March 2010 **<http://www.adn.com/2009/06/05/821288/seward-museum-marks-alaskapurchase. html>**.

"Treaty with Russia (Alaska Purchase), 1867." *American Historical Documents, 1000–1904.* Vol. 43 from The Harvard Classics. New York: P.F. Collier & Son, 1909–14; Bartleby.com, 2 May 2001. 29 March 2010 **<www.bartleby.com/43/**

"'Treaty with Russia for the Purchase of Alaska' from Primary Documents in American History." 16 March 2010. Library of Congress. 2010. Washington, DC. 29 March 2010 **<http://www.loc. gov/rr/program/bib/ourdocs/Alaska.html>.**

ASSESSMENT

1. Written tests or quizzes can be given.

2. Rubrics can be used to score students' presentation modes to include PowerPoints, written recommendations, or other projects that the students use to demonstrate what they had learned from the PBL activity.

3. Following are some rubrics that can be used to score these projects:

US EXPANSION: ALASKA

HyperStudio/PowerPoint Appearance and Content Knowledge Rubric

CATEGORY	4	3	2	1
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Graphics Sources	Graphics are hand-drawn. The illustrator(s) are given credit somewhere in the presentation.	A combination of hand-drawn and HyperStudio graphics are used. Sources are documented in the presentation for all images.	Some graphics are from sources that clearly state that non-commercial use is allowed without written permission. Sources are documented in the presentation for all "borrowed" images.	Some graphics are borrowed from sites that do not have copyright statements or do not state that non-commercial use is allowed, OR sources are not documented for all images.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.

US EXPANSION: ALASKA

Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.

Northwest History Consortium

US EXPANSION: ALASKA

Brochure Assessment Rubric

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Writing - Vocabulary	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.
Writing - Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.

US EXPANSION: ALASKA

Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.

US EXPANSION: ALASKA

Oral Presentation Rubric

CATEGORY	4	3	2	1
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US EXPANSION: ALASKA

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2009 Northwest History Consortium
Northwest Educational Service District #189

Grade 4 - 5
March 2010

Page 14 of 15
US Expansion: Alaska

Northwest History Consortium

US EXPANSION: ALASKA

REFERENCES/CITATIONS

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