**7th Grade** [**Westward Migration Inquiry**](http://www.c3teachers.org/inquiries/westward-migration/)

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| Was it Destiny to Move West? | |
| **Staging the Question: Discuss actions students have taken that resulted in a moral conflict.** | |
| **Social Studies Practices** | Gathering, Using, and Interpreting Evidence Geographic Reasoning Economics and Economic Systems |

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| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** |
| What factors influenced westward expansion? | What new technologies influenced westward expansion? | What conflicts arose from westward expansion? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| List the factors that influenced westward expansion. | Create an annotated illustration (e.g., comic strip, political cartoon, timeline) that depicts technological forces that influenced westward expansion. | Make a claim supported by evidence about the conflicts that arose from westward expansion. |
| *Integration of Inquiry Process and Skills* | | |
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |
| Connect: Finds areas of passion or interest within topics of study by reflecting on an action they personally took from which they benefited at the expense of another individual or group. | Connect: States and verifies what is known and makes connections to prior knowledge about what new technologies influenced westward expansion.  Graphic Organizer: [Connect#14](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect14) | Connect: States and verifies what is known and makes connections to prior knowledge about what conflicts arose from Westward Expansion.  Graphic Organizer: [Connect#14](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect14) |
| **Wonder:** **Determines what information is needed to support the investigation and answer the questions** about which factors influenced westward expansion. | **Wonder: Analyzes and evaluates what is known, observed or experienced to form a tentative thesis or hypothesis** about what new technologies influenced westward expansion.  **Graphic Organizer:**[**Wonder#12**](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder12) | Wonder: Analyzes and evaluates what is known, observed or experienced to form a tentative thesis or hypothesis about what conflicts arose from Westward Expansion.  Graphic Organizer: [Wonder#12](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder12) |
| **Investigate: Summarizes information that answers research questions** about the economic, geographic, and social factors that influenced westward expansion while examining sources detailing both push and pull factors**.** | Investigate: Relates new information to prior knowledge about what new technologies influenced westward expansion while examining sources depicting the influence of the Erie Canal, steamboats, the railraod, and the telegraph. | Investigate: Uses both facts and opinions responsibly by identifying and verifying them by examining a timeline of European and United States conflicts with Native Americans and a map depicting the Mexican War with the United States.  Graphic Organizer: [Investigate#71](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate71)  [C3 Resources](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_7_Westward_Migration.pdf) |
| Construct: Lists the factors that influenced westward expansion. | Construct: Forms opinion and judgments backed up by supporting evidence.  Graphic Organizer: [Construct#16](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct16) | Construct: Interprets information and ideas by defining, classifying, and inferring.  Graphic Organizer: [Construct#29](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct29) |
| **Express:** | **Express:** Creates an annotated illustration (e.g., comic strip, political cartoon, timeline) that depicts technological forces that influenced westward expansion. | Express: Makes a claim supported by evidence about the conflicts that arose from westward expansion. |
| **Reflect:** | **Reflect:** | **Reflect:** **Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment.**  **Graphic Organizer:** [**Reflect#18**](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect18) |
| **Summative Performance Task: *Argument:* Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. *Extension:* Create a video documentary about whether or not westward expansion was destined and/or justified.** | | |