

Westward Expansion

Name: _____



Westward Expansion Readers

Lewis and Clark, together with a team, set off on the 14th May, 1804 to explore the Louisiana Territory. They fought against the current in a barge and two horses, they used long poles and ropes to push the barge and move them away from the banks. It took the group around one and a half years to reach the Pacific Ocean, arriving in November 1805. On their return journey only took six months, with the group home again in March 1806.



The West Louisiana Purchase. Thomas Jefferson's land is known as the Louisiana Purchase. Most Americans believed that the west was a land of opportunity.

Charles a fur trader, Charbonneau. The expedition, with a man named an interpreter for the group. She also helped with showing them which plants were edible and which were not.

opened. This mail delivery service ran between Missouri and California. Riders would carry mail through the 1,900 mile route, stopping at the 184 stations where the horses were swapped. The riders were changed roughly every hundred miles. It closed on the 24th.

would also raid their work sites.

The two tracks finally met in Utah on the 10th May, 1869 when Leland Stanford, the governor of California, drove in the last



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President Abraham Lincoln's Railroad Act in 1862. The lines to be built were to be built while the Union fought the Civil War. The two lines would meet in the Midwest. The two lines would meet in the Midwest.

between the Republic of San Antonio in Texas and the Mexican government. The Mexican government declared their independence and kept it back.



The California Gold Rush in 1848, ending in 1855. In time, many people from all around the world came to California in an effort to find gold and 'strike it rich'. Miners would move to places chasing gold, but camps to live in. These would then end up like after the miners left town.

Westward Expansion was initiated by the Louisiana Purchase in 1803 when the U.S. President, Thomas Jefferson, purchased a large amount of land from the French government. Known as the Louisiana Territory, the land was located west of the Mississippi River all the way to the Rocky Mountains.

Most Americans believed that this expansion to the west was their destiny, and this became known as the Manifest Destiny.



Trail was one of the most difficult things to do when they traveled. The trails were miles long, and had that could also be anywhere from complete.



Miners needed tools - a mining pan, shovel, food, shelter and every day living supplies. Some miners worked together, able to search larger amounts of gravel for gold using a tool known as a rocker or cradle.



Wagons which were pulled by horses, mules or oxen. Constructed from wood, they were covered with a waterproof canvas. Due to the size of these wagons, only necessary supplies such as clothing, food and tools were taken.



Westward Expansion For 2nd Grade

AN Whitehead



Westward Expansion For 2nd Grade:

What Your Second Grader Needs to Know (Revised and Updated) E.D. Hirsch, Jr., 2014-08-26 Give your child a smart start with the revised and updated *What Your Second Grader Needs to Know* What will your child be expected to learn in the second grade How can you help him or her at home This book answers these all important questions and more offering the specific shared knowledge that hundreds of parents and teachers across the nation have agreed upon for American second graders Designed for parents and teachers to enjoy with children featuring a new Introduction this second grade volume of the Core Knowledge Series presents the knowledge and skills that should be at the core of a challenging second grade education including Favorite poems old and new from Caterpillars to Gwendolyn Brooks s prizewinning Rudolph Is Tired of the City Literature from around the world with African folktales American tall tales European fairy tales and classic myths from ancient Greece Learning about language the basic building blocks of written English all explained with a touch of humor and common sense World and American history and geography visit Japan explore ancient Greece travel the Underground Railroad with Harriet Tubman Visual arts with activities and full color illustrations of masterworks by El Greco Van Gogh Matisse and others Music basic theory great composers instruments and fun to sing songs such as I ve Been Working on the Railroad and Do Re Mi Math challenging lessons ranging from telling time to doing fractions numbers to 100 and a first look at geometry Science the cycle of life and the seasons levers and magnets the wonder of the human body and more with lots of hands on activities and stories about famous scientists **Celebrating Every Learner** Thomas R. Hoerr, Sally Boggeman, Christine Wallach, The New City School, 2010-08-20 Howard Gardner s groundbreaking theory applied for classroom use This important book offers a practical guide to understanding how Howard Gardner s theory of Multiple Intelligences MI can be used in the classroom Gardner identified eight different types of intelligence linguistic logical spatial musical bodily kinesthetic naturalist interpersonal and intrapersonal *Celebrating Every Learner* describes the characteristics of each type of intelligence and follows up with ready to use lesson plans and activities that teachers can use to incorporate MI in their pre K through 6 classrooms Offers a treasury of easily implemented activities for engaging all students multiple intelligences from the New City School a leading elementary school at the forefront of MI education Provides ready to use lesson plans that teachers can use to incorporate MI in any elementary classroom Includes valuable essays on how and why to integrate MI in the classroom Hoerr is the author of a bi monthly column for Educational Leadership as well as the editor of the Intelligence Connections e newsletter *What Your Second Grader Needs to Know* E.D. Hirsch, Jr., 2009-07-29 From the Introduction What kind of knowledge and skills can your child be expected to learn in second grade at school How can you help your child at home These are questions that we try to answer in this book It presents the sort of knowledge and skills in literature reading and writing history and geography visual arts music mathematics and science that should be at the core of a challenging second grade education Because children and localities differ greatly across this big diverse country so

do second grade classrooms But all communities including classrooms require some common ground for communication and learning In this book we present the specific shared knowledge that hundreds of parents and teachers across the nation have agreed upon for American second graders This core is not a comprehensive prescription for everything that every second grader needs to know Such a complete prescription would be rigid and undesirable But the book does offer a solid common ground that will enable young students to become active successful learners in their classroom community and later in the larger communities we live in town state nation and world **BONUS** This edition includes an excerpt from *What Your Third Grader Needs to Know* **New York City's Best Public, Pre-K, and Elementary Schools** Clara Hemphill, Lydie Raschka, Pamela Wheaton, Laura Zingmond, 2016-12-13 Completely revised with new profiles of more than 150 elementary schools and pre kindergarten programs For nearly 2 decades parents have looked to Clara Hemphill to help them find a good public school for their child This Fourth Edition features all new reviews of more than 150 of the city's best public elementary schools based on visits and in depth interviews by the InsideSchools staff This essential guide uncovers the inside scoop on schools the condition of the building special programs teacher quality and more includes a checklist of things to look for on a school tour and incorporates new listings of charter schools and stand alone pre kindergarten programs It also provides the hard facts on Total school enrollment Test scores for reading and math Ethnic makeup Who gets in Admissions requirements Teaching methods and styles Special education services How to apply **The Making of Americans** E. D. Hirsch, 2020-08-11 From the bestselling author of *Cultural Literacy* a passionate and cogent argument for reforming the way we teach our children Why after decades of commissions reforms and efforts at innovation do our schools continue to disappoint us In this comprehensive book educational theorist E D Hirsch Jr masterfully analyzes how American ideas about education have veered off course what we must do to right them and most importantly why He argues that the core problem with American education is that educational theorists especially in the early grades have for the past sixty years rejected academic content in favor of child centered and how to learning theories that are at odds with how children really learn The result is failing schools and widening inequality as only children from content rich usually better off homes can take advantage of the schools educational methods Hirsch unabashedly confronts the education establishment arguing that a content based curriculum is essential to addressing social and economic inequality A nationwide specific grade by grade curriculum established in the early school grades can help fulfill one of America's oldest and most compelling dreams to give all children regardless of language religion or origins the opportunity to participate as equals and become competent citizens Hirsch not only reminds us of these inspiring ideals he offers an ambitious and specific plan for achieving them Hirsch's case is clear and compelling His book ought to be read by anyone interested in the education and training of the next generation of Americans Glenn C Altschuler *The Boston Globe* Hirsch once again challenges the prevailing child centered philosophy championing a return to a subject centered approach to learning *Publishers Weekly* **Creating Literacy-Rich Schools**

for Adolescents Gay Ivey, Douglas Fisher, 2006-03-15 We know that literacy is the key to learning in school yet millions of middle and high school students lack the literacy skills they need to succeed What can educators do In *Creating Literacy Rich Schools for Adolescents* authors Gay Ivey and Douglas Fisher make a compelling case that all teachers across the content areas have a role to play in students development of literacy which they define as reading writing speaking listening and viewing Rather than focusing solely on reading instruction and the cliché that says all teachers are teachers of reading they urge teachers to incorporate rich literacy based learning experiences into their classrooms with the goal of helping students to learn and think across the curriculum With research based findings engaging examples and extensive lists of resources Ivey and Fisher encourage readers to Reexamine the materials experiences and expectations of the English language arts classroom Use strategies to improve literacy in all the content areas and seek alternatives to the traditional textbook Make independent reading an important part of students ongoing literacy development Design and use interventions that really work for struggling students and Consider the schoolwide elements professional development peer coaching leadership and assessment that should be in place to support teachers and students Essential questions provide the focus for each chapter and Quality Indicators for Secondary Literacy help readers gauge where they are on the continuum of providing a meaningful literacy experience for students *Creating Literacy Rich Schools for Adolescents* will inspire educators to take up this challenge in their own school with new confidence that the work is worthwhile and achievable Note This product listing is for the Adobe Acrobat PDF version of the book *Children's Thinking About Cultural Universals* Jere Brophy, Janet

Alleman, 2006-04-21 This book summarizes findings from interview studies probing K 3 students knowledge and thinking about topics commonly addressed in the primary grades social studies curriculum **Integrating the Arts in**

Mathematics: 30 Strategies to Create Dynamic Lessons, 2nd Edition Linda Dacey, Lisa Donovan, 2022-01-14 Use the arts to engage motivate and inspire students in math class This book provides thoughtful strategies to help teachers integrate creative movement drama music poetry storytelling and visual arts in mathematics topics These teacher friendly strategies bring math to life while building students critical thinking skills and creativity Books to Build On E.D. Hirsch, Jr., 2009-10-14 The invaluable grade by grade guide kindergarten sixth is designed to help parents and teachers select some of the best books for children *Books to Build On* recommends for kindergartners lively collections of poetry and stories such as *The Children's Aesop* and imaginative alphabet books such as Bill Martin Jr's *Chicka Chicka Boom Boom* and Lucy Micklewait's *I Spy An Alphabet in Art* for first graders fine books on the fine arts such as Ann Hayes's *Meet the Orchestra* the hands on guide *My First Music Book* and the thought provoking *Come Look with Me* series of art books for children for second graders books that open doors to world cultures and history such as Leonard Everett Fisher's *The Great Wall of China* and Marcia Willaims's humorous *Greek Myths for Young Children* for third graders books that bring to life the wonders of ancient Rome such as *Living in Ancient Rome* and fascinating books about astronomy such as Seymour Simon's *Our Solar*

System for fourth graders engaging books on history including Jean Fritz's *Shh We're Writing the Constitution* and many books on Africa including the stunningly illustrated story of Sundiata Lion King of Mali for fifth graders a version of Shakespeare's *A Midsummer Night's Dream* that retains much of the original language but condenses the play for reading or performance by young students and Michael McCurdy's *Escape from Slavery The Boyhood of Frederick Douglass* for sixth graders an eloquent retelling of the *Iliad* and the *Odyssey* and the well written American history series *A History of US* and many many more

The Use of Data in School Counseling Trish Hatch, Julie Hartline, 2021-07-29 This edition provides school counselors with new ways for moving from reactive to proactive and from random to intentional counseling By using data to determine what all students deserve to receive and when some students need more it offers effective ways to provide proactive school counseling services stay accountable and advocate for systemic change Includes data analysis intervention strategies methods aligned with standards examples artifacts and other tools [Resources in Education](#), 1999

The Manhattan Family Guide to Private Schools and Selected Public Schools, Seventh Edition Victoria Goldman, 2016-01-08 This is the best and most comprehensive guide to Manhattan's private schools including Brooklyn and Riverdale Written by a parent who is also an expert on school admissions this guide has been helping New York City parents choose the best private and selective public schools for their children for over 20 years The new edition has been completely revised and expanded to include the latest information on admissions procedures programs diversity school size staff tuition and scholarships It now lists over 75 elementary and high schools including schools for special needs children Book Features Factors to consider when selecting a school such as location single sex versus coed school size after school programs and academic pace Preparing your child for admissions interviews Resources for test preparation School profiles that include key information on school tours and applications tuition financial aid and scholarships staff class size homework diversity educational approach atmosphere and more The information is on the mark and insightful Parents will pass The Manhattan Family Guide to parents as gleefully as they once passed notes in class New York Magazine for a previous edition *The American Schoolmaster*, 1923 [America 2000 Community Notebook](#), 1992 **Francis W. Parker School Studies in Education**, 1918 [Social Studies and the Young Learner](#), 1995 A quarterly for creative teaching in grades K 6

Handbook on Teaching Social Issues Ronald W. Evans, 2021-05-01 The Handbook on Teaching Social Issues 2nd edition provides teachers and teacher educators with a comprehensive guide to teaching social issues in the classroom This second edition re frames the teaching of social issues with a dedicated emphasis on issues of social justice It raises the potential for a new and stronger focus on social issues instruction in schools Contributors include many of the leading experts in the field of social studies education Issues centered social studies is an approach to teaching history government geography economics and other subject related courses through a focus on persistent social issues The emphasis is on problematic questions that need to be addressed and investigated in depth to increase social understanding active

participation and social progress Questions or issues may address problems of the past present or future and involve disagreement over facts definitions values and beliefs arising in the study of any of the social studies disciplines or other aspects of human affairs The authors and editor believe that this approach should be at the heart of social studies instruction in schools

ENDORSEMENTS At a time when even the world's most stable democracies are backsliding towards autocratic rule Ronald Evans has pulled together an essential guide for teachers who want to do something about it The 2nd edition of the Handbook on Teaching Social Issues is a brilliant and timely collection that should be the constant companion for teachers across the disciplines Joel Westheimer University Research Chair in Democracy and Education University of Ottawa

The Handbook on Teaching Social Issues 2nd edition is a fantastic resource for teachers teacher educators and professional development specialists who are interested in ensuring that social issues are at the center of the curriculum The chapters are focused on the most important contemporary thinking about what social issues are why they are so important for young people to learn about and what research indicates are the most effective pedagogical approaches The wide ranging theoretical and practical expertise of the editor and all of the chapter authors account for why this handbook makes such an exceptional contribution to our understanding of how and why the social issues approach is so important and stimulating

Diana Hess Dean UW Madison School of Education Karen A Falk Distinguished Chair of Education Democracy both as a form of governance and a reservoir of principles and practices faces an existential threat The Handbook on Teaching Social Issues is a perfectly timed and wonderfully engaging exploration of what lies at the heart of social studies curriculum social inquiry for democratic life The authors provide conceptual frames classroom strategies and deep insights about the complex and utterly crucial work of education for democratic citizenship Education like that conceptualized and described in this volume is a curative so needed at this critical moment Ron Evans and his colleagues have delivered assembling an outstanding set of contributions to the field The Handbook underscores John Dewey's now haunting invocation that democracy must be renewed with each generation and an education worthy of its name is the handmaiden of democratic rebirth William Gaudelli Dean and Professor Lehigh University This volume is so timely and relevant for democratic education Instead of retreating to separate ideological corners the authors in this handbook invite us to engage in deliberative discourse that requires civic reasoning and often requires us to meet in a place that serves us all

Gloria Ladson Billings Professor Emerita Department of Curriculum I am excited to use the 2nd edition with my teacher education students LaGarrett King Isabella Wade Lyda and Paul Lyda Professor of Education Founding Director CARTER Center for K-12 Black history education University of Missouri

Ronald Evans has curated a collection of informative contributions that will serve as an indispensable resource for social studies educators committed to engaging their students in the thoughtful examination of social issues The Handbook on Teaching Social Issues 2nd edition articulates the historical definitional and conceptual foundations of social issues education It offers clear presentations of general guidelines for unit planning discussion methods and assessment It identifies specific

teaching strategies resources and sample lessons for investigating a range of persistent and contemporary social issues on the elementary middle and secondary levels through the social studies disciplines Updated with perspectives on education for social justice that have emerged since the first edition this edition effectively situates social issues education in the contemporary sociopolitical milieu The Handbook on Teaching Social Issues is a timely accessible and practical guide to involving students in a vital facet of citizenship in a democracy William G Wraga Professor Dean s Office Mary Frances Early College of Education University of Georgia The Handbook on Teaching Social Issues 2nd edition is a long awaited welcome and timely volume It is apparent that the foundational tenets of the first edition have served social studies professionals well over the past 25 years given the growth of social issues scholarship showcased in this new edition Notable is the re framing and presentation here of scholarship through a social justice lens I appreciate the offering of unique tools on an array of specific critical topics that fill gaps in our pedagogical content knowledge This volume will sit right alongside my dog eared 1996 edition and fortify many methods courses theses and dissertations to come Sincere thanks to the editor and authors for what I am certain will be an enduring catalyzing contribution Nancy C Patterson Professor of Education Social Studies Content Area Coordinator Bowling Green State University The Handbook on Teaching Social Issues is a tool that every informed social studies educator should have in their instructional repertoire Helping students understand how to investigate and take action against problems is essential to developing a better world The articles in this handbook provide explanations and reasonings behind issues centered education as well as strategies to employ at every age level of learning I look forward to using this edition with the K 12 social studies teachers in my district in order to better prepare our students for future learning and living Kelli Hutt Social Studies Curriculum Facilitator Dallas Center Grimes CSD Grimes Iowa Ron Evans has chosen an appropriate time to create a companion publication to the first Handbook on Teaching Social Issues published in 1996 During the last few years social studies teachers have been confronted by student inquiries on a plethora of historical and contemporary issues that implores for the implementation of an interdisciplinary approach to the teaching of anthropology economics geography government history sociology and psychology in order for students to make sense of the world around them and develop their own voices This demands a student centered focus in the classroom where problematic questions must be addressed and investigated in depth in order to increase social understanding and active participation toward social progress This volume provides crucial upgrades to the original handbook including a greater emphasis on teaching issues in the elementary grades the inclusion of issues pertaining to human rights genocide and sustainability to be addressed in the secondary grades and addressing issues related to disabilities Mark Previte Associate Professor of Secondary Education University of Pittsburgh Johnstown Chair NCSS Issues Centered Education Community

The Elementary School Journal ,1924 *My Father's Keeper* Jonathan G. Silin,2007-05-15 *My Father's Keeper* is the moving story of Jonathan Silin a gay man in midlife who learned to care for his elderly parents as a series of life threatening illnesses

forced them to make the difficult transition from being independent to being reliant on their son. Their new needs and unrelenting demands brought them into intimate daily contact and radically transformed what had been a difficult and emotionally fraught relationship. *My Father's Keeper* chronicles the unexpected ways in which the ideas and skills Silin acquired as an early childhood educator, a specialist in life span development, and a compassionate witness to the devastation of the HIV/AIDS crisis came together with his interest in human psychology to deeply inform his thinking about the dramatic changes in his family's life and increasingly influence his role as his father's and mother's keeper. Through the months and years of his parents' decline, Silin reflects on their history as a family, recalling the pain of his father's psychological struggles through midlife and the uneasy, imperfect process of accepting his son as a gay man and accepting his son's partner into the family. *My Father's Keeper* is a book about beginnings and endings, loss and redemption, the ethics of intervention, and the pressing needs of two extremely vulnerable populations.

The Most Wanted Jacquelyn Mitchard, 1999-06-01

Arley Mowbray is young, smart, and lonely. Very lonely. And then she strikes up a correspondence with a prison inmate, and under the spell of his poetic, seductive letters, falls helplessly, stubbornly in love. Annie Singer is a tough, dedicated Texas lawyer hired to help Arley unite with her beloved. She does so, but against her own better judgment, and soon she's caught up in this disturbing and dangerous romance, and in her feelings for Arley, who's become the daughter she never had. When Dillon LeGrande comes after the girl he loves, Arley finds herself both aching for his touch and fearing for her life. And Annie begins to question her own choices and to wonder what price she would pay for passion.

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