

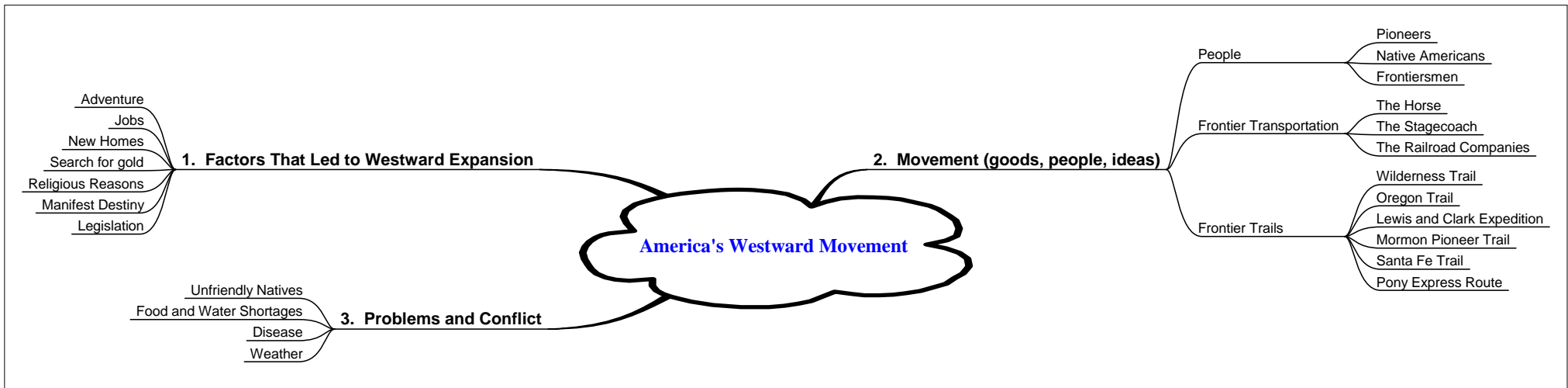
WESTWARD EXPANSION



By
Gail Turner

Westward Expansion is a 5th grade unit that I have taught only once. The complete unit, as presented, has never been taught. In this unit, students will be engaged from the very beginning with a hook that many will be able to make a connection to and an authentic connection that gives them a purpose for learning. Throughout the unit, students will learn about how and why our country expanded westward. Learning activities in the unit will help the students remain focused on completing their final team project – a scrapbook/photo journal. Students will assume the roles of different cultural groups that traveled west in their entries for the scrapbook, and they will share why they decided to travel west, what route they took, and the dangers and hardships that they faced along the way. They will practice vocabulary activities and use the reading strategies that they were taught as part of the unit lessons. Technology is also incorporated through the use of a cyber quest, web quest, power point presentation, and digital program. This inquiry-based unit will make learning fun, and students will be engaged in many meaningful activities.

[Click Here for Template](#)



Integrated Curriculum and Instruction Design: Inquiry-Based Learning

Authors: Gail Turner

Title: [Westward Expansion](#)

Grade Level: 5

Goals/Standards: (#'S)	▶ CONTEXT ◀ <u>Engaging the Learner</u>	▶ CONTENT ◀ <u>Teaching and Learning Events*</u>
<p>State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.</p> <p>Learning Standard E: Understand Illinois, United States, and world environmental history.</p> <ul style="list-style-type: none"> Analyze and describe social, economic, and political factors that drew settlers to the state and region <p>Learning Standard D: Understand Illinois, United States, and world social history.</p> <ul style="list-style-type: none"> Determine ways people, goods, and ideas moved from East to West in our nation Describe ways in which participation in the westward movement affected families in all cultures and communities <p>State Goal 1: Read with understanding and fluency.</p>	<p>Imagine that your parents have just announced that your family will be taking a vacation. Your family of four will be traveling in the family van through a remote wilderness with no place to stop for food or supplies. What would you take along? You will be allowed to take two of your most prized possessions in addition to the necessities that you might need. Make a list. Then think about how your list is similar or different to what the pioneers might have taken. Read an excerpt from a pioneer story.</p> <p>Class receives letter from Mrs. Martin asking students to create scrapbooks. Mrs. Martin is a member of the local historical society. She plans to display the scrapbooks.</p>	<p>Note: The QAR is taught earlier in the year by introducing the first two types of questions.</p> <ul style="list-style-type: none"> Hook: Students complete their lists and discuss why they included the items that they did. Using a Venn diagram, students could then compare and contrast their lists with what they think the pioneers might have taken. Following opening activity teacher reads letter from historical society. (LP) <ul style="list-style-type: none"> Read letter – Authentic Connection Venn Diagram Task analysis: Student questions are posted regarding project. Essential and coaching questions will then be posted and discussed. (LP) Inquiry begins with students reading from an internet website about the Donner Party and using the Donner Party research sheet. The class will be divided into groups of five with each student in the group reading a different part of the story of the Donner Party. New information will be shared and there will be a time for questioning. (LP) Connect Two vocabulary activity – Class will work in teams to determine relationships between vocabulary words. (LP) Research on assigned cultural groups begins with students
<p>Learning Standard A: Apply word analysis skills to comprehend selections.</p> <p>\surd() = outcome is assessed (Number refers to assessment)</p>	<p><u>Final Team Performance</u></p> <p>Working in groups, students will create a scrapbook and photo journal telling about their journey west. The journal should be historically accurate and written in the first person. (continued)</p>	<p><u>Individual Student Assessments</u></p> <ul style="list-style-type: none"> Diorama depicting some form of transportation used during the Westward Movement. Include details regarding the people who used this mode of transportation, the goods carried, and the trail taken. Map of trails PowerPoint presentation on historical figure

*Numbers after Teaching and Learning Events refer to assessments

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Goals/Standards: (#'S)	CONTEXT	CONTENT
<p>Learning Standard B: Apply reading strategies to improve understanding and fluency.</p> <p>Learning Standard C: Comprehend a broad range of reading materials.</p> <p>State Goal 3: Write to communicate for a variety of purposes.</p> <p>Learning Standard B: Compose well-organized and coherent writing for specific purposes and audiences.</p> <p>Learning Standard C: Communicate ideas in writing to accomplish a variety of purposes.</p>	<p><u>Engaging the Learner</u></p>	<p>making connections while reading. (LP)</p> <ul style="list-style-type: none"> • Word Expert vocabulary activity (LP) • QAR organizer – (LP) • Anticipation guide and Cyber Quest about pioneer decisions dilemmas as they went west. (LP) ASSESSMENT 1--Diorama. • FTP meeting 1 - following assessment teams meet to share knowledge, return to questions, answer some and ask more. The ftp organizer is used to guide their work on the final team performance. (LP) • Use the Travel Problems, note taking organizer, and a map showing one of the routes traveled from east to the west. (LP) ASSESSMENT 2—Map Activity • FTP meeting #2 - following assessment teams meet to share knowledge, return to questions, answer some and ask more. The ftp organizer is used to guide their work on the final team performance. (LP)
<p>√() = outcome is assessed (Number refers to assessment)</p>	<p><u>Final Team Performance</u></p> <p>In the journal/scrapbook, each student in the group will assume the identity of a pioneer. Journal entries will state the reasons for going west, tell the mode of transportation they will be using, the trail they will be traveling on and the problems encountered. Pictures should also accompany journal entries.</p>	<p><u>Individual Student Assessments</u></p>

Integrated Curriculum and Instruction Design: Inquiry-Based Learning

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Grade Level: 5

Goals/Standards: (#'S)

► CONTEXT ◄

► CONTENT ◄

Engaging the Learner

- Westward Expansion Web Quest--(LP)
 - Website: <http://209.184.141.5/Ridgeview//InternetLinks/webquests/west/default.htm>
 - [Web Quest Resources](#)
 - Use note taking guide while working. ([Travel Problems](#))
 - ASSESSMENT 3--[PowerPoint](#)
- [FTP meeting #3](#) – following assessment teams meet to share knowledge, return to questions, answer some and ask more. The [ftp organizer](#) is used to guide their work on the final team performance. (LP) (Reference made to [Connect Two](#))
- Writing Activity--(LP)
 - [Give One/Get One](#)
 - [Essay Rubric](#)
- FTP meeting 4 - following assessment teams meet to share knowledge, return to questions, answer some and ask more. The [ftp organizer](#) is used to guide their work on the final team performance. (LP)
 - [Scrapbook/ Journal Rubric](#)

Final Team Performance

Teams meet after every assessment to create a group journal entry. They will be meeting as miners, pioneers, travelers with Lewis and Clark, trappers, railroad workers, and members of the Donner family.

Individual Student Assessments

√() = outcome is assessed
(Number refers to assessment)

*Numbers after Teaching and Learning Events refer to assessments

Authentic Connection:

Dear 5th Graders,

My name is Jane Martin, and I am writing on behalf of the members of our local historical society. It is my understanding that your class studies a unit on westward expansion and that you create many interesting projects through your study. I was wondering if you could put together several scrapbooks portraying the lives of families who traveled west. We would like to display these books in our museum.

I look forward to hearing from you!

Sincerely,

Mrs. Jane Martin

Hook:

Imagine that your parents have announced that your family will be taking a vacation. Your family of four will be traveling in the family van through a remote wilderness with no place to stop for food or supplies. What would you take along? You will be allowed to take two of your most prized possessions in addition to the necessities that you might need. Make a list. Then think about how your list is similar or different to what the pioneers might have taken. Read an excerpt from the Donner Party story and discover their priorities.

Title of Unit: Westward Expansion
Author(s): Gail Turner
Lesson Plan

State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations

Standard D: Understand Illinois, United States, and world social history

- **Determine ways people, goods, and ideas moved from East to West in our nation**

Teaching and Learning Event: Hook and Authentic Connection

Description and Detailed Sequence of Activities:

- **Students will plan a family vacation in which they will be traveling through a remote area**
- **List five to ten necessities that will be taken. Only two things that are not considered necessities may be taken**
- **Share lists with the class**
- **Read an article called “We Came Here in a Covered Wagon – Children as Pioneers”**
- **Compare the necessities that they took with what the students chose using a [Venn Diagram](#)**
- **Emphasize text to self connections (http://www.stvrain.k12.co.us/ecel/read_for_meaning.html#Making%20Connections) that can be made in discovering what similarities existed between student lists and pioneer lists**
- **[Read letter](#) from member of local historical society**

Time Line: 1 class period

Books:

Equipment Name: Access to internet

Materials: Authentic connection, chart paper and markers

Resources - Web Sites:

<http://www.goldenpioneermuseum.com/childrenpioneers.htm>

Resources – Software:

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.

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Teaching and Learning Event: Task Analysis

Description and Detailed Sequence of Activities:

- Review the content of the letter from the historical society
- Define the [task](#) to be completed at the end of the unit
- Record questions that students have regarding the unit
- [Post essential and coaching questions](#) AFTER the students' questions are generated

Time Line: One class period

Books:

Equipment Name:

Materials: letter, chart paper and markers

Resources - Web Sites:

Resources – Software:

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Complete Task Analysis

Read Mrs. Martin's letter and ask, "What are we expected to do"? Record responses on chart paper.

Then ask, " If this is what we need to do, what questions do we have now? What do we need to learn?"



Define the Task

Create a scrapbook/photo journal

- Identify the identity of each member of the family
- State reasons for going west
- Tell mode of transportation and trail they will be taking
- Problems/conflicts encountered
- Relate the impact these people had on the growth of our country



Ask Questions

What questions do we have now?

-
-
-
-
-
-

Then post your essential and coaching questions for the unit.

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Standard D: Understand Illinois, United States, and world social history

- **Determine ways people, goods, and ideas moved from East to West in our nation**
- **Describe ways in which participation in the westward movement affected families in all cultures and communities**

Teaching and Learning Event: Inquiry begins

Description and Detailed Sequence of Activities:

- **Divide the class into 5 groups**
- **Each group will be assigned a different part of the Donner story to read and research**
- **[Donner Party research sheet](#) can be used for taking notes**
- **Information from notes is shared**
- **Student questions can be posted**

Time Line: One class period

Books:

Equipment Name: Access to internet

Materials: Chart paper and markers

Resources - Web Sites: <http://raiboy.tripod.com/Donner/id23.html>

Resources – Software:

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State Goal 1: Read with understanding and fluency.

Standard B: Apply word analysis skills to comprehend selections

Standard C: Apply reading strategies to improve understanding and fluency

Teaching and Learning Event: Connect Two Vocabulary Activity

Description and Detailed Sequence of Activities:

- **Divide class into small groups**
- **Each group will select two words from the [Connect Two](#) list and explore the connection in meaning. (NOTE: since this is the beginning of the unit, many of the words will be difficult to determine relationships. Therefore, many will have to guess. This activity will be used again at the end of the unit as a later assessment.)**
- **Group members will share their results**
- **To take this a step further, ask if any other connections exist between other pairs of words. Complete other examples together and record.**

Time Line: One class period

Books:

Equipment Name:

Materials: Vocabulary words, chart paper and markers

Resources - Web Sites:

Resources – Software:

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Lesson Plan

State Goal 1: Read with understanding and fluency.

Standard B: Apply reading strategies to improve understanding and fluency.

Standard C: Comprehend a broad range of reading materials.

Teaching and Learning Event: Research

Description and Detailed Sequence of Activities:

- **Students will read nonfiction books on assigned cultural group or family**
- **Review “Making Connections”. See website. While reading students should use sticky notes to bookmark text to self, text to text, and text to world connections**
- **Allow 10 minutes at the end of the class period to write 2-3 entries in individual journals**
- **Journal entries should begin telling what caused this person to go west**

Time Line: 3-5 days

Books: Books listed in bibliography

Equipment Name:

Materials: Journals, sticky notes

Resources - Web Sites:

http://www.mayer.cps.k12.il.us/Strategies_that_Work/STW.htm

Resources – Software:

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State Goal 1: Read with understanding and fluency

Standard A: Apply word analysis skill to comprehend selections

Teaching and Learning Event: Word Expert Vocabulary Activity

Description and Detailed Sequence of Activities:

- Use the master list of words given in the Connect Two activity
- Assign 2 or 3 words to each student
- Give page numbers/text where words can be located
- Each student makes expert cards for the assigned words (See [word expert cards directions](#))
- Students teach words to each other
- Allow 10 minutes at the end of the period for students to write in their individual journals. Entries should reflect problems issues that drew the people to the west.

Time Line: This activity will be repeated until all students have been taught all words

Books:

Equipment Name:

Materials: paper for word cards and word list, journals

Resources - Web Sites:

Resources – Software:

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State Goal: Read with understanding and fluency

Standard B: Apply reading strategies to improve understanding and fluency

Teaching and Learning Event: QAR

Description and Detailed Sequence of Activities:

- **Allow time at the beginning of the class period to practice word expert activity**
- **Review QAR strategy**
- **Model each part of the strategy by using the first picture from the “Why did westward expansion occur?” article**
- **Show each group the picture of the pioneers traveling west in covered wagons**
- **Using the [QAR organizer](#), each group should come up with a right there question, think and search question, on my own question, and author and me question**
- **Share with the entire class**
- **Allow for time at the end of the class period for students to write in individual journals**

Time Line: One class period

Books:

Equipment Name:

Materials: Word expert cards, pictures from websites, QAR organizer, and journals

**Resources - Web Sites: <http://www.solpass.org/7ss/standards/StudyUSII.3.htm>
<http://homer.ornl.gov/oepa/cultural/inel.html>**

Resources – Software:

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****Students will continue the word expert activity.**

Title of Unit: Westward Expansion
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State Goal 1: Read with understanding and fluency

Standard B: Apply reading strategies to improve understanding and fluency

Teaching and Learning Event: Anticipation Guide

Description and Detailed Sequence of Activities:

- Allow time to complete word expert activity
- Give each student a copy of an [anticipation guide](#) regarding pioneers decisions and westward expansion
- Give them about 10 minutes to complete it
- Discuss class responses
- Read article called “Why did westward expansion occur?” to check responses
- Begin [CYBERQUEST](#)
- Allow time for each student to share one fact that they have learned. Discuss any facts that would clarify statements on the anticipation guide
- Begin journal entries for final team project
- Give first [assessment – diorama](#) depicting some form of transportation used during westward expansion

Time Line: 1 - 2 class periods

Books:

Equipment Name: Access to internet

Materials: Word expert cards, anticipation guide and journal

Resources - Web Sites: <http://www.solpass.org/7ss/standards/StudyUSII.3.htm> and other sites which are available on cyber quest

Resources – Software:

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State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

Standard E: Understand Illinois, United States, and world environmental history.

- **Analyze and describe social, economic, and political factors that drew settlers to the state and region**

Teaching and Learning Event: FTP meeting 1

Description and Detailed Sequence of Activities:

- **Allow time to complete word expert vocabulary activity**
- **Students will come together as a group according to group that they have been researching (i.e., miners, pioneers, trappers, railroad workers, members of the Donner party, and explorers with Lewis and Clark)**
- **Each student will share information that they have recorded about the religious, economic, social, and political reasons that caused the people to go west**
- **Then they will create group journal entries using the information from their individual entries**

Time Line: One class period

Books:

Equipment Name:

Materials: word expert cards and journals

Resources - Web Sites:

Resources – Software:

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****Class Expert vocabulary activity should be continued**

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State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

Standard D: Understand Illinois, United States, and world social history.

- **Determine ways people, goods, and ideas moved from East to West in our nation**

Teaching and Learning Event: Map activity

Description and Detailed Sequence of Activities:

- **Allow time for word expert activity**
- **In reading about assigned group, students should record information about the trail taken west, important dates, and important events. Use the [organizer](#) to help with note taking**
- **An outlined map of the United States (without the states labeled) will be created with students labeling the states, the trail, and the geographic features of the land. (NOTE: see website below for map outline.)**
- **Important events should also be included**
- **The map will be turned in as the second assessment**
- **Students will work in teams in the computer lab to complete “The Oregon Trail” digital challenge**
- **Allow time at the end of the period for students to write in individual journals on ways people, goods, and ideas moved from the East to West in our nation**

Time Line: 3 class periods

Books:

Equipment Name:

Materials: word expert cards and journals

Resources - Web Sites:

www.enchantedlearning.com/crafts/books/cartravelbook/usmap.shtml

Resources – Software:

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Standard D: Understand Illinois, United States, and world social history.

- **Determine ways people, goods, and ideas moved from East to West in our nation**

Teaching and Learning Event: FTP meeting 2

Description and Detailed Sequence of Activities:

- **Allow time for students to do Word Expert Vocabulary activity**
- **Students will again meet with their team**
- **Journal entries will be shared. Information will be given about the trails taken, important events that took place while traveling, and how they traveled**
- **A group entry will be written with text to text connections being shared**

Time Line: One class period

Books:

Equipment Name:

Materials: word expert cards and journals

Resources - Web Sites:

Resources – Software:

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****Class Expert vocabulary activity should be continued**

Title of Unit: Westward Expansion
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State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations

Standard D: Understand Illinois, United States, and world social history

- Determine ways people, goods, and ideas moved from East to West in our nation
- Describe ways in which participation in the westward movement affected families in all cultures and communities

Standard E: Understand Illinois, United States, and world environmental history

- Analyze and describe social, economic, and political factors that drew settlers to the state and region

State Goal 1: Read with understanding and fluency

Standard A: Apply word analysis skills to comprehend selections

Standard B: Apply reading strategies to improve understanding and fluency

Standard C: Comprehend a broad range of reading materials

Teaching and Learning Event: Web quest

Description and Detailed Sequence of Activities:

- Allow time at the beginning of the period to do Word Expert vocabulary activity
- Introduce the format of the web quest
- Explain that each student will take on the role of a miner, pioneer, Lewis and Clark explorer, member of the Donner party, trapper, or railroad worker
- Complete the task given and take notes using the [note taking guide](#)
- Students will need to refer to additional [web quest resources](#)
- Allow time for individual journaling on ways in which participation in the westward movement affected families in all cultures and communities
- Assessment 3

Time Line: 3-5 days

Books:

Equipment Name:

Materials: word expert cards and journals

Resources - Web Sites:

<http://209.184.141.5/Ridgeview//InternetLinks/webquests/west/default.htm>

Resources – Software:

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State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

Standard D: Understand Illinois, United States, and world social history

- **Describe ways in which participation in the westward movement affected families in all cultures and communities**

Teaching and Learning Event: FTP meeting 3

Description and Detailed Sequence of Activities:

- **Allow time to do Word Expert activity**
- **Teams will come together and share daily journal entries**
- **Journal entries will include information about the journey west and how the lives of the people researched were affected**
- **A group entry will be written using the information shared**
- **At the end of the class period go back to the [Connect 2](#) vocabulary and check student retention of unit vocabulary**

Time Line: One class period

Books:

Equipment Name:

Materials: word expert cards, journals and connect 2 worksheets

Resources - Web Sites:

Resources – Software:

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State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

Standard D: Understand Illinois, United States, and world social history.

- Describe ways in which participation in the westward movement affected families in all cultures and communities

State Goal 3: Write to communicate for a variety of purposes.

Standard B: Compose well-organized and coherent writing for specific purposes and audiences.

Standard C: Communicate ideas in writing to accomplish a variety of purposes.

Teaching and Learning Event: Writing Activity

Description and Detailed Sequence of Activities:

- Prewriting activity – [Give One/Get One](#)
- Students will work in teams to create lists
- Come up with 3 or 4 major categories to sort ideas
- Use this information to write essay
- Students will then write an essay explaining the importance of westward expansion and how it has changed our country
- See [essay rubric](#)

Time Line: One class period

Books:

Equipment Name:

Materials: chart paper and markers

Resources - Web Sites: [www.mayer.cps.k12.il.us/Strategies that Work/STW.htm](http://www.mayer.cps.k12.il.us/Strategies%20that%20Work/STW.htm)

Resources – Software:

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- Analyze and describe social, economic, and political factors that drew settlers to the state and region

Standard D: Understand Illinois, United States, and world social history.

- Determine ways people, goods, and ideas moved from East to West in our nation
- Describe ways in which participation in the westward movement affected families in all cultures and communities

State Goal 1: Read with understanding and fluency.

Standard A: Apply word analysis skills to comprehend selections.

Standard B: Apply reading strategies to improve understanding and fluency.

Standard C: Comprehend a broad range of reading materials.

State Goal 3: Write to communicate for a variety of purposes.

Standard B: Compose well-organized and coherent writing for specific purposes and audiences.

Standard C: Communicate ideas in writing to accomplish a variety of purposes.

Teaching and Learning Event: FTP Meeting 4

Description and Detailed Sequence of Activities:

- Teams will work to complete final product.
- Photos should be added and can be found on websites below
- See [Scrapbook/Photo Journal Rubric](#)

Time Line: 3-5 days

Books:

Equipment Name: Access to internet

Materials: Journals and scrapbook

Resources - Web Sites: http://www.treasurenet.com/cgi-bin/treasure/images.pl/Search?search=%2bSub_Category%3a%22Bonanzas%20from%20the%20Earth%22
<http://www.solpass.org/7ss/standards/StudyUSII.3.htm>
<http://images.google.com/images?q=westward+expansion&hl=en&btnG=Search+Images>

Resources – Software:

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Reading Strategy: Asking Questions

State Goal 1: Read with understanding and fluency.

Standard B: Apply reading strategies to improve understanding and fluency.

Standard C: Comprehend a broad range of reading materials.

Activity Name: Question/Answer Relationships

Description: Questions propel inquiry forward and assist the learner to acquire information and construct meaning. As answers are found new, and perhaps, higher level questions may emerge that clarifies confusion and deepens understanding. QAR is a strategy that assists students classify questions and information and understand the relationship that exists between the question, the text, and their background and experience.

There are two categories of questions: In the Book and In My Head.

In The Book	In My Head
<p>Right There: answer is found in the text, it is easy to find; may be stated in one or two words or short sentences; the words used in the question and answer may be found in the same sentence</p> <p>Think and Search: the answer will take lots of words to answer; it takes a longer time to answer because different text (or books) must be used</p>	<p>Author and You: the answer will not be stated explicitly in text; after considering what the text is saying and what is known, inferences must be made; the pieces of the puzzle must be assembled before understanding can be achieved</p> <p>On My Own: answers can be given using experiences and background knowledge without reference to specific passages in the text.</p>

Directions:

1. Begin with the category, In the Book. Introduce the strategy outside the context of reading.
2. Create a T-chart labeled with “thin/simple” (Right There) on the left hand side. Ask participants several “thin” questions. What color is

Use the big book, *Busy as a Bee*, by Melvin Berger to introduce the four types of questions. Assign each team a question and give them a pad of colored post it notes. You will need seven different colors to accommodate seven teams of teachers (if there

Use the big book, *Busy as a Bee*, by Melvin Berger to introduce two of the four types of questions (Right There and Think and Search). Assign each team a question and give them a pad of colored post it notes. You will need six different colors to accommodate six teams of students (if there are fewer teams then do not assign all of the questions). ONE question is a Think and Search; the others are Right There. The questions are listed at the end of this lesson.

When a team hears the answer to their question one person comes forward and places their colored post it note on the edge of the page where their answer is found. The only Think and Search question is, “What do worker bees do for the colony”? It is considered so because it has multiple answers found on many pages. The post it notes of the same color will be placed on multiple pages while the Right There responses will be only posted on one page.

After reading the book, use chart paper to debrief the responses. Ask students to describe the answers or responses to the questions that have only one post it note:

- one or two words
- found on one page
- words in question are often the words used in the answer

Then have them describe the responses to the question, “What do worker bees do for the colony”?

- uses many words
- found on many pages

Both forms are In the Book questions (answers are found in the book); the first is called Right There and the second is called Think and Search (label on chart paper).

Question Cards for Busy as a Bee QAR

1. How many types of honeybees are there?

3. Where do honeybees live?

5. How many eggs can a queen bee lay in a day?

2. What are male bees called?

4. What jobs do worker bees do?

6. What do worker guard bees do?

Think and Search

ANTICIPATION GUIDE

ANTICIPATION GUIDE

Agree Disagree

_____ _____ **1. Settlers traveled west because of opportunities to own land which were provided through the Homestead Act of 1862.**

_____ _____ **2. The development of the transcontinental railroad also provided opportunities for settlers to go west. The amount of track increased by 30 times in the mid-1800's.**

_____ _____ **3. Prospectors swarmed to the western mines with the discovery of gold and silver between 1857 and 1890.**

_____ _____ **4. Adventure was another reason many people went west. Young men were drawn to the cowboy life.**

_____ _____ **5. Black families were not given opportunities to become homesteaders. Therefore, they did not seek a new beginning in the west.**

CONNECT TWO

Conestoga wagon

Speculator

Frontier

Homestead

Mountaineer

Reservation

Transcontinental railroad

Pioneer

Expedition

Claim

immigrant

prairie

sod

treaty

rebel

transportation

independence

drought

survey

provisions

_____ and _____

are connected because _____

_____.

In Connect Two, teams choose any two words and explore the connections in meanings. Words can be selected from the same column.

CYBER QUEST

Our country began to experience growing pains during the early 1800's. Go to <http://www.solpass.org/7ss/standards/StudyUSII.3.htm> and find important reasons for westward expansion. If you lived at this period of time, which reason would appeal to you? Explain.

*

The Oregon Trail was one overland route that pioneers traveled on before the transcontinental railroad was built. Check out <http://www.answers.com/topic/oregon-trail> and name the states that settlers traveled through to get to the west coast. How long would it take them to travel? Are you still willing to go?

*

Meriwether Lewis and William Clark began a journey through the newly acquired Louisiana Territory and the Pacific Northwest. They had to make many difficult decisions along the way. Go to <http://www.nationalgeographic.com/west/main.html> and try your luck at completing a successful journey.

Settlers were offered a deal too good to refuse. The Homestead Act of 1862 offered land to those who met certain requirements. Link onto the following site and read about the conditions stated to receive ownership of this land, and then tell what they are.

<http://www.pbs.org/weta/thewest/resources/archives/five/homestd.htm>.

*

Wow! Can you believe how easy it was to gain ownership of a piece of land? But the journey to get to that land was a different story. Look into the following site and discover some of the problems that the early pioneers faced. Tell about some of those problems and how they affected their travel.

<http://www.enoreo.on.ca/socialstudies/pioneer-virtual/frontier.html>

*

Have you ever been forced to leave someplace without being asked first if you wanted to? How did you react? Native Americans were driven off the land that they had lived on for years by the settlers who wanted to move west. They were forced to live on reservations. Some went willingly while others fought to keep their land. Big Foot, a Sioux chief, was one who died fighting. Read the eyewitness account from the following site <http://www.eyewitnesstohistory.com/knee.htm> and explain what happened. Do you think we were right to force the Indians to live in reservations? Explain.

*

How good would you be at building a house on your new land? Remember, in the 1800's they couldn't go to Lowes or Menards to pick up building supplies. Check out the following site and try building a sod house.

<http://americanhistory.si.edu/ourstoryinhistory/tryonline/buildsodhouse.html>

DIORAMA

Make a diorama depicting some form of transportation used during the westward movement. Include details regarding dates, how the land looked, and the location depicted in the diorama.

Name: _____ Date: _____

Criteria	Pts. Possible	Pts. Earned	Comments
Realistic depiction of scene	10		
Sides have background scenery	10		
3-dimensional figures/objects in foreground	10		
Durable construction	10		
Accurate	20		
Type of transportation clearly shown	20		
Includes accurate dates, scenery, and location	20		

ESSAY RUBRIC

	4	3	2	1	Points
Opening and Closing	Strong opening that previews topic/strong closing that restates opening	Opening with focus and closing	Unclear opening with a short closing	Unclear opening/no closing	-----
Support Statements	All ideas have specific supporting details. The words painted a clear picture in the reader's mind.	Most ideas have specific supporting details. Interesting and clear words supported the topic.	Few ideas have specific details. Enough was not written to support the topic.	Topic was not supported. Writing was confusing.	_____
Organization	Information in logical, interesting sequence which reader can follow	Student presents information in logical sequence which reader can follow	Reader has difficulty following work because student jumps around	Sequence of information is difficult to follow	_____
Content Knowledge	Student demonstrates full knowledge	Student is at ease with content, but fails to elaborate	Student is uncomfortable with content and is able to demonstrate basic concepts	Student does not have grasp of information; student cannot answer questions about subject	_____
Grammar and Spelling	Presentation has no misspellings or grammatical errors	Presentation has no more than two misspellings and/or grammatical errors	Presentation has three misspellings and/or grammatical errors	Work has four or more spelling errors and/or grammatical errors	_____
Neatness	Work is neatly done	Work has one or two areas that are sloppy	Work has three or four areas that are sloppy	Work is illegible	_____

				TOTAL	
--	--	--	--	-------	--

Give One

Get One

Give One	Get One

- Students draw a line down the middle of a piece of paper
- Label left side Give One / label the right side Get One
- Each student brainstorms on a topic – writing information on Give One side
- Put students in small groups to discuss the lists
- Students write new information under the Get One column – including the initials of the student who gave the new info
- Teacher leads a whole class discussion allowing each group to share one piece of information at a time. Keep circling to the groups until all information has been shared.
- Give articles to students and allow time to read. Each student in the group will read a different article. Each student adds 5 – 10 new ideas to their give one list.
- Students now share their new information and add to their get one sections.
- Lead another class discussion
- Students now brainstorm topic headings. For example, if the give one / get one research has been on a specific country, the topic headings might be culture, economics, history, geography.
- Each team will take one of the topic headings and select information to be placed under the headings.

Title of Unit: Westward Expansion
Author(s): Gail Turner
Lesson Plan

State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

Standard E: Understand Illinois, United States, and world environmental history

Standard D: Understand Illinois, United States, and world social history

State Goal 1: Read with understanding and fluency

Standard A: Apply word analysis skills to comprehend selections

Standard B: Apply reading strategies to improve understanding and fluency

Standard C: Comprehend a broad range of reading materials

State Goal 3: Write to communicate for a variety of purposes

Standard B: Compose well-organized and coherent writing for specific purposes and audiences

Standard C: Communicate ideas in writing to accomplish a variety of purposes

Teaching and Learning Event: Individual Journaling Activities

Description and Detailed Sequence of Activities:

- **At the end of each class period, students will be given time to record information in their journal**
- **In this journal, they have assumed the role of a pioneer, miner, explorer, trapper, or railroad worker**
- **Daily entries will reflect knowledge that they have gained from the daily activity and should be historically accurate**

Time Line: Each class period

Books: Nonfiction books

Equipment Name: Access to internet

Materials:

Resources - Web Sites: Daily websites used

Resources – Software:

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.

Map Activity Directions: Using an unlabeled map of the United States, complete the following:

- Label the states
- Draw the trail taken by the group you have been reading about
- Include geographic features
- Include important details and events with arrows, dates, and labels

Map Rubric

Criteria	3	2	1	Score
Map layout	Map is accurate and shows complete route	Map and route are partially accurate	Map is unclear	_____
Map Elements	Includes clearly labeled title, date, compass rose, scale, and key	Includes most standard map elements; most are accurate and easy to read	Missing several standard map elements	_____
Color & Appearance	Very colorful and clean looking; labels are very easy to read	Some color; a few labels are not easy to read	Limited use of color; labels are somewhat difficult to read	_____
Routes (arrows and dates included)	All routes are drawn and include arrows, dates, and labels	Most routes are drawn and include arrows, dates, and labels	Routes lack important details such as arrows, dates, and labels	_____
Labels	Most labels show important places or events on route	Contains some labels with information	Few labels, little information	_____

NAME OF PERSON

Personal Information

- Birth
- Family
- Occupation
- Death

Reason For Going West

- Adventure
- Job
- New Home
- Gold
- Religious Reasons

Westward Travel

- Mode of Travel
- Trail Taken
- Length of Trip

Problems and Conflicts

- Unfriendly Natives
- Food and Water Shortages
- Disease
- Weather

IMPORTANCE OF JOURNEY

- How did the family changed?
- Did they achieve what they set out to gain?
- How did this journey affect the growth of our nation?

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- Trail Taken
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- Food and Water Shortages
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- Weather

IMPORTANCE OF JOURNEY

- How did the this person change?
- Did they achieve what they set out to gain?
- How did this journey affect the growth of our nation?

POWERPOINT GUIDELINES

Your powerpoint presentation should consist of the following:

- **6 or more slides**
- **Slide #1 will be your title slide with the title of your presentation and the names of the team members**
- **Slides #2-? will present the content of your report**
- **Include pictures, word art, or anything else that will add to your presentation**

Remember:

- **The presentation should be visually appealing**
- **Pictures and words should be coordinated**
- **The presentation should show organization**
- **It should incorporate technological options that are available**
- **The technology should work appropriately**

****See [PowerPoint rubric](#)**

POWERPOINT RUBRIC

CATEGORY	4	3	2	1
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.
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.
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 color) 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.



QAR: Question Answer Relationship

In the Book (Gathering Information)	In Your Head (Inference)
<i>Right There:</i>	<i>Author and You:</i>
<i>Think and Search:</i>	<i>On Your Own:</i>

DIRECTIONS FOR POSTING QUESTIONS: After student questions have been posted, share the essential and telling questions.

ESSENTIAL QUESTIONS:

- Why do people migrate?
- Why is the need for self-advancement so important to people?

TELLING QUESTIONS:

- What religious, economic, social, and political reasons caused people to go west?
- How did the growth of the 13 colonies affect Westward expansion?
- What was the most important thing for the settlers to consider as they planned for their journeys west?
- Why were there so many different trails, and how were they used?
- How were people, goods, and ideas moved from one place to another?
- How did the mode of transportation affect the settlers in their journey west?
- What difficulties did the settlers face in their westward journey?
- What was the biggest change in the lives of the settlers as they moved west?

DONNER PARTY RESEARCH

	WHO?	WHAT HAPPENED?	WHY DID IT HAPPEN?	HOW DID THIS AFFECT THEIR FUTURE?
Part 1: The Story				
Part II: The Journey				
Part III: Snowbound				
Part IV: Eating of the dead				
Epilogue: Journey's End				

Scrapbook/Photo Journal Rubric

	4	3	2	1
Scrapbook Presentation	Neat, creative cover and neat entries - No mechanical errors	Neat cover and neat entries - 1-2 mechanical errors	Unorganized cover with hard to read entries - 3-4 mechanical errors	Sloppy and very hard to read - 5 or more mechanical errors
Scrapbook Content	All facts are accurate	Most facts are accurate	Not many facts or 3-5 inaccurate facts	Very few facts or more than 5 inaccurate facts
Scrapbook Completeness	Journal entries, pictures, dates, and cover are all complete	One part is missing	Two parts are missing	More than 2 parts are missing
Photo Entries	Photos look authentic and go along with the context of the entry	Photos look somewhat authentic and fit into the context of the entry	Photos are not well done and do not seem to fit with the entry	Photos are missing
Length of Entries	All entries are at least one page in length	Most entries are at least one full page in length	Many entries are not a full page in length	Many short entries
On-task	Was on task at all times during the project and contributed to project discussions	Was on task most of the time during the project and contributed to project discussions	Was off task a number of times and contributed very little to project discussions	Was off task most of the time and did not contribute to project discussions

Complete Task Analysis

Read Mrs. Martin's letter and ask, "What are we expected to do"?
Record responses on chart paper.

Then ask, " If this is what we need to do, what questions do we have now? What do we need to learn?"



Define the Task

Create a scrapbook/photo journal

- Identify the identity of each member of the family
- State reasons for going west
- Tell mode of transportation and trail they will be taking
- Problems/conflicts encountered
- Relate the impact these people had on the growth of our country



Ask Questions

What questions do we have now?

-
-
-
-
-
-

Then post your essential and coaching questions for the unit.

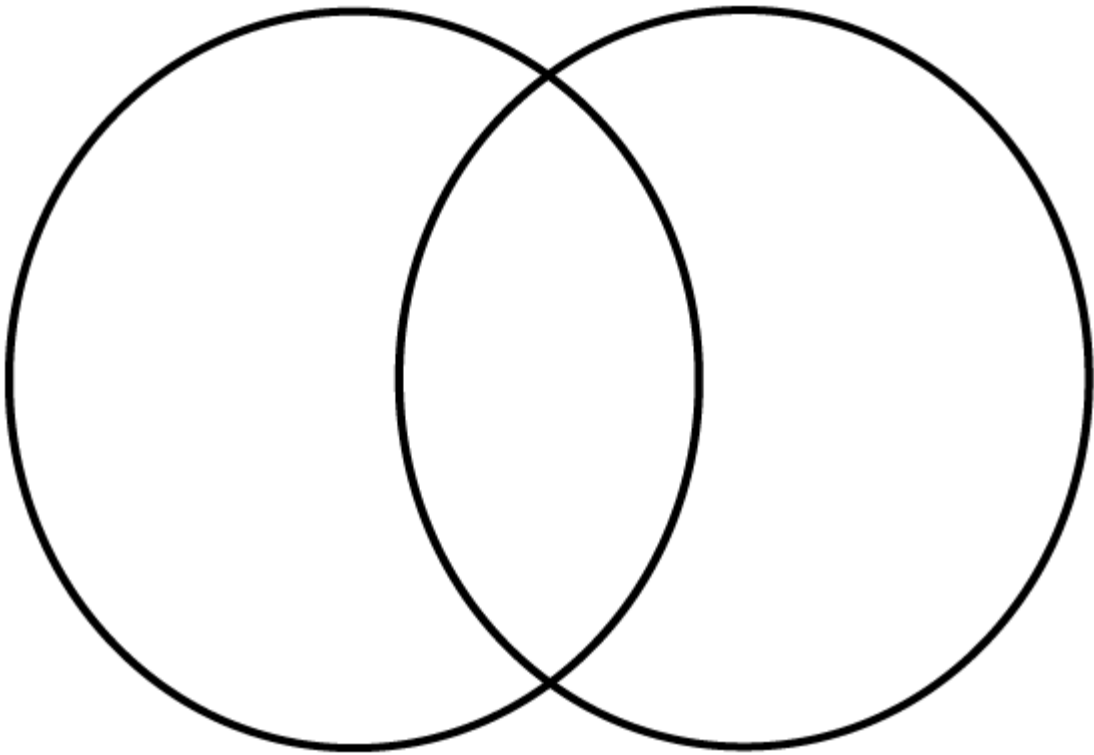
Name _____

Date _____

Venn Diagram

Supplies taken by students

Supplies taken by pioneers



<http://209.184.141.5/Ridgeview//InternetLinks/webquests/west/default.htm>

Everyone should use two sites from the General Resource List to gain a basic understanding of the westward movement. Then select the sites under your role to find out specifics about your particular role.

<http://www.pbs.org/wgbh/aia/part4/4narr4.html> Westward Expansion: also expanded slavery and led to seizure of Indian lands

General Resources:

- [Ken Burns - The West](#) - choose biographies
 - [Pioneers](#)
 - [Africans in America - Westward Expansion](#)
 - [Women of the West](#)
 - [Images of the West](#)
-

Resources for the Miner

- <http://www.pbs.org/goldrush/allabout.html> (About the Gold Rush)
 - <http://www.calgoldrush.com/> (Work, dreams, hardships, impact)
-

Resources for the Donners:

- <http://www.pbs.org/wgbh/amex/donner/maps/> (Donner Party)
 - http://www.uen.org/cgi-bin/websql/ucme/media_display.hts?file_name=ta000436.txt&media_type=text&media_item_id=137 (Utah Collections - The Donner Party)
 - <http://www.sfmuseum.org/hist6/donner.html> (The Donner Party - John Sutton Sends Help)
-

Resources for the Pioneers:

- <http://www.isu.edu/~trinmich/Oregontrail.html> (The Oregon Trail)
- <http://www.rootsweb.com/~orbenton/COONDIAR.htm> (Coon Oregon Trail Diary)
- <http://www.octa-trails.org/JumpingOffToday/default.asp> (Picture Tour)
- <http://www.octa-trails.org/TheLearningCenter/TrailGraves/default.asp> (Trail Graves)

- <http://www.octa-trails.org/TheLearningCenter/TrailFacts/default.asp> (Trail Facts)
-

Resources for Lewis and Clark:

- <http://www.pbs.org/lewisandclark/index.html> (Lewis and Clark - PBS)
 - http://www.usaweekend.com/97_issues/971102/lewis_and_clark/971102trail_intro.html (USA Weekend – Take the Lewis and Clark Trail)
-

Resources for the Trappers:

- <http://xroads.virginia.edu/~HYPER/HNS/Mtmen/furtrade.html> (Mountain Men and the Fur Trade)
 - <http://xroads.virginia.edu/~HYPER/HNS/Mtmen/explore.html> (Mountain Men: Explorers and Guides)
 - <http://xroads.virginia.edu/~HYPER/HNS/Mtmen/lifestyle.html> (Mountain Men: Lifestyles)
 - http://en.wikipedia.org/wiki/Hugh_Glass (Lord Grizzly)
 - http://www.linecamp.com/museums/americanwest/hubs/mountain_men_trapers_fur_traders/mountain_men_trapers_fur_traders.html (short biographies)
-

Resources for the Railroad Worker:

- <http://www.pbs.org/wgbh/amex/iron/index.html> (The American Experience - The Iron Road)
 - <http://www.uprr.com/aboutup/history/hist-ovr.shtml> (Building the Road)
 - <http://memory.loc.gov/learn/features/timeline/riseind/west/west.html> (short summary)
 - <http://www.sfmuseum.org/hist1/rail.html> (Driving the Last Spike)
-

Word Expert Cards

- **Fold a piece of paper in half**
- **Write the word and a sentence from the text**
- **Look up word in glossary/dictionary for part of speech and definition in own words**
- **Write a sentence with the word**
- **On the outside of the card – write the word in bold letters**
- **Make an illustration related to the word meaning**

Final Product Organizer

Essential Questions: Why do people migrate?
Why is the need for self-advancement so important to people?

Final Product: Scrapbook/Photo Journal

Audience:

Team work 1
Benchmark: Analyze and describe social, economic, and political factors that drew settlers to the state and region
Questions to be answered: <ul style="list-style-type: none">▪ What religious, economic, social, and political reasons caused people to go west?
What are students supposed to do? <input type="checkbox"/> Use pictures, articles from the internet, and information from nonfiction books to describe the social, economic, and political factors that drew settlers to the settlement of the west and record this information in a journal
Team work 2
Benchmark: Determine ways people, goods, and ideas moved from East to West in our nation
Questions to be answered: <ul style="list-style-type: none">▪ Why were there so many different trails, and how were they used?▪ How were people, goods, and ideas moved from one place to another?▪ How did the mode of transportation affect the settlers in their journey west?
What are students supposed to do? <input type="checkbox"/> The teams will create maps of the different trails with locations and geographic features labeled and include this information in their journal entries for the scrapbook
Team work 3
Benchmark: Describe ways in which participation in the westward movement affected families in all cultures
Questions to be answered: <ul style="list-style-type: none">▪ What difficulties did the settlers face in their westward journey?▪ What was the biggest change in the lives of the settlers as they moved west?
What are students supposed to do? <input type="checkbox"/> The students will create power point presentations sharing information about the life of the people they researched and will also incorporate this information into their journal entries
Final Team Task: Working in groups, students will create a scrapbook/photo journal telling about their journey west. This product should be historically accurate and written

in the first person. In the journal/scrapbook, each student in the group will assume the identity of someone in a cultural group who traveled west. Journal entries will state the reasons for going west, tell the mode of transportation they will be using, the trail they will be traveling on, and the problems encountered. Pictures should also accompany journal entries.

Team Evaluation: Use rubric to judge the product and refine as needed

NONFICTION TITLES

<u>The Erie Canal</u>	Linda Thompson	Newbridge
<u>The California Gold Rush</u>	Linda Thompson	Newbridge
<u>The Quest for California's Gold</u>	James P. Burger	Rosen
<u>The California Gold Rush</u>	R. Conrad Stein	Childrens Press
<u>The Gold Rush</u>	Rennay Craats	Weigl
<u>A Homesteading Community Of the 1880s</u>	Gare Thompson	National Geographic
<u>Homesteading</u>	Jill Foran	Weigl
<u>Lewis and Clark's Voyage Of Discovery</u>	James P. Burger	Rosen
<u>Mississippi and the West</u>	Linda Thompson	Newbridge
<u>Mountain Men of the West</u>	James P. Burger	Rosen
<u>Native-American Life</u>	Jill Foran	Weigl
<u>Native Americans of the Frontier</u>	Charles Sundling	ABDO
<u>The Oregon Trail</u>	Linda Thompson	Newbridge
<u>The Oregon Trail</u>	James P. Burger	Rosen
<u>Our Journey West</u>	Gare Thompson	National Geographic

<u>Pioneers of the Frontier</u>	Charles Sundling	ABDO
<u>Ranching</u>	Rennay Craats	Weigl
<u>Rocky Mountain Fur Trade</u>	James P. Burger	Rosen
<u>Santa Fe Trail</u>	Linda Thompson	Newbridge
<u>Trails to the Past</u>	Evelyn Brooks	Newbridge
<u>Building the Transcontinental Railroad</u>	Monica Halpern	National Geographic
<u>The Transcontinental Railroad</u>	James P. Burger	Rosen
<u>The Transcontinental Railroad</u>	Linda Thompson	Newbridge
<u>The Wagon Train</u>	Jill Bryant	Weigl
<u>Women in the West</u>	Jill Bryant	Weigl

DIGITAL PROGRAM

The Oregon Trail – 5th Edition