WESTWARD EXPANSION

5th Grade Suggested Unit of Study

Office of Gifted/Talented & Enrichment

Draft / Field Test Edition
January 2006
Office of Gifted/Talented & Enrichment

The Office of Gifted/Talented & Enrichment (G/T & E) develops policy and program recommendations to meet the educational needs of exceptional students while ensuring equity to gifted programs across groups of students. We also expand enrichment programs to develop potential talent in every child and provide information to the field regarding changes in teacher certification requirements for teachers of the gifted and talented.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

Contributing Teachers

Denise Wohl
PS 41
District 2, Region 9

Karina Maceczek
PS 200
District party?20, Region 7

Jenny C. Sora
PS 166
District 3, Region 10

Source for cover image:
http://www.americaslibrary.gov/jb/civil/jb_civil_homested_1_e.html
**TABLE OF CONTENTS**

- Office of Gifted/Talented & Enrichment ................................................................. i
- Contributing Teachers .............................................................................................. i
- Table of Contents .................................................................................................... ii
- Unit Overview .......................................................................................................... 1
- Teacher Background: Westward Expansion ............................................................ 3
- Brainstorm Web ....................................................................................................... 7
- Essential Question .................................................................................................... 8
- Interdisciplinary Unit of Study 1-Page Planning Matrix ............................................ 9
- Interdisciplinary Unit of Study Planning Matrix (By Section) .................................. 10
- Weekly Focus Question Plan .................................................................................. 13
- Sample Lesson Plans .............................................................................................. 17
- Project Rubrics ........................................................................................................ 29
- Settler’s Survival Guide ........................................................................................... 31
- Letter Writing and Drama ....................................................................................... 32
- The New and Improved Covered Wagon .................................................................. 32
- Peer Evaluation ....................................................................................................... 34
- Learning and Performance Standards ..................................................................... 35
- Templates/Resources ............................................................................................... 37
- Essential Question Template .................................................................................. 40
- Weekly Focus Question Planning Template 1........................................................ 42
- Weekly Focus Question Planning Template 2........................................................ 43
- Teacher Text Selection Planner To Facilitate Interdisciplinary Connections ........... 44
- Cause-Effect Template ........................................................................................... 45
- Text: Louisiana Purchase—The Greatest Land Deal Ever! ....................................... 46
- Persuasive Writing: Rubrics .................................................................................... 47
- Note-taking Template ............................................................................................... 48
- Sample Class Chart ................................................................................................ 49
- Taking on a “Character” .......................................................................................... 50
- Learning Center Activity Cards .............................................................................. 52
- Bloom’s Taxonomy .................................................................................................. 54
- What Did People read in the 1800’s? .................................................................... 58
- What Did Children Read? ....................................................................................... 59
- Covered Wagon Challenge ..................................................................................... 60
- Wagons West ........................................................................................................... 62
- Expansion of the United States ................................................................................ 65
- Resources Used to Develop the Unit (including Works Cited) ............................... 66
- Internet Resources .................................................................................................. 68
- Still Want to Learn More? ...................................................................................... 69
- Additional Internet Resources ............................................................................... 69
- Books, Books, and More Books! ............................................................................. 70
UNIT OVERVIEW

Unit of Study: Westward Expansion
An Interdisciplinary Unit of Study
Time Frame: Three–Six Weeks

History or Social Studies is the driving force behind this interdisciplinary unit of study, but reading and writing are taught every day through related non-fiction content. The arts, technology, math, and science are also integrated when and where appropriate.

Unit design begins with teachers engaging in a brainstorming session and then collaboratively developing an essential question after the Unit of Study topic is selected. We define an essential question as a question that is multifaceted and open to discussion and interpretation. We believe that the essential questions chosen are important in terms of getting students to think about the complexities around historical issues and events.

Next, a series of focus questions or guiding questions is formulated. These focus questions are content-specific and become the foundation for lesson development. Using a backward planning process, teachers then decide on a series of content outcomes, process outcomes, and affective considerations.

The planning matrix used is adapted from one originally designed by Margaret Beecher, in her book, Developing the Gifts and Talents of All Students In the Regular Classroom: An Innovative Curricular Design Based On the Enrichment Triad Model. The matrix provides a way to chart the outcomes, questions, student activities and learning experiences.

Learning experiences are created with Dr. Joseph Renzulli’s Schoolwide Enrichment Model in mind. This model structures learning experiences that range from exploratory activities to independent learning opportunities. For more in-depth reading on the Schoolwide Enrichment Model, see The Schoolwide Enrichment Model. A How-to Guide for Educational Excellence.

Then the Weekly Focus Question Planning Template is used for general planning of lessons and activities that address both ELA and Social Studies outcomes.

Teachers know their students best and can make their own decisions about when and how to teach this unit so that students have pertinent background information and a context for successfully understanding the concepts addressed. We also recognize that a truly in-depth unit may require more than three weeks of time, so we include a range of time from three to six weeks, depending on each teacher's goals and outcomes for the unit.
We intend for the unit of study to commence with an engaging opening activity that addresses the first focus question.

The daily **reading** and **writing workshops** generally focus on aspects of reading and writing non-fiction. Strategies for successfully reading and understanding non-fiction are included in each day’s reading lessons. In writing, you will see students engaging in **Persuasive Writing, Editorial Writing, Writing ‘All About Books,’** as well as other types of non-fiction writing. When studying the editorial structure or another specific genre of non-fiction writing, students are immersed in that genre and proceed toward a final written product using elements of the writing process.

Arts activities are connected by including a study of a relevant art form or artists connected to the time period being studied. We give students opportunities to study art, as well as to make art.

**Field trips** are planned to extend and enhance learning experiences, but also to demonstrate the real world connection of the social studies content in which students are immersed.

In an attempt to maximize the use of varied and multi-media resources, **primary sources** and **documents** are used whenever possible, in addition to trade books, Internet, newspapers, magazines, and traditional textbooks.

We invite you to utilize any or all of the enclosed lessons, templates, and supporting materials, understanding that you will also bring to this unit your own ideas, questions, suggestions, and activities based on the learning needs and interests of your students.

*Source: Anna Commitante, Director, Department of Gifted/Talented & Enrichment*
TEACHER BACKGROUND: WESTWARD EXPANSION

Studying Westward Expansion helps students understand how the United States exploded in both size and population during the mid 1800s. This was a time in which our country reached to explore its boundaries all the way to the Pacific shores.

“Manifest destiny” was a phrase used by leaders and politicians in the 1840s to explain that it was the United States’ destiny and mission to expand its boundaries by moving westward. The original 13 colonies had grown, and the desire for new land increased.

The Lewis and Clark Expedition, the Homestead Act, the Gold Rush, the Oregon Trail, and the Transcontinental Railroad were turning points, which changed life for thousands. People began moving west for land, gold, power, and wealth. Some of the dreams were fulfilled, but often people left the West in despair.

Intertwined with the events of this historical period are the Native Americans. Sometimes encounters between those moving West and the Native Americans were positive and at other times they were disastrous. Unfortunately, negative encounters resulted from a misunderstanding of the values of the other’s culture.

**Lewis and Clark Expedition**

In 1803, **President Thomas Jefferson** bought the **Louisiana Territory** for 15 million dollars from France. With this act, the United States grew about 1 million square miles; from the Mississippi to the Rockies, and from the Gulf of Mexico to Canada. Thomas Jefferson sent **Meriwether Lewis** and **William Clark’s** Corps of Discovery to find a water route to the Pacific and to explore the newly acquired territory.

![Lewis & Clark Expedition — 1804](http://www.americanwest.com/images/le_sft1.jpg)
The Homestead Act was signed in 1862 by Abraham Lincoln as a way to motivate people to move west and cultivate new lands and took effect on January 1, 1863. The Homestead Act gave people up to 160 acres of land. Each “homesteader” claimed the land with a filing fee of 10 dollars. Afterwards, they had to live on the land and build a home. In effect, that the land had to be “settled and cultivated” for five years. Approximately 270 million acres were claimed and settled under this act.

Oregon Trail
From 1836–1869, The Oregon Trail was one of the most feasible way for settlers to get across the mountains. The largest waves of people arrived in Oregon in 1843 (900 settlers) and in 1844 (1,200 settlers) in search of farmland. One out of ten people died along this trail, usually from cholera, poor sanitation, and, at times, horrible accidents. Travel on the Oregon Trail largely ended in 1869 when the Transcontinental Railroad was completed.

Gold Rush
In January 1848, gold was discovered on John Sutter’s estate in California. That year, President James Polk validated the findings of gold, and the Gold Rush began. The people who moved west for gold were dubbed the “forty-niners” (49ers) because many of them left their homes in 1849. (Incidentally, there were also people who came in 1848 and were called 48ers.) As the Gold Rush progressed, California became a very populous state.

Transcontinental Railroad
By 1835, thousands of miles of track had been laid in the eastern part of the United States. Trains made it easier to ship goods quickly and cheaply. New towns and factories began to appear along the railroad route.
Native Americans hated the railroad. Not only had the railroad forced them off their lands into reservations, but it also negatively affected the wide open spaces they cherished. The sounds of the trains scared the wild animals away, which, in turn, affected their hunting. The railroad also caused more people to move west, which further pushed Native Americans off their lands, eventually leading to official relocation acts.

The Pacific Railway Act (1862) authorized two companies to build the Transcontinental Railroad. The Central Pacific Railroad Company would begin laying tracks in California and work their way east. The Union Pacific Railroad would start at the Missouri River and work west. Finding workers willing to support the Central Pacific Railroad Company was difficult, because most workers preferred to leave in search of work on the mines. Since Chinese immigrants would work for only 35 dollars a month, much less than other workers, the Central Pacific Railroad Company decided to employ up to 10,000 Chinese men to work on the railroad.

The Great Race refers to a time when the government approved a race between the Central Pacific Railroad Company and the Union Pacific Railroad. The company to reach the furthest in their particular direction would make the most money. As the railroad was built, towns would grow along its path. These became known as Boomtowns. Railroad workers spent their extra time and money in these towns. The towns tended to be rough places, characterized by violence and lawlessness.

The railroads came together in 1869. The two companies agreed on a date and meeting place – Promontory Point, Utah, May 10, 1869. The Central Pacific Company arrived there first on April 30. The day the last spike was placed into the track, the two railroads connected. The Golden Spike Ceremony was a huge celebration for everyone in America.

Native Americans and Westward Expansion
There is a misperception that the Native Americans were the emigrants’ biggest problem, but in fact, most Native American tribes were helpful. They provided Lewis and Clark with supplies and transportation. They also played an essential role as trail blazers, hunters, and scouts. Sacagawea, a Native American woman, played a valuable part in the expedition. She was a translator for Lewis and Clark and the Native Americans.

As Lewis and Clark encountered various Native American tribes, they performed the same ritual. They would explain to the Native Americans that the land they were on now belonged to the United States and that their “great father” was Thomas Jefferson. After explaining this they would give the Native Americans a
peace medal. On one side of the medal was Thomas Jefferson and on the other was a picture of two hands clasping.

**Grattan Massacre:** In 1854, confusion about a lost cow led to violence. A local Indian tribe (Sioux) came upon a cow and ate it. The lost cow belonged to a Mormon settler. Grattan, a young and inexperienced officer and some of his men, found the tribe at the insistence of the cow’s owner. Grattan, not given accurate information by an inebriated interpreter, formed an attack line around the Native Americans. Their leader, Conquering Bear had offered many horses to resolve the issue over the cow, but Grattan would not hear of it. Grattan, in trying to arrest a Sioux, was breaking a treaty between the Sioux and U.S. which stated that each side would punish their own in the event of wrongdoing. Shots were fired although it is not clear who fired first. Conquering Bear urged his men not to fight. When Conquering Bear took a bullet and died, the Sioux attacked, killing every member of Grattan’s group and Grattan died with 24 arrows in his body. A year later, in retaliation for the massacre, General William S. Harney took seven hundred troops to a Native American village in western Nebraska. As a result of his attack on the village, more than 100 men, woman and children were killed. Subsequent reprisals by the army ended in the slaughter of many more Sioux.

**The Trail of Tears** was a sad period in history when the Cherokee where forced off their land in Georgia. From 1790 to 1830, the white population in Georgia grew six times its original size. Because of this, the Georgians continued to take the Cherokee Indians’ land and forced them into the frontier. In 1830, Congress passed the “Indian Removal Act.” The Cherokees attempted to appeal this act and formed the Cherokee Nation. They also brought a case seeking to prevent attempts to oust them from their land. This lawsuit made its way to the United States Supreme Court. The Cherokee lost the case (Cherokee Nation v. Georgia 1831). In 1838, the United States Army attacked the Cherokee Nation. Men, women, and children were taken from their lands and forced to march thousands of miles. Four thousand Cherokee died as a result of this removal.
Math
Create an accurate map of surrounding area or playground using grid paper (as Clark had done on Expedition).

Language Arts
Read historical fiction, non-fiction.
Write editorials, essays.
Read content picture books.
Write letter.

History / Social Studies
Reasons for westward movement:
- Political and economic
Impact of movement.
Manifest destiny.
Louisiana Purchase.
Presidents of time period:
- Jefferson, Polk, and Lincoln.
The Oregon Trail.
The Homestead Act.
The Gold Rush.
Native American/Colonist – change in land ownership.
Political dynamics of reservations.

Science/Technology
Computer: Oregon Trail software game.
Web sites: Research – PBS
Science: Study plants and animals that Lewis and Clark encountered on Expedition.
Technology of era.

Dance/Music/Drama & Visual Arts
Create play scripts of travels on the Oregon Trail.
Explore different forms of recreational activities done during time.
Learn Western songs.
Watch and analyze movies (Westerns).
Study artwork from time, paintings done reflecting the migration west.
Create a timeline, brochures, period ads, sample newspapers.

Physical Education/Health
Research sports/recreational activities in 19th century.
Learn about illness and disease found during voyages west.

Field trips/Culminating Activities
Settler’s Survival Guide Wagon Building.
ESSENTIAL QUESTION

In what ways can change/progress/growth be both positive and negative?

Focus Questions

- What were the objectives of the Lewis and Clark Expedition?
- How did the Homestead Act and other events of that time motivate families to move west?
- How did Westward expansion affect all Americans?
- What hardships were faced by settlers along the Oregon Trail?
- What impact did the Gold Rush have on the settlers and Native Americans?
- How did the railroad change life in the new country?
- How were the Native Americans affected by key events during this period?

Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will read and understand journals of the Lewis and Clark expedition.</td>
<td>Create a newspaper describing important events of the journey.</td>
<td>Components of a newspaper: headlines, important events.</td>
</tr>
<tr>
<td>Students will know and understand the Homestead Act and other factors that motivated families to leave their homes and move west.</td>
<td>Write a persuasive essay convincing families to move west.</td>
<td>Persuasive essays: format, paragraphing, establishing voice, points of view.</td>
</tr>
<tr>
<td>Students will understand the hardships faced along the Oregon Trail.</td>
<td>Brainstorm: Discuss the possible difficulties the people traveling the Oregon Trail faced and plan strategies to overcome these hardships.</td>
<td>Brainstorming, cooperative learning, creating list, problem solving.</td>
</tr>
<tr>
<td>Students will examine the role that the Gold Rush had on Westward Expansion</td>
<td>Create an ad drawing people west to see sights and &quot;pick up&quot; gold.</td>
<td>Power of persuasion in ads; contents of a brochure and format: research Gold Rush and advertisements at time.</td>
</tr>
<tr>
<td>Students will study how the railroad changed life in the new country for the Native Americans and the Settlers.</td>
<td>Tall Tales: Study tall tales, such as John Henry. Students will recreate their own tall tale and publish a class book.</td>
<td>The genre of tall tales and its major features.</td>
</tr>
<tr>
<td>Students will know how the Native Americans were affected by key events during the Westward Expansion.</td>
<td>Interview: Create and conduct an interview focusing on the points of view of a Native American and a Colonist regarding the ownership of land.</td>
<td>Questioning, interviewing, and public speaking; researching and inferring point of views.</td>
</tr>
</tbody>
</table>

Possible student projects/products:

Students will produce Tall Tales, Settler’s Survival Guide, Conestoga Wagons, Period Newspapers
In what ways can change/progress/growth be both positive and negative?

**Resources Needed**

- Initial activities that introduce, build, and apply concept, and skill.
  - The Hudson River, School by Louise Minks
  - How did the Homestead Act and the Trail of Tears, change the new country?
  - What were the hardships faced along the Oregon Trail for the settlers and the Native Americans?
  - What were the cultural values of the Native Americans and the Colonists?

**Content:**

- The student will:
  - Read and understand journals of the Lewis and Clark Expedition.
  - Know the Homestead Act and other factors that motivated families to leave their homes and move west.
  - Understand the hardships faced along the Oregon Trail.
  - Examine the role the Gold Rush had on the Native Americans and the Settlers.
  - Study how the railroad changed life in the new country for Native Americans and Settlers.
  - Compare and contrast the cultural values of the Native Americans and the Settlers.

**Process:**

- Newspaper: Create a newspaper describing important events of the journey.
  - Persuasive essay: Write a persuasive essay encouraging contemporary figures.
  - Use Art Works to design a space settlement.

**Attitudes and Attributes:**

- The student will:
  - Understand the need for Westward Expansion and how it affected America.
  - Synthesize with the Native Americans and what they experienced.
  - Recognize the fact that progress often comes with a price and that events can be viewed from different perspectives.

**Technology**

- Use Art Works to design a space settlement.
- Use the Oregon Trail software program.
- Describe the outer space settlement using a PowerPoint presentation.

**Resources Needed**

- The Hudson River, School by Louise Minks
- Trail of Tears, by Joseph Brodner
- A History of US: The New Nation, by Joy Hakim
- A Library of Congress Book: Pioneers, by Martin W. Sandler
- A Library of Congress Book: Cowboys, by Martin W. Sandler
- Children's Atlas of Native Americans, Rand Mc Nally
- How Would You Survive the American West?, by Franklin Watts
- What's the Deal?, by Rhoda Blumberg
- Cockie, by Lariann Phillips
- "With All My Might," by Arlen Dean Hayes Crockett, by J.T. Moriarty

**Primary Sources—Westward Expansion, Teacher Created Materials**

- Lewis and Clark explorers of American West, by Stephen Krull
- Lewis and Clark and Me, by Laurie Myers
- Lewis and Clark journals found at http://www.clark.org/http:www.pbs.org/lewisandclark/
- Dakota Дагосто, by Ann Turner, Adams
- Riding the Transcontinental Railroad, by Monica Halpern
- Crazy Horse's Vision, by Joseph Bruchac
- Westward Expansion, by James D. Torr
- The Lewis and Clark Trail Then and Now, by Dorothy Hinshaw Patent
- Wild West, Eyewitness Books, by Stuart Murray
- Children of the Wild West, by Russell Freedman

**Student Assessment**

Use different methods as outlined in state packet.
### Focus Questions
- What was the objective of the Lewis and Clark Expedition?
- How did the Homestead Act and other events of that time motivate families to move west?
- What were the hardships faced along the Oregon Trail for the settlers and Native Americans?
- What impact did the Gold Rush have on the Colonists and Native American?
- How did the railroad change life in the new country?
- What were the cultural values of the Native Americans and the Colonists?

### Content:
The student will:
- Read and understand journals of the Lewis and Clark Expedition.
- Know the Homestead Act and other factors that motivated families to leave their homes and move west.
- Understand the hardships faced along the Oregon Trail.
- Examine the role the Gold Rush had on the Native Americans and the Settlers.
- Study how the railroad changed life in the new country for Native Americans and Settlers.
- Compare and contrast the cultural values of the Native Americans and the Settlers.

### Process:
- Newspaper: Create a newspaper describing important events of the journey.
- Persuasive Essay: Write a persuasive essay encouraging families to move west.
- Brainstorm: Discuss the possible difficulties the people traveling the Oregon Trail faced, and plan strategies to overcome these hardships.
- Create an ad to draw people west to see sights and find gold.
- Tall tales: Study tall tales, such as John Henry. Students will recreate their own tall tale involving contemporary figures.
- Interview: Create and conduct an interview focusing on the points of view of a Native American and a Settler regarding the ownership of land.

### Attitudes and Attributes:
The student will:
- Understand the need for Westward Expansion and how it affected America.
- Sympathize with the Native Americans and what they experienced.
- Recognize the fact that progress often comes with a price and that events can be seen from many different perspectives.

### Disciplines

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Literacy</th>
<th>Math/Science</th>
<th>Social Studies</th>
<th>The Arts</th>
<th>Technology</th>
</tr>
</thead>
</table>
| **Focus Questions** | • Study newspaper format.  
| | • Read journals from the Lewis and Clark Expedition.  
| | • Study ads, letters, newspapers.  
| | • Explore the meaning of “The Machine in the Garden” as it is used to explain the building of the railroad.  
| | • Brainstorm and chart events of Westward Expansion.  
| | • List vocabulary words.  
| | • Examine persuasive writing pieces.  
| | • Explore different brochures and their purposes.  
| | • Read different tall tales from the era of Westward Expansion.  
| | • Read legends told by the Native Americans.  
| | • Brainstorm questions to ask Native Americans and the Settlers.  
| | • Read from different resources to obtain information on variety of topics.  
| | • Examine the documents issued at that time persuading people to move west.  
| | • Read and analyze nineteenth century folk songs (see Lane County Bachelor).  
| **Content** | | | • Examine maps created on the Lewis and Clark Expedition.  
| | | • Study different features found on maps created today.  
| | | • Explore the amount of time taken and the mileage traveled on the journey westward.  
| | | • Explore the varying climates of the regions traveled and how it may have affected the journey west.  
| | | • Examine the diseases people faced while traveling west.  
| | | • Examine the foods people ate along their journey west and learn how this food was obtained.  
| | | • Explore the different animals and plants found in the region.  
| | | • Read poetry of that time, e.g. Thomas Cole.  
| **Process** | | | • Examine the different landforms traveled and how these may have affected the journey westward.  
| | | • Study and read the Homestead Act and other documents issued at this time.  
| | | • Look at various ads regarding Westward Expansion (Louisiana Purchase, Manifest Destiny, Lewis and Clark, Gold Rush, Pony Express).  
| | | • Visit museums.  
| | | • Explore reasons for Westward Movement: both political and economic.  
| | | • Study the interaction of Native Americans with their environment.  
| | | • Study primary sources such as journals, ads, newspapers...  
| | | • Explore the trip made along the Oregon Trail.  
| | | • Explore the customs, religious beliefs, traditions of the Native Americans.  
| | | • Examine the resistance the Native Americans had toward the Settlers.  
| | | • Examine the impact the Gold Rush had on society.  
| | | • Compare and contrast the cultural values of the Native Americans and the Settlers.  
| **Attitudes and Attributes** | | | • Look at different paintings and photographs of the time period found within books and at museums.  
| | | • Study the structure of the wagons used to migrate west.  
| | | • View George Inness’ paintings during the development of the railroad.  
| | | • Look at Thomas Cole and George Bellows’ paintings depicting American landscapes.  
| | | • View artifacts found from the 19th century.  
| | | • Watch videos related to Westward Expansion.  
| | | • Conduct Web searches on Lewis and Clark journals.  
| | | • Discover different inventions during the 19th century.  

---

**Unit of Study:** Westward Expansion  
**Essential Question:** In what ways can change/progress/growth be both positive and negative?  
**Unit Question (Content Specific):** In what ways was Westward Expansion both a positive and a negative experience?
### Interdisciplinary Unit of Study  Fifth Grade: Planning Matrix (cont’d)

**Unit of Study:** Westward Expansion  
**Essential Question:** In what ways can change/progress/growth be both positive and negative?  
**Unit Question (Content Specific):** In what ways was Westward Expansion both a positive and a negative experience?

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, and skill.</th>
<th>III. Culminating activities for independent or small group investigations that allow students to create, share, or extend knowledge while capitalizing on student interests.</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>
| **Literacy** | • Create a newspaper featuring the events of the Lewis and Clark Expedition.  
  • Write a persuasive essay aimed at convincing families to move west.  
  • Create a timeline of key events related to Westward Expansion.  
  • Keep a daily journal of the Oregon Trail. Be sure to use key vocabulary, dates, and events learned throughout the study.  
  • Create brochures advertising the events during the Gold Rush and the quest to “get rich quick.”  
  • Compare and contrast tall tales and legends of Native Americans.  
  • Create questions to ask Native Americans and Colonists. Use these questions to conduct live interviews with peers  
  • Write a journal as though your family and you were moving west. Compare this with life in the 1800s.  
  • Create original folk songs highlighting the issues of the time. | • Write a tall tale for a contemporary figure (Oprah, Donald Trump, J.K. Rowling, Michael Jordan…).  
  • Create and write a class/group play pertaining to Westward Expansion.  
  • Create and write skits detailing specific encounters the Native Americans had with the Settlers. | • *The Hudson River, School* by Louise Minks  
  • *Trail of Tears*, by Joseph Bruchac  
  • *A History of US: The New Nation*, by Joy Hakim  
  • *A Library of Congress Book: Pioneers*, by Martin W. Sandler  
  • *A Library of Congress Book: Cowboys*, by Martin W. Sandler  
  • *Children’s Atlas of Native Americans*, – Rand Mc Nally  
  • *How Would You Survive the American West?*, by Franklin Watts  
  • *What’s the Deal?,* by Rhoda Blumberg  
  • *Cochise*, by Larissa Phillips  
  • “With All My Might,” by Arlan Dean  
  • *Davy Crockett*, by J.T. Moriarty  
  • Primary Sources-Westward Expansion, Teacher Created Materials  
  • Primary Sources-Pioneers, Teacher Created Materials  
  • *Lewis and Clark Explorers of American West*, by Stephen Kroll  
  • *Lewis and Clark and Me*, by Laurie Myers  
  • Lewis and Clark journals found at http://www.lewis-clark.org/http:www.pbs.org/lewisandclark/  
  • *Dakota Dugout*, by Ann Turner  
  • *Riding the Transcontinental Railroad*, by Monica Halpern  
  • *Crazy Horse’s Vision*, by Joseph Bruchac  
  • *Westward Expansion*, by James D. Torr  
  • *The Lewis and Clark Trail Then and Now*, by Dorothy Hinshaw Patent  
  • *Wild West, Eyewitness Books*, by Stuart Murray  
  • *Children of the Wild West*, by Russell Freedman |
| **Math/Science** | • Design an accurate map of surrounding area and/or playground (as Clark had mapped out the journey west).  
  • Calculate the miles per hour traveled by Lewis and Clark.  
  • Create a map showing climates of varying regions encountered on the journey west.  
  • Brainstorm and list how the climate affected the journey west.  
  • Research diseases existing at the time and how those diseases are cured today.  
  • List the food eaten along the trip and how it was obtained. | • Design an accurate map of surrounding area and/or playground (as Clark had mapped out during the journey west).  
  • Design covered wagon: How would you modify the wagons used on the Oregon Trail?  
  • Create bar graphs or line graphs showing the expansion of the United States. |
### Disciplines

#### II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, and skill.

- Construct a 3-D map showing the landforms traveled in the move west.
- Interview: Create and conduct an interview focusing on the points of view of a Native American and Colonist regarding the ownership of land.
- Create ad to draw people west to “See the sights and find gold.”
- List difficulties people encountered while traveling on the Oregon Trail.
- Plan strategies to solve the problems people faced on the Oregon Trail.
- Create a timeline showing the events of America acquiring states and other territories.
- Study the stereotypes the Settlers and the Native Americans had about each other and how this influenced their relationship.

#### III. Culminating activities for independent or small group investigations that allow students to create, or extend knowledge while capitalizing on student interests.

- Imagine settlers traveling to another planet: Who should go? What would these settlers face? How would they prepare? What would they encounter? etc. (Brainstorm questions)
- Create a survival guide: “How To Survive Traveling West.”

### Social Studies

- Construct a 3-D map showing the landforms traveled in the move west.
- Interview: Create and conduct an interview focusing on the points of view of a Native American and Colonist regarding the ownership of land.
- Create ad to draw people west to “See the sights and find gold.”
- List difficulties people encountered while traveling on the Oregon Trail.
- Plan strategies to solve the problems people faced on the Oregon Trail.
- Create a timeline showing the events of America acquiring states and other territories.
- Study the stereotypes the Settlers and the Native Americans had about each other and how this influenced their relationship.

### The Arts

- Illustrate a picture of what “The Machine in the Garden” means to you.
- Create a class mural showing the different aspects of the journey.
- Students design and build a model of what they think a settlement in outer space would look like.

### Technology

- Use Art Works to design a space settlement.
- Use the Oregon Trail software program.
- Describe the outer space settlement using a PowerPoint presentation.

### Student Assessment

- Rubric for Writing Assignments
- Scoring Rubric for designs of dollar bills or flags.
- Checklist of Criteria for oral and dramatic presentations.
- Rubrics for group work & accountable talk.
- Student self-scoring self evaluation cards.
- Post unit assessment.
- Grades/evaluations of written reports.
- Trip & guest presenter reflections.
- Close observation of student work and group dynamics.
- Student conferences.
# Weekly Focus Question Plan

<table>
<thead>
<tr>
<th>Day</th>
<th>Social Studies Focus Question</th>
<th>Learning Experiences</th>
<th>Literacy Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What were the objectives of the Lewis and Clark Expedition?</td>
<td>Read aloud <em>Lewis and Clark Explorers of American West</em>, by Stephen Kroll. Students will listen for sequence of events, and for cause and effect.</td>
<td>Reading non-fiction for sequence of events, and causes and effects of expedition, note-taking, charting.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Complete read aloud. Students create a timeline of events starting from the Louisiana Purchase to the return from the expedition.</td>
<td>Summarizing, re-reading story for deeper meaning.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Read aloud <em>Lewis and Clark and Me</em>, by Laurie Myers. Students will study components of historical fiction and point of view.</td>
<td>Point of view, summarizing important events, how to read historical fiction.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Use Lewis and Clark journals found at <a href="http://www.lewis-clark.org">http://www.lewis-clark.org</a> and compare those journals to the dog’s journal used in previous lesson.</td>
<td>Point of view, summarizing, comparing historical fiction and non-fiction.</td>
</tr>
<tr>
<td>5</td>
<td>How did the Homestead Act and other events of the time motivate families to move west?</td>
<td>Read “Come and Get It – 160 Acres of Free Land” found in Primary Sources Kit, Westward Expansion. Students create ads motivating people to move west.</td>
<td>Reading for meaning, inferring, creative thinking, re-reading, cause and effect.</td>
</tr>
</tbody>
</table>
**WEEKLY FOCUS QUESTION PLAN (CONT’D)**

<table>
<thead>
<tr>
<th>Day</th>
<th>Social Studies Focus Question</th>
<th>Learning Experiences</th>
<th>Literacy Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>What hardships were faced along the Oregon Trail for the Settlers?</td>
<td>Use various resources to create and conduct debates for/against settlements in the West. Use perspectives from Settlers and Native Americans.</td>
<td>Debating, public speaking skills, compare and contrast, inferring.</td>
</tr>
<tr>
<td>7</td>
<td>Use Ann Turner’s <em>Dakota Dugout</em> as inspiration to write about Native American life before the arrival of the Settlers.</td>
<td></td>
<td>Reading to understand author’s style; create writing using authors’ style and structure; understanding components of a story.</td>
</tr>
<tr>
<td>8</td>
<td>Read aloud or photocopy chapters to give to groups of students <em>Trail of Tears</em>, by Joseph Bruchac. Compare and contrast in a T-chart or Venn diagram the idea of how “the land of the free” applies to Settlers and Native Americans.</td>
<td></td>
<td>Listening, comparing, writing.</td>
</tr>
<tr>
<td>9</td>
<td>What impact did the Gold Rush have on the settlers and Native Americans?</td>
<td>Use a scavenger hunt to gather information on the Gold Rush. Who was involved? How did it affect life for Settlers and Native Americans? Use Primary Sources Kit, Pioneers (Teacher Created Materials), books found in library, Internet.</td>
<td>Researching and note-taking in reference to specific questions about the Gold Rush.</td>
</tr>
<tr>
<td>10</td>
<td>Brainstorm how people try to “get rich quick.” Look at ads about the Gold Rush and ads from today. Create an ad on “how to get rich quick” today.</td>
<td></td>
<td>Analyzing, inferring, critical thinking, comparing, making connections; text-to-text, text-to-self, text-to-world.</td>
</tr>
<tr>
<td>Day</td>
<td>Social Studies Focus Question</td>
<td>Learning Experiences</td>
<td>Literacy Connection</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td><strong>How did the railroad change life in the new country?</strong></td>
<td>Predict ways in which the railroad could change American life. Give a copy of <em>Riding the Transcontinental Railroad</em> by Monica Halpern to each student. Students write about ways in which the railroad changed American life.</td>
<td>Vocabulary, reading for meaning, note-taking.</td>
</tr>
<tr>
<td>12</td>
<td><strong>Look at inventions made within the last 50 years. Research ways in which an invention changed life for Americans and in other countries.</strong></td>
<td></td>
<td>Reading for meaning, researching key facts, note-taking, writing</td>
</tr>
<tr>
<td>13</td>
<td><strong>How were the Native Americans affected by key events during this time period?</strong></td>
<td>Read aloud <em>Crazy Horse’s Vision</em>, by Joseph Bruchac. Create charts on cultural values such as art, foods, beliefs, family, etc. One group completes a chart on Native Americans and another on Settlers.</td>
<td>Listening, organizing information.</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Students present the information on the cultural values in various ways to the class.</td>
<td>Listening, public speaking, creative thinking.</td>
</tr>
</tbody>
</table>
SAMPLE LESSON PLANS
Unit of Study/Theme: Westward Expansion

The Teaching Point:
- Students will learn to identify information about cause and effect.
- Students will note the reasons for the Lewis and Clark Expedition.

Why/Purpose/Connection:
- To acquire a context for Westward Expansion.

Materials/Resources/Readings:
- One transparency of Teacher-Created Materials “Louisiana Purchase – Greatest Land Deal Ever!” (paragraphs one and two) and copies for students.
- Copies of Cause-Effect Template (p. 45).
- Overhead projector.
- Copy of a map of the Louisiana Purchase.
- Copy of a map of the 13 colonies.

Minilesson (model/demonstration):
- Review cause and effect: What does it mean? Give specific examples easily understood by students. For example;
  1. It is very cold, and the snow has frozen on the ground. A lady is walking and falls. What is the cause? What is the effect?
- Activate prior knowledge: Ask students if they know the definition of an explorer. Ask them to name some famous explorers. Students may recall Columbus and Henry Hudson from earlier learning, or they can mention modern explorers (astronauts)
- Tell the students that two famous explorers of the American West were Meriwether Lewis and William Clark.
- Display a map of the area they explored.
- Compare the size of the Louisiana Purchase with the size of the original 13 colonies to allow the students to understand the impact of such a large acquisition of land.
- Using “Louisiana Purchase—Greatest Land Deal Ever!,” the teacher models cause and effect after reading the first two paragraphs to students. The first cause and effect on the template has already been filled in with an example from the text.

Student Exploration/Practice:
- Once students understand the concept, instruct them to continue to read the rest of the text. Tell students that they will read the text carefully to identify other examples of cause and effect. As new examples are located, the students should write them on the template.
- Students can illustrate cause and effect on template instead of writing.
• For more challenging thinking, ask the students to consider the multiple causes and points of view that lead to the Lewis and Clark Expedition effect.

Share/Closure:
• Students share the information they placed in the template.

Assessment:
• Student notes will be assessed for accuracy.

Next Steps:
• Students can further research the Lewis and Clark Expedition using the following Web sites or teacher-created Trackstar; http://www.lewis-clark.org, http://www.pbs.org/lewisandclark
Unit of Study/Theme: Westward Expansion

The Teaching Points:
- Students will analyze and interpret the Homestead Act.
- Students will create advertisements to motivate people to move west.

Why/Purpose/Connection:
- To add to student knowledge the reasons that people migrated west.

Materials/Resources/Readings:
- One transparency and copies for students of “Come and Get It—160 Acres of Free Lands” (p. 52 from Primary Sources: Westward Expansion Teacher-Created Materials Kit).
- Social Studies Notebook.
- Newspaper/ads.
- Poster board.

Minilesson (model/demonstration):
- Shared reading: On overhead, teacher models how to identify important information in the first two paragraphs of “Come and Get It” (about the Homestead Act).
- Highlight the important information and show students how you would paraphrase in your own words.
- Teacher shares various advertisements from the Westward Expansion period and ads from the present day. Compare and contrast specific features such as print, pictures, color, and layout. For each advertisement, ask students, “What is the advertisement promoting?”
- List specific features of an ad that seem effective on chart paper. For example, the color yellow is eye-catching, text is convincing, etc.

Student Exploration/Practice:
- Students continue reading about the Homestead Act independently and highlight important information. In their notebooks, students write (in their own words) what the Homestead Act was and the reasons for it.
- Students will work in pairs to design an advertisement on poster board motivating people to move west. They will include the specific features that were listed on the chart paper.
- Students may be given an outline guiding their advertisement.
- Students may generate their designs electronically on the computer.
Share/Closure:
- As a whole class students share what they highlighted and wrote in their notebooks.
- Students present their advertisements to the class. They discuss what features make their advertisements effective.

Assessment:
- Students fill in the Peer Evaluation Sheet for each advertisement presented.

Next Steps:
- Display all students work and conduct a “learning walk.” This is where students walk around the room viewing and analyzing each others ads. They may use post-its to make comments about the ads.
- For homework, ask students to look for convincing ads in magazines and newspapers; and have them tell why the ads are effective based on the established criteria.
- Give students ordinary objects such as rocks, dirt, and grass, and ask them to design a convincing advertisement.
- Ask students to design an ad that uses no text at all, only images, to convey the message.
Unit of Study/Theme: Westward Expansion

The Teaching Points:
- Students will learn to interpret poetic text.
- Students will identify a shift in time in an author’s work (flashback).
- Students will write about difficulties of prairie life in a dugout home.

Why/Purpose/Connection:
- To continue to understand and appreciate life on the prairie through one woman’s experience.

Materials/Resources/Readings:
- Dakota Dugout, by Ann Turner.
- Frontier Family Life, by Marianne Bell.
- Chart paper.

Minilesson (model/demonstration):
- Ask the students if they have ever moved to a different state, a different apartment or house, or a different school. “What was the change like? How did you feel? Were you sad, happy, excited, nervous? What was new to you after the move? What stayed the same?”
- Read Dakota Dugout, by Ann Turner, to the students.
- Ask students, “What did you notice about the book? For example, text, pictures, characters etc… What was life like on the prairie for this woman?”
- Reread the first page to the students. Ask students, “What did you notice about the text? Why does the narrator ask a question? Who do you think she is talking to? Who is in the picture? In what time period do you think this story takes place?” (You want students to notice a child is asking a question, and the narrator is going to tell a story about the “prairie years” in her past. The second page is a flashback to when she leaves for the prairie.)
- Pause at second page. Ask students, “What happened?” If students cannot recognize the flashback, tell them when it begins. Then ask students, “Where do you think the story is taking place now? Why does she say she is going to Matt’s “cave?” When you think of the word cave, what are some images that come to mind?” Make sure students understand that “cave” is being used as a metaphor for the sod house.
- Look at the fourth and fifth pages. Study the pictures on the pages. Ask students, “What is this ‘cave’ being made out of? What was the first home like? How did the narrator sound?”
- Look at the sixth page. Read the sentence, “I cried when I saw it.” Ask students, “Why do you think she cried?”
- Show students photographs taken from Frontier Family Life, by Marianna Bell (pp. 74-75). Tell students that this is a sod house. This is what the
narrator is moving into. Ask students, “What do you think it would be like to live in one?” (The next two pages explain how the narrator felt)

- Create a chart titled, “The Prairie Life.” Read the next few pages and write down specific things that the narrator encountered and how she felt being on the prairie. This will help the students understand what life was like on the prairie.

- In the last few pages, life turns around for the narrator. She and Matt make money harvesting their crops, and they are able to move out of the sod house. The book ends with, “Sometimes the things we start with are the best.” This is a good statement to discuss with students, encouraging them to interpret what the character meant. The book is vague in that we don’t know if she moved back to her hometown or if a new city was built around her. This unknown is a great topic of discussion.

**Student Exploration/Practice:**

- In their journals, students write what they learned about prairie life through *Dakota Dugout*, by Ann Turner.
  - What was prairie life like?
  - What would it be like to live in a sod house?
  - How would you feel if you had to move from NYC to the Midwest?
  - What would you expect? How do you picture life?

- Write a letter that the narrator would have written to a family member that was still living in the city.

- Write a poem for “two voices,” about how the main character felt living on the prairie as a young woman and, on the other side, her feelings at the end of the book (when she was older). The structure for a poem for “two voices” is found in Paul Fleishman’s *Poem for Two Voices*.

- Create a postcard illustrating prairie life, and include a message that the character might have written.

**Share/Closure:**

- Students share their completed work in a museum walk or through performance/presentations.

**Assessment:**

- Students’ responses to book analysis and quality of projects (poem, postcards).

**Next Steps:**

- Research different types of dwellings the pioneers lived in during the 1800’s. Students work in groups to design models of these houses.

- Try out the author’s writing style and create their own stories about life on the prairie from a Native American perspective.

- Research the architecture of modern houses in urban and suburban areas.
Unit of Study/Theme: Westward Expansion

The Teaching Points:
- Students will be able to identify the features found in a persuasive writing piece.
- Students will be able to write a persuasive essay motivating people to either move west for gold or not to move west.

Why/Purpose/Connection:
- Students will have previously learned about the Gold Rush. This lesson introduces elements of persuasive writing while continuing to add to their knowledge of westward movement.

Materials/Resources/Readings:
- A transparency of a short persuasive article or text and copies for the class.
- Other samples of persuasive text.
- Photocopies of four or five different persuasive articles (see examples included) for each one of the small groups.
- Overhead.
- Chart paper.
- Loose leaf, pencils.

Minilesson (model/demonstration):
- Define the verb persuade.
- Ask students what they know about persuasive writing. Give examples of how and why you would persuade someone. Brainstorm different types of persuasive pieces such as ads, articles, commercials, research, etc...
- Say to students, “Today we are going to read a persuasive text about ___________ and look at the format/structure used to write this text.
- Read text and ask students if any words or images are convincing them to think and act in a specific way.
- Features to elicit/point out to students:
  - Is the reader’s emotion aroused through use of strong language and explicit detail? Does the reader know that the author has a clear point of view/opinion? Is the reader given specific details to support the author’s view? Are problems clearly articulated, and is an appeal made to the reader for action?
- Point out the structure of the text:
  - Title
  - Organizational structure
- Say to students, “This is one way to write persuasively. There are other structures we can use to write persuasively.” (You should have other samples of writing for students to read and analyze.)
Student Exploration/Practice:
- In small groups, students will be given copies of other persuasive texts. They will list the specific supporting details found in their article and point out the structure and style used.
- Each group will share their findings with the class as the teacher compiles a class chart of persuasive writing elements and structures.
- Students will then write their own persuasive pieces. They can either persuade people to move west, or they can persuade people to stay where they are and not move.

Share/Closure:
- Students evaluate each other’s work and decide on the most persuasive pieces.

Assessment:
- Students create and use rubrics to evaluate each other’s work.

Next Steps:
- Students write a persuasive essay on a topic of interest to them.
Unit of Study/Theme: Westward Expansion

The Teaching Points:
- Students will read text and study photographs to infer and retrieve information about the lives of children during the Westward Expansion era.
- Students will compare and contrast the lives of Native American children to those of the Settlers.
- Students will summarize for “Big Idea.”

Why/Purpose/Connection:
- To give students an understanding of the roles and lives of children during this era.

Materials/Resources/Readings:
- Several copies of the book *Children of the Wild West*, by Russell Freedman.
- Transparency of the first two pages of the second chapter, *Going West*, and copies for each child.
- Chart paper.
- Loose leaf, pencils.
- Note-taking template.
- Overhead.

Minilesson (model/demonstration):  
- Teacher begins by asking students, “What do you think life was like for the children of the West in the 1800’s? What do you think the schools were like? What do you think they did for fun?” Discuss with students.
- Say to students, “Today we are going to learn about the lives of the Native American children and the children of the Settlers during the Westward Expansion period.”
- Place the transparency of the first page from the chapter *Going West* on the overhead. Display a copy of the note-taking template written on chart paper. Hand out copies to students, as well.
- Say to students, “I am going to show you how I read for specific information. I know that I am looking for information on the roles and lives of children during this era. As I read I am going to fill in this template with what I learn about the children.”
- Begin reading the paragraphs aloud and adding to the template under, “What I learned,” showing students how you find the information you are looking for. You might record:
  - While traveling west, a young boy stayed at the end of the train of wagons making sure the animals moved along.
  - Girls hunted for herbs.
  - Most children walked alongside the wagons; only small children rode inside.
• Go over the box that says [Big Idea] and explain to students that they will write a 2-3 sentence summary of the text selection.

Student Exploration/Practice:
• Students will be broken up into six groups. One group for each chapter (chapters 2-7). Each student or pair will be given a copy of the book or a photocopy of the assigned chapter and a copy of the note-taking template.
• Each student carefully reads the assigned chapter, focusing on the specific information about children.
• Each student completely fills in his or her own copy of the note-taking template.

Share/Closure:
• To review student responses in the note-taking template, the teacher gathers the class in the meeting area and creates a class chart on large paper titled, “What We Learned About Children of the West.” (See sample template for teacher-generated chart, p. 49.)
• Each group contributes the important information they have written on their templates, as the teacher completes the class chart.

Assessment:
• Student notes will be assessed for accuracy.

Next Step:
• Students explore the daily life of the children of the western settlers from the paintings of Winslow Homer. Suggested paintings; “Boys in a Pasture” (1874) and “A Rainy Day in Camp” (1871).
# Project Rubrics

Making a Poster: **Moving West**

Teacher’s Name: __________________ Student’s Name: ___________________ Class:__________

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements of the Poster</strong></td>
<td>The poster includes all five required elements (<em>persuasive title, convincing message, appropriate text, and content matching illustrations</em>).</td>
<td>Three to four of the required elements are included on the poster (<em>persuasive title, convincing message, appropriate text, and content matching illustrations</em>).</td>
<td>One to two of the required elements are included on the poster: (<em>persuasive title, convincing message, appropriate text, and content matching illustrations</em>).</td>
<td>None of the required elements is included on the poster.</td>
</tr>
<tr>
<td><strong>Graphics and Illustrations</strong></td>
<td>All five graphic elements show outstanding creativity and artistic presentation (<em>font, color, background, layout, and illustrations</em>).</td>
<td>Four to three of the required graphic elements show creativity and artistic presentation (<em>font, color, background, layout, and illustrations</em>).</td>
<td>One to two of the required graphic elements show creativity and artistic presentation (<em>font, color, background, border, and illustrations</em>).</td>
<td>No graphic elements are used.</td>
</tr>
<tr>
<td><strong>Accuracy of Historical Information</strong></td>
<td>All the information and facts displayed on the poster are accurate and historically relevant.</td>
<td>Most of the facts displayed on the poster are accurate and historically relevant.</td>
<td>Only one or two of the facts displayed on the poster are accurate and historically relevant.</td>
<td>All the information and facts displayed on the poster are incorrect and/or irrelevant.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>The poster is very appealing to the viewer: attractive and neat.</td>
<td>The poster is appealing to the viewer: attractive and neat.</td>
<td>The poster has some attractiveness for the viewer.</td>
<td>The poster is not appealing to the viewer: unattractive and messy.</td>
</tr>
</tbody>
</table>
SETTLER’S SURVIVAL GUIDE

A Suggested Final Project
By the end of this unit of study, students may complete the following multi-genre project: “Settlers’ Survival Guide.”
- Student will design a poster that motivates people to move west.
- Student will complete five to eight diary entries detailing hardships encountered along their chosen trail (students will select from Sante Fe Trail, Oregon Trail, and California Trail) including a detailed timeline of events.
- Students will create three “postcards.” Postcards will include illustration and messages that they would have sent to those not making the journey.
- Students will research and propose solutions to hardships encountered. These can be presented as “Top Ten Tips” for survival, and they should include illustrations.
- Students will include a map illustrating the journey, including important stops along the way.

Teaching Tips
- Provide students with real world examples of survival guides. There are many serious, but also amusing, samples available on the Web.
  - “Big Freeze” http://members.tripod.com/~Sidlinger/frez.html
  - “The 72 Hour Survival Kit” http://members.tripod.com/~Sidlinger/kit.html
- Follow regular routines for the writing process and give students time to read the different types of survival guides. Your minilessons can note structures, features, and purposes for this kind of writing.
- Students should be encouraged and guided to research information such as preparing for the journey, problems settlers encountered while traveling long distances across unknown territory, Conestoga wagons, food and other supplies needed, routes, places to stop, etc.
- After the research process is complete, students should begin to write drafts, and then edit and make revisions.
- Encourage students to create/find and include visuals like charts, maps, and other types of useful illustrations that would be helpful to pioneers.
LETTER WRITING AND DRAMA

A Suggested Final Project

By the end of this unit of study, students may create a multi-genre project based on experiences that the Native Americans had with the Settlers.

- Students will research the Native American point of view of various events (for example, students could research Thomas Jefferson’s policy of Indian Removal from the Native American perspective).
- Students will write a short one act play that illustrates the point of view of Native Americans and the Settlers. Students will create props and costumes for their play that reflect the time. Students will perform the play for an audience.
- Students will write a letter to the Bureau of Indian Affairs explaining their point of view on Indian Removal. The letter may be presented to class in the form of a speech.
THE NEW AND IMPROVED COVERED WAGON

A Suggested Final Project
By the end of this unit of study, students may design a “new and improved” covered wagon using materials available in the 19th century.

- Students will study the design of the covered wagon and brainstorm problems that could have been encountered on the journey.
- Students will research both technical and natural difficulties the covered wagon faced.
- Students will research materials available during the 19th century and begin sketching their “new and improved” covered wagon.
- Students will be able to explain why their new wagon would be more efficient for traveling west.
- Students will build a wagon and create an advertisement promoting their wagon to buyers.
- Students will hold a “Wagon Show.” They will propose their new and improved wagon to “potential wagon buyers.” They must include how their new wagon would withstand the difficulties that the old wagon could not.
PEER EVALUATION

Evaluator's Name: ___________________________

Would this advertisement persuade you to move to the West? Circle one of the following.

NO  YES  MAYBE

Why? Be specific, and list particular features (font, size, color, layout, design, wording).

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Evaluator's Name: ___________________________

Would this advertisement persuade you to move to the West? Circle one of the following.

NO  YES  MAYBE

Why? Be specific, and list particular features (font, size, color, layout, design, wording).

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
## LEARNING AND PERFORMANCE STANDARDS

<table>
<thead>
<tr>
<th>New York State Social Studies Learning Standards</th>
<th>NYC New Performance Standards in ELA</th>
<th>Sample list of strategies that Social Studies and ELA have in common.</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of the United States and New York State</td>
<td>E-1: Reading</td>
<td>• Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, points of view, persuasive essays, and oral and written presentations.</td>
</tr>
<tr>
<td>Geography</td>
<td>E-2: Writing</td>
<td>• Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.</td>
</tr>
<tr>
<td>Economics</td>
<td>E-3: Speaking, Listening, and Viewing</td>
<td>• Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.</td>
</tr>
<tr>
<td>Civics, Citizenship, and Government</td>
<td>E-4: Conventions, Grammar, and Usage of the English Language</td>
<td>• Express opinions (in such forms as oral presentations, essays, or persuasive speeches) about events, books, issues, and experiences, supporting the opinions with evidence.</td>
</tr>
<tr>
<td><strong>What specific social studies content will this unit focus on?</strong></td>
<td>E-5: Literature</td>
<td>• Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.</td>
</tr>
<tr>
<td>Westward Expansion</td>
<td>E-6: Public Document</td>
<td>• Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries, and journals.</td>
</tr>
<tr>
<td></td>
<td>E-7: Functional Documents</td>
<td>• Gather and interpret information from reference books, magazines, textbooks, Web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.</td>
</tr>
<tr>
<td><strong>What specific literacy skills will this unit focus on?</strong></td>
<td></td>
<td>• Select information appropriate to the purpose of the investigation, and relate ideas from one text to another; gather information from multiple sources.</td>
</tr>
<tr>
<td>Reading nonfiction, fiction, historical fiction, note-taking, journal writing (authentic diary), playwriting, brochures, and survival guide.</td>
<td></td>
<td>• Select and use strategies that have been taught for note-taking, organizing, and categorizing information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.</td>
</tr>
</tbody>
</table>

**What specific social studies strategies will this unit focus on?**

Use research through fiction/nonfiction texts and primary sources to write a variety of pieces such as journals, news articles, advertisements, play scripts, poetry, and survival guides, which are based on real events and/or problems related to Westward Expansion.
TEMPLATES/ RESOURCES
**BRAINSTORM WEB TEMPLATE**

- Math
- Language Arts
- Social Studies
- Dance/Music/Drama & Visual Arts
- Physical Education/Health
- Science/Technology
- Field trips/Culminating Activities
ESSENTIAL QUESTION TEMPLATE

**Essential Question**

Focus Questions

**Student Outcomes**

Think about what you want the student to know and be able to do by the end of this unit.

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

Possible student projects/products:
### INTERDISCIPLINARY UNIT OF STUDY PLANNING MATRIX TEMPLATE

<table>
<thead>
<tr>
<th>Focus Questions</th>
<th>Disciplines</th>
<th>I. Initial activities that introduce, build, and engage students with content knowledge, concept, and skill.</th>
<th>II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, and skill.</th>
<th>III. Culminating activities for independent or small group investigations that allow students to create, share, or extend knowledge while capitalizing on student interests.</th>
<th>Resources to Support Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Math/Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Content Outcomes:**
The student will:

**Process Outcomes:**
The student will:

**Affective Outcomes:**
The student will:

How will student understanding be assessed?
<table>
<thead>
<tr>
<th>Day</th>
<th>Social Studies Focus Question</th>
<th>Learning Experiences</th>
<th>Literacy Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Social Studies</td>
<td>Reading connected to the Social Studies curriculum</td>
<td>Writing Connected to the Social Studies Curriculum</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TEACHER TEXT SELECTION PLANNER
TO FACILITATE INTERDISCIPLINARY CONNECTIONS

Text Title: ____________________________________________________________

Author: ___________________________________  Text Genre: _______________  

Choose a text. Read text carefully and decide how the text can best be used with your students. [Please circle your choice(s).]

Read Aloud  Shared Reading  Independent Reading

Paired Reading  Small Group Reading

Student Outcomes: Decide what you want the students to know or be able to do as a result of interacting with this text.

●

●

●

Social Studies Outcomes: What are the specific Social Studies outcomes to be connected with this text?

●

●

●

ELA Outcomes: What are the specific ELA outcomes? (e.g. main idea, cause/effect, visualizing)

●

●

●

What will students do to interpret this text?

●

●
CAUSE-EFFECT TEMPLATE

Causes  Problem  Effects
TEXT: LOUISIANA PURCHASE—THE GREATEST LAND DEAL EVER!

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Napoleon needed money for his war coffers.</td>
<td>Thomas Jefferson purchased the Louisiana Territory.</td>
</tr>
</tbody>
</table>
## PERSUASIVE WRITING: RUBRICS

<table>
<thead>
<tr>
<th>Score</th>
<th>Above Standards</th>
<th>Meets Standards</th>
<th>Approaching Standards</th>
<th>Below Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Includes three or more detailed reasons why someone should or should not move west for gold. The writer has anticipated reader’s concerns and has provided at least one counter argument.</td>
<td>Includes three or more detailed reasons why someone should or should not move west for gold. Counter argument present but not strong.</td>
<td>Includes two reasons why someone should or should not move west for gold.</td>
<td>Includes one reason why someone should or should not move west for gold.</td>
</tr>
<tr>
<td>3</td>
<td>Includes three or more detailed reasons why someone should or should not move west for gold.</td>
<td>Demonstrates sequence of ideas through paragraphs. Includes an introduction and conclusion.</td>
<td>Logical organization but ideas are not fully developed. Introduction and conclusion present but not fully developed.</td>
<td>No evidence of paragraph structure; no introduction or conclusion; illogical organization of ideas.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates logical sequencing of ideas through well developed paragraphs; uses transitions to enhance organization; employs an engaging introduction and a strong conclusion.</td>
<td>Few errors present in spelling, punctuation, capitalization, and usage; some attempt at sentence variety; occasional use of rich vocabulary.</td>
<td>Incorrect sentence structure; spelling punctuation, capitalization errors present, as well as repetitious vocabulary; weak language usage.</td>
<td>Multiple errors present in sentence structure, spelling, punctuation, and capitalization; weak vocabulary and incorrect language usage.</td>
</tr>
<tr>
<td>1</td>
<td>No evidence of paragraph structure; no introduction or conclusion.</td>
<td>Error-free paper; accurate spelling, punctuation, capitalization, and usage; variety of sentence structure; rich vocabulary.</td>
<td>Uses appropriate information to support position; uses additional resources to develop position.</td>
<td>No evidence of subject matter or resources used.</td>
</tr>
<tr>
<td></td>
<td>Use of Resources</td>
<td>Mechanic and Language Usage</td>
<td>Support for position taken</td>
<td>Organization</td>
</tr>
<tr>
<td></td>
<td>Little use of multi-subject area knowledge; uses one resource.</td>
<td>Uses appropriate information to support position; uses additional resources to develop position.</td>
<td>Includes three or more detailed reasons why someone should or should not move west for gold.</td>
<td>Demonstrates logical sequencing of ideas through well developed paragraphs; uses transitions to enhance organization; employs an engaging introduction and a strong conclusion.</td>
</tr>
</tbody>
</table>
NOTE-TAKING TEMPLATE

Chapter Title: ______________________________________________________________

Big Idea:

Using only two to three sentences, tell what the chapter is about.

What I Learned (Details):

•

•

•

•

•

•

•

•

•
## SAMPLE CLASS CHART

### What We Learned About Children of the West

<table>
<thead>
<tr>
<th>Chapter Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going West</td>
<td></td>
</tr>
<tr>
<td>Settling Down</td>
<td></td>
</tr>
<tr>
<td>The American Indians</td>
<td></td>
</tr>
<tr>
<td>Frontier Schools</td>
<td></td>
</tr>
<tr>
<td>Building the West</td>
<td></td>
</tr>
<tr>
<td>Games, Parties, and Celebrations</td>
<td></td>
</tr>
</tbody>
</table>
**TAKING ON A “CHARACTER”**

To get students really excited and engaged in the unit of study, this activity allows students to select pioneer characters from the descriptions below. Some of the names are real, and some are creative inventions. Both you and your students will have fun researching more names and occupations of other characters to add to the list. Place papers with character descriptions into a box and have students select a character. As they move through the unit to learn about Westward Expansion, students will connect personally to the information being studied as they will view events through the “eyes” of their character.

**Character Descriptions (these can be made into cards):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jesse Applegate</strong></td>
<td>You are 16 years old. You just started working for the Missouri Surveyor General’s Office. Here you meet Jedediah Smith, William Sublett, and David Jackson. In 1831 you meet and marry Cynthia Parker. By 1843 you are ready to move to Oregon.</td>
</tr>
<tr>
<td><strong>John Morgan Scott</strong></td>
<td>You were born in Illinois in 1827. You are one of Levi Scott’s thirteen children. You accompanied your father on the South Road Expeditions. In 1848 you take up a Donation Land Claim at Elk Creek.</td>
</tr>
<tr>
<td><strong>Robert Smith</strong></td>
<td>In 1848 you go to California to try your luck in the gold fields. You return in 1849 and take a Donation Land Claim in Douglas County. In 1850 you marry Susan Applegate and become a farmer.</td>
</tr>
<tr>
<td><strong>Liza Parker</strong></td>
<td>You are 16 years old and have lived with your father, a mountain man, all your life. You are very capable and know how to survive in the wilderness. You meet and marry William Parker, who takes you out of the mountains to settle in Oregon.</td>
</tr>
<tr>
<td><strong>Lindsay Applegate</strong></td>
<td>You are the younger brother of Jesse Applegate. You follow him to Oregon. You take up a Donation Land Grant in Yoncalla in 1846. You are also an Indian agent. You are a carpenter by trade.</td>
</tr>
<tr>
<td><strong>Charles Ingalls</strong></td>
<td>You are a family man who loves to play the fiddle. You file a claim on Feb. 19, 1880. You claim the northeast corner of section 3 in township 110. You are 154.29 acres in South Dakota.</td>
</tr>
<tr>
<td><strong>Susan Applegate</strong></td>
<td>You leave your family in Missouri to marry Robert Smith, a reformed adventurer. You and your husband join a wagon train west to Oregon where you eventually settle and farm a good piece of land.</td>
</tr>
<tr>
<td><strong>Elizabeth Parsons</strong></td>
<td>You are 18 years old, and you are a school teacher. During the 1850’s, teaching is a woman’s profession and one of the few respectable ways that you can earn your own living. You students are mostly boys, but there are a few girls in your class. You teach students of all ages a bit of history and geography, as well as how to read, and do math.</td>
</tr>
<tr>
<td><strong>Marianne Stewart</strong></td>
<td>You are a widow from Tennessee, and you are accompanied west by your four unmarried and two married daughters. You set out with the Donner Party from Independence, Missouri in 1846.</td>
</tr>
</tbody>
</table>

Source: [http://www.webtrail.com/applegate/biography.html](http://www.webtrail.com/applegate/biography.html)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Parker</td>
<td>You were born in 1822. Because you are a strong swimmer, you were able to save yourself after a fall in the Columbia River. You move to Oregon in 1860 and then begin to operate a Stagecoach. You marry the daughter of an old mountain man.</td>
</tr>
<tr>
<td>Annie Elsler</td>
<td>You work in a “supply town” outside of St. Joseph, Missouri. One day a man, Billy Jessup, who works as a scout for a wagon train, comes into the dry goods store where you work and asks you to go with him to the California territory. He plans to start a ranch in central California. You agree and convince your entire family to sell the store and go west. The year is 1858.</td>
</tr>
<tr>
<td>Levi Scott</td>
<td>You have a son John. You are interested in looking for a southern route to Oregon. You try in 1844 and fail because of four deserters in your party. In 1846 you make it! By 1847 you know how to get wagons through in record time using the South Road or Applegate Trail as an alternative to the Columbia River route.</td>
</tr>
<tr>
<td>Ben Franklin Burch</td>
<td>You were born in Missouri in 1825. You arrive in Oregon in 1845 and marry by 1848. You take up a Donation Land Claim in Polk County and open a flour mill. You serve in the Cayuse Indian War. You are active in Oregon politics and by 1857 are a delegate to the Territorial Convention. In 1858 you are elected to the State Senate and serve four years.</td>
</tr>
<tr>
<td>Olive Oatman</td>
<td>Your father Royce, his wife Mary Ann, and six other children, including an infant son, leave for Colorado. For months you travel the Santa Fe Trail without incident. But in late 1851, the Apache attack your family and seize you and your sister Mary Ann, taking you both as slaves. In March 1852, you and your sister are sold to Espaniola, chief of the Mojave Indians who live some 200 miles to the north. They take possession of you in exchange for two horses and three blankets. After this you and Mary Ann learn the Mojave language. <a href="http://womenshistory.about.com/library/prm/blmaryfields1.htm">Link</a></td>
</tr>
<tr>
<td>Moses Black Harris</td>
<td>You are a freed slave from South Carolina. You make many fur-hunting expeditions in the Rocky Mountains in the early 1830's. You speak the Snake Indian language very well. It is said that you have so much stamina and endurance that if anyone with you could not keep up, they were abandoned in the wilderness. You have your portrait painted in 1830 by Alfred Jacob Miller. In 1836 you serve as a guide to Marcus Whitman on his trip to Oregon. You settle in the Willamette Valley until 1847. Then you move to St. Louis, MO.</td>
</tr>
<tr>
<td>Mattie Oblinger</td>
<td>It is 1863 and you live in Nebraska. You enjoy writing to your relatives that you left back east. You live in a sod house that measures 14 x 16 feet. You live with your husband Uriah. You work very hard all day doing chores, milking cows, cooking dinner, sewing clothes, and fetching water. You take pride in your vegetable garden. You enjoy the prairie, especially when all the flowers bloom in Spring.</td>
</tr>
<tr>
<td>Fanny Robinson</td>
<td>You work in a mill in Lowell, Mass. You decide to leave the drudgery of the mills for a chance to go to California. You attend a meeting and hear that California is beautiful, with fragrant orange trees, Spanish missions, and opportunities for anyone with a dream. You leave Massachusetts in the company of a large family. To support your way west, you agree to care for the young children of the family as the mother has recently passed away.</td>
</tr>
</tbody>
</table>
LEARNING CENTER ACTIVITY CARDS

Use the information below to help get you started on creating Activity Cards for a Moving West Learning Center. Use 5” x 7” index cards. You can laminate the cards so they will weather student handling.

Card # 1: In the 1830's some American politicians began to argue that the United States should encompass all of North America. Lewis Linn, a senator from Missouri, called for the British to be pushed out of the Oregon territory. To try to convince Americans, he even introduced a bill into the Senate giving free land as a reward for those who would travel over the Rocky Mountains and claim the land. Other politicians worried that this would cause a war with Britain.

- What do you think about Lewis Linn’s argument? Find out if his bill passed.
- If you had lived during the time, what would have been your position and why?
- Write a short speech arguing for one side or the other. Be sure to support your argument with facts and persuasive language.

Card # 2: Emigrants stressed the importance of escaping from the fever-infested swamps of Missouri and Mississippi. Travelers to the West Coast pointed out that the health of people living in this area seemed to be better than elsewhere. Some claimed that they had never seen anyone in California with fever or illness. There were also stories of the high quality of crops that could be grown in California. Potential emigrants were told of wheat that grew as tall as a man and turnips five feet tall!

- Do you think all these stories about illness and crops were true? Conduct a bit of research to find out if there is any truth to the statements.
- Why would stories like this circulate?
- Who would benefit from large numbers of people moving west? Why?
Card # 3: The journey across America from the Midwest to Oregon and California meant a six-month trip across 2,000 miles of harsh terrain. It also was a rather expensive undertaking costing a man and his family about $1,000, which was a lot of money in the 1800's. The wagon needed, a Conestoga wagon or prairie schooner, cost about $400. A family of four would need to load the wagon with 800 pounds of flour, 200 pounds of lard, 700 pounds of bacon, 100 pounds of fruit, 75 pounds of coffee and 25 pounds of salt.

- Find out more about the difficulties of a journey westward. What other items would be needed besides food?
- What do the food supplies tell us about the frontier diet?
- Find out what happened to the Donner Party. What could have prevented their tragedy?

Card # 4: Excerpt from F. Matthieu, Reminiscences (circa 1843):

"About five or six thousand Blackfoot Sioux, under a great war chief, appeared. By this immense multitude the (wagon) train was compelled to halt and be inspected by band after band of the curious savages. They were especially curious to look at the women of the train."

- What does this recollection tell you about the attitudes of the Settlers moving west?
- What does it tell you about the Native Americans?
- Locate the territory of the Blackfoot Sioux in 1843 on a map. What states are found there today? Make a map comparing then and now.
- How might the cultural values of the Sioux and the Settlers have been at odds?
- What did these early Settlers moving west learn from the Native Americans?
BLOOM’S TAXONOMY

Benjamin Bloom created this taxonomy and hierarchy levels in the cognitive domain. The taxonomy provides a useful structure in which to classify cognitive skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulty. That is, the first one must be mastered before the next one can take place.

<table>
<thead>
<tr>
<th>Skill/Competence</th>
<th>Skills Demonstrated</th>
</tr>
</thead>
</table>
| **Knowledge**           | • Observe and recall information.  
                          | • Learn dates, events, places.  
                          | • Know major ideas.  
                          | • Master subject matter.  
                          | *(words that ask students to find out: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, match, read, record, view, state)* |
| **Comprehension**       | • Understand information.  
                          | • Grasp meaning.  
                          | • Translate knowledge into new context.  
                          | • Interpret facts, compare, contrast.  
                          | • Order, group, infer causes.  
                          | • Predict consequences.  
                          | *(words that ask students to understand: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, cite, classify, identify, label, paraphrase, restate, trace, understand, make sense of)* |
| **Application**         | • Use information.  
                          | • Use methods, concepts, theories in new situations.  
                          | • Solve problems using required skills or knowledge.  
<pre><code>                      | *(words that ask students to use application skills: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, act, administer, control, chart, collect, discover, develop, implement, prepare, transfer)* |
</code></pre>
<table>
<thead>
<tr>
<th>Skill/Competence</th>
<th>Skills Demonstrated</th>
</tr>
</thead>
</table>
| **Analysis**     | • Recognize patterns.  
| Breaking down information and examining to understand more fully | • Organize parts.  
|                   | • Recognize hidden meanings  
|                   | • Identify components.  
|                   | *(words that ask students to analyze: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer, correlate, illustrate, outline, recognize, diagram)* |
| **Synthesis**    | • Use old ideas to create new ones.  
| Creating or applying prior knowledge to produce something new or original | • Generalize from given facts.  
|                   | • Relate knowledge from several areas.  
|                   | • Predict, draw conclusions.  
|                   | *(words that ask students to synthesize: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite, initiate, construct, rearrange, compile, compare, incorporate)* |
| **Evaluation**   | • Compare and contrast ideas.  
| Judging the value of something based on personal values/opinions | • Assess value of theories, presentations.  
|                   | • Make choices based on reasoned argument.  
|                   | • Verify value of evidence.  
|                   | • Recognize subjectivity.  
|                   | *(words that ask students to evaluate: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, critique, appraise, justify, defend, support, reframe)* |

# ACTIVITIES & PRODUCTS USING BLOOM’S TAXONOMY

Use the following to develop additional Learning Center Activity Cards or learning experiences.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Sample Question Starters</th>
<th>Possible activities and products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>What happened after...?</td>
<td>Make a list of the main events.</td>
</tr>
<tr>
<td></td>
<td>How many...?</td>
<td>Make a timeline of events.</td>
</tr>
<tr>
<td></td>
<td>Who was it that...?</td>
<td>Make a facts chart.</td>
</tr>
<tr>
<td></td>
<td>Can you name the...?</td>
<td>Write a list of any pieces of information you can remember.</td>
</tr>
<tr>
<td></td>
<td>Describe what happened at...?</td>
<td>List all the ... in the story.</td>
</tr>
<tr>
<td></td>
<td>Who spoke to...?</td>
<td>Make a chart showing...</td>
</tr>
<tr>
<td></td>
<td>Can you tell why...?</td>
<td>Make an acrostic.</td>
</tr>
<tr>
<td></td>
<td>Find the meaning of...?</td>
<td>Recite a poem.</td>
</tr>
<tr>
<td></td>
<td>What is...?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Which is true or false...?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Sample Question Starters</th>
<th>Possible activities and products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Can you write in your own words...?</td>
<td>Cut out or draw pictures to show a particular event.</td>
</tr>
<tr>
<td></td>
<td>Can you write a brief outline...?</td>
<td>Illustrate what you think the main idea was.</td>
</tr>
<tr>
<td></td>
<td>What do you think could have happened next...?</td>
<td>Make a cartoon strip showing the sequence of events.</td>
</tr>
<tr>
<td></td>
<td>Who do you think...?</td>
<td>Write and perform a play based on the story.</td>
</tr>
<tr>
<td></td>
<td>What was the main idea...?</td>
<td>Retell the story in your words.</td>
</tr>
<tr>
<td></td>
<td>Who was the key character...?</td>
<td>Paint a picture of some aspect you like.</td>
</tr>
<tr>
<td></td>
<td>Can you distinguish between...?</td>
<td>Write a summary report of an event.</td>
</tr>
<tr>
<td></td>
<td>What differences exist between...?</td>
<td>Prepare a flow chart to illustrate the sequence of events.</td>
</tr>
<tr>
<td></td>
<td>Can you provide an example of what you mean...?</td>
<td>Make a coloring book.</td>
</tr>
<tr>
<td></td>
<td>Can you provide a definition for...?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application</th>
<th>Sample Question Starters</th>
<th>Possible activities and products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>Do you know another instance where...?</td>
<td>Construct a model to demonstrate how it will work.</td>
</tr>
<tr>
<td></td>
<td>Could this have happened in...?</td>
<td>Make a diorama to illustrate an important event.</td>
</tr>
<tr>
<td></td>
<td>Can you group by characteristics such as...?</td>
<td>Make a scrapbook about the areas of study.</td>
</tr>
<tr>
<td></td>
<td>What factors would you change if...?</td>
<td>Make a papier mâché map to include relevant information about an event.</td>
</tr>
<tr>
<td></td>
<td>Can you apply the method used to some experience of your own...?</td>
<td>Take a collection of photographs to demonstrate a particular point.</td>
</tr>
<tr>
<td></td>
<td>What questions would you ask of...?</td>
<td>Make up a puzzle game using the ideas from the study area.</td>
</tr>
<tr>
<td></td>
<td>From the information given, can you develop a set of instructions about...?</td>
<td>Make a clay model of an item in the material.</td>
</tr>
<tr>
<td></td>
<td>Would this information be useful if you had a ...?</td>
<td>Design a market strategy for your product using a known strategy as a model.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dress a doll in national costume.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paint a mural using the same materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write a textbook about... for others.</td>
</tr>
</tbody>
</table>
### Analysis

<table>
<thead>
<tr>
<th>Sample Question Starters</th>
<th>Possible activities and products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which events could have happened...?</td>
<td>Design a questionnaire to gather information.</td>
</tr>
<tr>
<td>If ... happened, what might the ending have been?</td>
<td>Write a questionnaire to sell a new product.</td>
</tr>
<tr>
<td>How was this similar to...?</td>
<td>Conduct an investigation to produce information to support a view.</td>
</tr>
<tr>
<td>What was the underlying theme of...?</td>
<td>Make a flow chart to show the critical stages.</td>
</tr>
<tr>
<td>What do you see as other possible outcomes?</td>
<td>Construct a graph to illustrate selected information.</td>
</tr>
<tr>
<td>Why did ... changes occur?</td>
<td>Make a jigsaw puzzle.</td>
</tr>
<tr>
<td>Can you compare your... with that presented in...?</td>
<td>Make a family tree showing relationships.</td>
</tr>
<tr>
<td>Can you explain what must have happened when...?</td>
<td>Put on a play about the study area.</td>
</tr>
<tr>
<td>How is ... similar to ...?</td>
<td>Write a biography of the study person.</td>
</tr>
<tr>
<td>What are some of the problems of...?</td>
<td>Prepare a report about the area of study.</td>
</tr>
<tr>
<td>Can you distinguish between...?</td>
<td>Arrange a party. Make all the arrangements and record the steps needed.</td>
</tr>
<tr>
<td>What were some of the motives behind...?</td>
<td>Review a work of art in terms of form, color, and texture.</td>
</tr>
<tr>
<td>What was the turning point in the game?</td>
<td></td>
</tr>
<tr>
<td>What was the problem with...?</td>
<td></td>
</tr>
</tbody>
</table>

### Synthesis

<table>
<thead>
<tr>
<th>Sample Question Starters</th>
<th>Possible activities and products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you design a... to...?</td>
<td>Invent a machine to do a specific task.</td>
</tr>
<tr>
<td>Why not compose a song about...?</td>
<td>Design a building to house your study.</td>
</tr>
<tr>
<td>Can you see a possible solution to...?</td>
<td>Create a new product. Give it a name and plan a marketing campaign.</td>
</tr>
<tr>
<td>If you had access to all resources how would you deal with...?</td>
<td>Write about your feelings in relation to...</td>
</tr>
<tr>
<td>Why don't you devise your own way to deal with...?</td>
<td>Write a TV show, play, puppet show, role play, song, or pantomime about...?</td>
</tr>
<tr>
<td>What would happen if...?</td>
<td>Design a record, book, or magazine cover for...?</td>
</tr>
<tr>
<td>How many ways can you...?</td>
<td>Make up a new language code and write material using it.</td>
</tr>
<tr>
<td>Can you create new and unusual uses for...?</td>
<td>Sell an idea.</td>
</tr>
<tr>
<td>Can you write a new recipe for a tasty dish?</td>
<td>Devise a way to...</td>
</tr>
<tr>
<td>Can you develop a proposal that would...?</td>
<td>Compose a rhythm or put new words to a known melody.</td>
</tr>
</tbody>
</table>

### Evaluation

<table>
<thead>
<tr>
<th>Sample Question Starters</th>
<th>Possible activities and products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a better solution to...</td>
<td>Prepare a list of criteria to judge a ... show. Indicate priority and ratings.</td>
</tr>
<tr>
<td>Judge the value of...</td>
<td>Conduct a debate about an issue of special interest.</td>
</tr>
<tr>
<td>Can you defend your position about...?</td>
<td>Make a booklet about five rules you see as important.</td>
</tr>
<tr>
<td>Do you think ... is a good or a bad thing?</td>
<td>Convince others.</td>
</tr>
<tr>
<td>How would you have handled...?</td>
<td>Form a panel to discuss views, e.g. “Learning at School.”</td>
</tr>
<tr>
<td>What changes to ... would you recommend?</td>
<td>Write a letter to... advising on changes needed at...</td>
</tr>
<tr>
<td>Do you believe?</td>
<td>Write a half yearly report about...</td>
</tr>
<tr>
<td>Are you a ... person?</td>
<td>Prepare a case to present your view about...</td>
</tr>
<tr>
<td>How would you feel if...?</td>
<td></td>
</tr>
<tr>
<td>How effective are...?</td>
<td></td>
</tr>
<tr>
<td>What do you think about...?</td>
<td></td>
</tr>
</tbody>
</table>

WHAT DID PEOPLE READ IN THE 1800’S?

In the 1800’s, people read “dime novels” and “story papers.” Dime novels were a specific genre of fiction that appeared on the American scene sometime around 1750. They gained in popularity from about 1860 to 1890. Dime novels were published and aimed at the youth of the working class. They were inexpensive (10 cents) and were sold at newsstands and dry goods stores. Stories in dime novels were about “Wild West” figures, urban outlaws, detectives, the lives of working girls and of romance. In England, dime novels were called “penny dreadfuls.”

Story papers were another popular reading pastime. Story papers were published to look like newspapers or were actually placed in newspapers, but they tended to have more illustrations and resembled comics. Story papers were published weekly and were usually about eight pages long. They covered much the same ground as dime novels, but often combined material and themes that would be of appeal to families. The very popular story papers had national circulations greater than any other newspaper or magazine, some reaching 400,000 copies per issue. Unlike the dime novels, which generally confined illustrations to just the cover, story papers integrated text and illustrations (in the form of wood engravings) throughout.

- Read about Colonel Prentiss Ingraham who wrote over 100 Buffalo Bill stories!
- Find out about other dime novel characters like Nick Carter (Detective), Jesse James, California Joe, and Fred Fearnot!
- Choose a “larger than life” contemporary figure and create a story paper about him or her.

Source: http://www-sul.stanford.edu/depts/dp/pennies/home.html; permission for images pending.
WHAT DID CHILDREN READ?

Children’s magazines first came into existence during the early part of the 17th century. By 1840 magazines for children became very popular and there were many titles available. Some magazines were even gender specific. The “Youth’s Companion” was a popular magazine of the time.

One of the most popular magazines was called Robert Merry’s Museum and it was widely read for many, many years. Another popular magazine was titled “Parley Magazine.” Below is an excerpt from “The Terrified Sailors” (Parley’s Magazine, Saturday, March 16, 1833, p. 13). The sailors think they hear a ghost.

Some young sailors on board a ship at sea were once ordered to go up the mast to furl the sails. When the first got up, he heard a strange voice saying, “It blows hard.” The lad wanted for no more. He was down in a trice and telling his adventure. A second immediately ascended, laughing at the folly of his companion, but returned even more quickly than the former declaring that he was quite sure that a voice not of this world had cried in his ear, “It blows hard.”

Another went, and another, but each came back with the same story. At length the mate, having sent up all the sailors, ran up the shrouds himself, and when he reached the haunted spot, heard the dreadful words distinctly uttered in his ears, “It blows hard.” “Ay, ay, but blow it ever so hard, we must do our duty for all that,” replied the mate fearlessly; and looking round, he spied a fine parrot perched on one of the ropes, who had been the cause of all this alarm. The bird had probably escaped from some other vessel, and had lighted on the mast of this.

- Find out about other magazines of the mid- to late 1800’s.
- Research magazines that were meant for girls or boys only. What kinds of stories appeared in magazines for girls and boys at this time? Why do you think this was so? What does this tell us about gender roles during this era?

Image source:
http://www.merrycoz.org/COVERS.HTM#yc; http://www.merrycoz.org/MAGS.HTM
**COVERED WAGON CHALLENGE**

Use directions below to create a covered wagon like those driven by pioneers many years ago.

**Materials Needed:**
- Quart or half-gallon size milk carton.
- Brown construction paper.
- White tissue paper sheets.
- Pipe cleaners.
- Markers and/or tempera paint.
- Four bottle caps or lids from a milk jug.
- Glue and/or tape.

**Instructions:**
Cut the milk carton in half as shown by the dotted, red lines below. Keep the half with the top point, and paint it brown (adding a bit of glue will help your paint adhere to the milk carton better), or cover with brown construction paper. Set it aside to dry.

Paint the four bottle or milk caps black or brown to make wheels for the wagon. You can also cut small circles from black or brown construction paper and glue them to the outside of the caps. If you don't have bottle or milk caps, try to find some buttons, or anything else that is small and round; even small circles cut out of construction paper will work.

Attach four to six pipe cleaners from one (long) side of the wagon to the other, making an arch. The last and first pipe cleaner can be attached at an angle.

Cut a piece of white tissue paper about 8 inches x 5 inches. Glue or tape it over the pipe cleaners that you attached to the milk carton. This is the cover for your wagon.
Here is the tricky part... Glue the wheels into place! If you are using the bottle or milk caps, they will be heavy, and you will have to work to find a good position to lay your wagon until the wheels dry. You will want most of each wheel attached to the wagon body with very little hanging over the bottom edge. If you want, glue on the wheels one side at a time and leave the wagon on its side to dry.

Extension: Read about covered wagons, and the designs and colors used by families to make their wagons unique. Remember to add details that will make your own wagon unique. Use the Wagons West information sheet for ideas and inspiration, or do additional research.

Adapted from [http://familycrafts.about.com/cs/groundtrans/l/blcovwag.htm](http://familycrafts.about.com/cs/groundtrans/l/blcovwag.htm)
WAGONS WEST

From the mid-1700's to the late-1850's covered wagons were used on America’s first roadways.

The standard Conestoga was approximately 26 feet long, 12 feet high, and weighed more than one and one half tons. Usually four skilled wagon makers could build one in about two months time. They were similar to wagons used in Germany, but larger. The American version was larger in order to get through the deep, rutted roadbeds, and over uneven terrain.

The bed of the wagon was curved or boat-shaped, the center sagging similar to a canoe. This was to prevent the shifting of the freight in the wagons when they were pulled along the side of a hill or mountain when the road was not level. The bed was about 16 feet long, (several were known to be 24 feet long, 4 feet wide, and 4 feet deep) made of oak about an inch thick. There were end gates, front and back, to make loading and unloading easier. These were attached by heavy hand-made iron hinges and held shut with strong chains. The top was made by bending 16 bows over the bed, and a white canvas or heavy homemade spun cloth was spread over this. The front and rear bows were set at angles, leaning out over the ends of the wagon. Each end of the canvas was puckered to close the ends in order to help prevent rain and snow from entering the wagon, but also to provide protection to the driver in bad weather. The sides of the canvas were laced to the wagon by ropes.

The big wagons were heavily reinforced with iron supports. Many times these supports were made artistically, with unusual designs.

The axles were made of hickory and the wheel hubs were made of black or sour gum. The spokes were hickory or ash. The rims of the wheels were 4 to 12 inches wide. The front wheels were usually $3\frac{1}{2}$ to 4 feet in diameter. The rear wheels were 4 to 5 feet high. Heavy iron tires were about an inch thick around the fello (the wood rim part of the wagon wheel).

The wheels were held to the axles by means of lynch pins, which resemble modern cotter pins. Later, iron axles were threaded, and large nuts were used. The wagon also had a long wooden tongue that extended out between the two horses nearest to the wagon. On the tongue were huge single trees to which the chain traces were fastened.

Every owner of a Conestoga wagon was quite proud of his vehicle. The bed was painted bright blue, and the wheels and other parts were red; with the canvas in white, the wagon represented the Colonial colors.
Most of the wagons had a large toolbox, reinforced with fancy iron braces, on the left side. The designs on the toolbox were of hearts, tulips, and snakes. Fancy knobs, and other ornamental hinges and hasps were also used. In this toolbox the driver carried his wagon jack, pine tar bucket to lubricate the wheel axles, an ax, ropes and many other utensils he might need on his trip. Also, hanging from the rear axle or perhaps the bed was a large water bucket. Sometimes a long narrow box hung from the rear end gate. This was used to feed the horses. It was fastened to the wagon tongue during the feeding.

To pull one of these Conestoga wagons, when loaded, required three teams of horses (six horses total). Often an extra pair of horses was needed to climb a long hill or mountain. The front horses were called the lead team, the middle ones were the swing team, and the last two were the wheel team. The wagoner, when weather permitted, rode the left wheel horse and managed the other horses by verbal commands, a jerk of the reins and a crack of the long “black snake” whip. With this position the driver could command the right side of the wagon. Often the owner would hire a helper for a long trip.

It was important for the driver to own the best team of horses. Some horses weighed up to 1600 pounds. These large animals were needed to pull the large wagons. The owner took great pride in the fancy heavy handmade harness bells that were fastened above the collars and harness of the lead horses. These bells were made of brass and were highly polished. Generally they were in sets of three. Some were in double sets of three. The bells could be heard for miles. Some historians have claimed that the old expression “I'll be there with bells on” originated from harness bells heard as wagons made their way west.

It was important for the driver to own the best team of horses. Some horses weighed up to 1600 pounds. These large animals were needed to pull the large wagons. The owner took great pride in the fancy heavy handmade harness bells that were fastened above the collars and harness of the lead horses. These bells were made of brass and were highly polished. Generally they were in sets of three. Some were in double sets of three. The bells could be heard for miles. Some historians have claimed that the old expression “I'll be there with bells on” originated from harness bells heard as wagons made their way west.

It was also during the early use of the Conestoga wagons that driving on the right side of the road came into use. This was opposite the old English custom of driving on the left.

When a wagon became mired in a muddy road or a snow drift and the team could not pull it out, sometimes another team came upon the scene. If this team, helped get the wagon back on the road, the driver would keep the bells from the wagon he helped.

The wagoners were tough rugged men. Their usual dress was high leather boots, linsey-woolsey or buckskin pants to match a leather coat or heavy jacket, a flannel shirt, and a wide brimmed hat.

Source: [http://www.phmc.state.pa.us/ppet/wagon/page2.asp?secid=31](http://www.phmc.state.pa.us/ppet/wagon/page2.asp?secid=31)
Source: [http://www.endoftheoregontrail.org/wagons.html](http://www.endoftheoregontrail.org/wagons.html) (Wagon design courtesy of The University of Oregon)
EXPANSION OF THE UNITED STATES

Map Key:

1 – Original 13 colonies
2 – Disputed with Britain until 1842
3 – Given by Britain 1783
4 – Purchased from Spain 1819
5 – Louisiana Purchase from France 1803
6 – Given by Britain 1818
7 – Texas annexation 1845
8 – Won from Mexico 1848
9 – Bought from Mexico 1853
10 – Oregon Country, given by Britain 1846
RESOURCES USED TO DEVELOP THE UNIT
(INCLUDING WORKS CITED)

INTERNET RESOURCES

http://womenshistory.about.com/library/prm/blmaryfields1.htm

http://www.americanwest.com/images/lc_sft1.jpg

http://www.cprr.org/Museum/Bowman_Last_Spike_CHS.html

http://www.endoftheoregontrail.org/maplibrary/oregontrail.html

http://www.endoftheoregontrail.org/wagons.html

http://www.isu.edu/~trinmich/Native.html

http://www.lewis-clark.org/

http://www.pbs.org/goldrush/allabout.html

http://www.pbs.org/goldrush/collision.html

http://www.pbs.org/goldrush/goldcountry.html

http://www.pbs.org/lewisandclark

http://www.pbs.org/lewisandclark/inside/index.html

http://www.pbs.org/lewisandclark/inside/saca.html

http://www.pbs.org/lewisandclark/native/

http://www.pbs.org/lewisandclark/native/chi.html

http://www.phmc.state.pa.us/ppet/wagon/page2.asp?secid=31

http://www.sul.stanford.edu/depts/dp/pennies/home.html
STILL WANT TO LEARN MORE?
ADDITIONAL INTERNET RESOURCES

- Information on Hornbooks and Battledores at http://www.cedu.niu.edu/blackwell/books.html
- Excerpts from publications of the 1800’s at http://www.spartacus.schoolnet.co.uk/WWwagontrain.htm
- Great source for children’s magazines of the 1800’s at http://www.merrycoz.org/MAGS.HTM
- Everything you always wanted to know about Conestoga Wagons at http://www.endoftheoregontrail.org/wagons.html
  http://www.sover.net/~barback/ot/wagons.html
  http://www.rootsweb.com/~pacahs/wagon.htm
  http://library.thinkquest.org/6400/wagon.htm
  http://www.phmc.state.pa.us/ppet/wagon/page1.asp?secid=31
  http://www.pbs.org/lewisandclark/
  http://www.lewis-clark.org/
  http://www.nationalgeographic.com/lewisandclark/
  JUST FOR KIDS! http://www.nationalgeographic.com/west/
- Westward Bound at http://edtech.kennesaw.edu/web/westward.html
  http://www.snowcrest.net/jmike/westexp.html

Please note that due to the ever-changing nature of the Internet, we can only attest that Web sites and URLs listed are accurate and functioning at the time of printing of this guide.
BOOKS, BOOKS, AND MORE BOOKS!

Fiction

Non-fiction
Parkman, Francis. The Oregon Trail. 1969.

Poetry

Related Literature
Dayton, Duncan. People of the West. 1996.
Gerrard, Roy. Wagons West. 1996.
_________. Fort Life. 1994.
Sanders, Martin V. Pioneers. 1994.
Wilder, Laura Ingalls. Little House on the Prairie. 1953.
Integrated/Interdisciplinary Planning and Teaching


