

Teach: -Begin a discussion about the "crowded" eastern U.S. Many immigrants had been lured to America by promises of free land, and limitless horizons. They found instead hard life in eastern cities. Many were farmers by trade. Disappointed, but itching to make their fortunes, they began to listen to advertising of the promised land out west. Government free land, romantic stories of the West, and personal discontent lead thousands to prepare to move out West.

-This lesson should be supplemented with era pictures of crowded city slums:
<http://www.learner.org/biographyofamerica/prog17/transcript/page02.html>
and Horace Greeley's information about "Go West Young Man.":
<http://www.brainyquote.com/quotes/quotes/h/horacegree150681.html>

-Pass out the blank U.S. maps and have the students locate major eastern cities, especially New York, and the city that most pioneers funneled through--St.Louis. (Have transparency to show all students where the cities are located.)

-There is a 10 minute section of "How the West was Won" that depicts a family making a decision to head West. It gives a good depiction of the weight of the decision, as well as showing an early town, and fashions. (This will be saved for last to use as time permits.)

Practice: 1)The guided practice will done through the mapping out of the cities listed above.

2)Independent practice will be that the students devise 5 "rules" that they think would help ensure their groups survival on their westward trek.

3)The teacher will close the lesson by explaining that many people wanted a fresh start, and the "grass is greener" thinking was in full force. With the government using settlers to "settle" the frontier with the bait of free land, people began to congregate their resources for a westward expedition. Preview a lesson in which students will begin to stock their own wagon, and plan for a wagon trip into the western frontier.

Student Assessment:

As their "Ticket Out The Door," the teacher will ask the students to answer the following questions: Where did most immigrants find work when they arrived in the U.S.? (Cities.) What was the profession of most immigrants before they arrived in the U.S.? (Farmers.) What things encouraged people to want to move West? (Advertising, land give-aways, discontent, fortune-seeking)

Teacher-Reflection/Lesson Evaluation:

The teacher will read over the students' "Ticket Out The Door" quizzes to check for student understanding of the motivations behind westward movement. If the students do not seem to understand the concept she taught, she will review the lesson again tomorrow before starting a new lesson. Both of the lessons tie in together, so she could also use the new lesson's information to re-teach the previous day's lesson.

Remediation/Enrichment/Accommodation:

- Remediation:** If the teacher notices only a few students do not understand the lesson, he/she will call those children to the table and explain the lesson more thoroughly for them.
- Enrichment:** For students who seem to be enjoying and catching on to the lesson more easily, the teacher will ask those students to take a book from the library about something dealing with westward expansion and have them share their findings with the class.
- Accommodation:** Jamie, a hearing impaired student, will be seated close to the teacher so that she can read her lips.

Supplemental Material:

See attached.

-Check for student comprehension. (In the paragraph, the frontier is described as having existed at a variety of times for a variety of people. The pilgrims, Daniel Boone, and Laura Ingalls Wilder are mentioned.

-The teacher will provide another focus by asking students to read the fourth and fifth paragraphs (they begin with “The Homestead Act...”) and determine what the Homestead Act was and what it did for American citizens.

-Check for comprehension by asking:

- a. In what year was the Homestead Act passed? (1862)
- b. How did the homesteaders have to improve their land? (They had to live on the land for five years, build a dwelling, and plant crops.)
- c. How much land became available through the Homestead Act? (270 million acres.)
- d. Why did so many homesteaders fail? (They had little or no farming experience, their homesteads were too small for profitable crops, and it was often too dry to raise crops.)
- e. How many homesteaders obtained the deeds for their homesteads? (783,000 people.)

- Practice:**
- 1) The guided practice will be done through the asking of questions shown above.
 - 2) The independent practice will be the students reading the rest of the Homestead History article and finding out as much information about the homesteaders as possible.
 - 3) The teacher will close the lesson by asking the students how being a homesteader would be different from, or similar to, going and settling on Planet XR-38. Both the land available during the Homestead Act and the land on XR-38 were advertised as “free.” Do your students think the land in either place would truly have been free? Why or why not?

Student Assessment:

The teacher will ask the students to participate in a discussion on the closing questions that she raised. The teacher will check for student understanding through their participation in the discussion. Then the teacher will ask the students to write an essay on whether they would accept the offer of free land on planet XR-38, and why they would or would not.

Teacher-Reflection/Lesson Evaluation:

The teacher will read over the essays written by the students and reflect on the class discussion to check for student understanding of what he/she taught. If the

students did not seem to understand the similarities between space travel and the Homestead Act, the teacher will spend more time specifically teaching and discussing the material instead of them reading the article and having discussions.

Remediation/Enrichment/Accommodation:

- Remediation:** If the teacher notices only a few students are not understanding the lesson, he/she will call those children to the table and explain the lesson more thoroughly for them.
- Enrichment:** For students who finish early, the teacher will ask those students to research the number of square acres in the continental United States. If each family in the US were given one acre of land, would there be enough land to go around? Why or why not?
- Accommodation:** Jamie, a hearing impaired student, will be seated close to the teacher so that she can read her lips.

Supplemental Material:

See attached articles!

*A banker to do the mathematics, expenditures, figure out how much supplies the wagon will carry, distance traveled, dates, etc.

*A voice monitor, and a scout – keep group aware of when projects need to be completed and remind group to keep voices down

-Have the class, as a group, draw up a list of the provisions the group will need to take on their westward movement. Those items that are essential are to be highlighted. The following are guidelines:

*The wagon dimension 4'x 10', (the area is taped out on the floor,) load limit 15,000 pounds.

*Mules, sure footed most expensive

*Horses, pull wagon faster

*Oxen, slowest, walk along beside wagon (economy what most people could afford) Also, early wagons had no brakes.

*Oxen drink 20 - 30 gallons of water a day. It takes eight oxen to pull wagon, 8 pounds per gallon of water. Don't forget clothing, ammunition, spare wagon parts.

*Weights of various staple foods can be estimated (flour, sugar, coffee, corn meal etc.) Supplies can be purchased (sometimes) along the way. Plus, there is hunting and fishing---but these are undependable.

-On their map, have the students locate these points that they will pass through (Included are some story-starters or ideas to add flavor to their trip):

*INDEPENDENCE, MISSOURI. Meet at the south-east corner of Courthouse Square and wait until enough wagons show up to form a wagon train. Tell what you brought with you (supplies, heirlooms, and animals) as well as what the town looks and feels like.

*FIRST NIGHT--CROSSED BLUE RIVER. Describe your first day of travel by wagon plus crossing a river. Camp near the flour mills run by river power, and buy flour from either Blue Mill or Fitzhugh Mill. Someone on your wagon train is bitten by a rattlesnake and dies hours later.

*CROSSED KANSAS RIVER. Used the Pappan Ferry run by two brothers who used two canoes with poles to carry the wagons over. They coiled a rope around a tree to lower the boat into the water. The river was 200 yards wide, rapid and deep current. Animals swam, and it cost \$4/wagon, .25/mule, .10/man. One of your children falls off the wagon and is swept away by the current and drowns.

*ASH HOLLOW. This is the first steep grade you've encountered, and it was so scary that people did not even talk for the last 2 miles. You lost several hours holding the wagons back with ropes

(to keep them from racing down the canyon), so you decide to camp in the grove of ash trees at the bottom of the canyon.

*SCOTT'S BLUFF. On the south bank of the Platte River, you pass a high cliff. There is no wood and you're forced to use buffalo chips to make your fire (it does give a distinctive taste to the food).

*FORT LARAMIE. This Mexican-style fort made of adobe seemed to be out in the middle of nowhere. There is water on two sides. You buy supplies.

*INDEPENDENCE ROCK. It's the Fourth of July and you spend the next couple of days celebrating around this huge granite rock that is 3-4 acres in size and looks like a giant whale. You celebrate independence with patriotic singing, picnic lunches, and carving your name on the rock.

*SWEETWATER RIVER CROSSING. You camp near the river because it is a lush area with good water and grass for the animals. Indians attack this evening, and while your wagon train fought them off, several friends died.

*SOUTH PASS. Today you crossed the Continental Divide, although it was so gradual a climb that you were unaware at the time. This pass is only 3/4 of a mile in parts, but it marks the beginning of the Oregon Territory.

*FORT HALL. Although this isn't the nicest fort you've stopped at, it does sell fresh vegetables, which you've not had since the trip began. You buy supplies, but they're expensive: sugar - .50/pint; coffee - .50/pint; flour - .25/pint; rice - .33/pint.

*VALLEY OF GRANDE RONDE. You're almost there and now you're in a beautifully lush valley with berries everywhere. You spend several days picking fruit and resting.

*BARLOW ROAD. You decide to use the toll road rather than raft down the Columbia River. Even the road, though, is dangerous as it plunges down cliffs, so you have to slow your wagon by wrapping rope around trees to gently guide it down the steep incline. You can see Mount Hood in the distance, and some decide to stay here.

*WILLAMETTE VALLEY. You've reached your destination and it's as beautiful as you'd heard.

-The students should now plot the route between points on their maps. They should label & mark mountains, and rivers.

Practice:

1)The guided practice will done through all of the activities listed above.

2)For independent practice, the teacher will announce to the students that as they are about to move west, they must do the following before the next class day:

*Create a new identity for themselves. This would include an old-fashioned name, age, occupation, spouse, and family (minimum of two children and possibly grandparents, cousins, uncles or aunts living with them). Having a spouse is required because most adults were married then.

3)The teacher will close the lesson by explaining that it took almost all of a family's savings to buy and outfit a wagon. Some people had to work their way across. There were very few places to buy supplies, so planning was very important---it meant life or death for your family. It was easy to get lost, so most wagon trains hired guides and scouts. Some guides abandoned the wagon trains after they were deep in the wilderness. There was danger every day. Then explain that tomorrow your wagon will embark on its rugged journey westward. Good luck.

Student Assessment:

As their "Ticket Out The Door," the teacher will ask the students to answer the following questions: What are the heaviest items a wagon had to carry? (Water.) What were two important items to take with you? (Variety of answers.) How will you cross rivers? (A creative thinking question with a number of possible answers.)

Teacher-Reflection/Lesson Evaluation:

The teacher will read over the students' "Ticket Out The Door" quizzes to check for student understanding of the troubles the pioneers went through to get ready for their travels. After the teacher has read over the answers, she will decide if most of the students understood the concept of all the troubles the pioneers faced. If a majority of them did not, she will sit down and teach the lesson step-by-step instead of having them learn through doing the activities.

Remediation/Enrichment/Accommodation:

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| Remediation: | If the teacher notices only a few students do not understand the lesson, he/she will call those children to the table and explain the lesson more thoroughly for them. |
| Enrichment: | Have students who are doing well with the project look online or in books for other stops that the pioneers could have made along the way. The students should list these on their maps and explain what will take place at each stop. |
| Accommodation: | Jamie, a hearing impaired student, will be seated close to the teacher so that she can read her lips. |

Teach: -The students will begin by compiling their list of rules and regulations the party will follow on the trail. When they have agreed to a list of no more than 10 rules, every member of their party will sign it.

-Next, the groups will estimate their arrival dates based on a rate of traveling 15 miles a day over flat land. They will need to take in to account the terrain, weather, feed & water for the animals. They will write their estimated arrival date on their rules list sheet.

-It's time for them to begin their actual trip west. There will be planned and unplanned things occurring. They will deal with weather, terrain, natives, and human nature. Luck will be involved, as dice or a spinner will help determine fate. It is not a race vs. each team, per se. Rather it is a race against inclimate weather, and supply shortages. Situations can be thrown at the pioneers that call for creative problem solving. (For example, spoilage of a large percentage of food stock by dampness, or insects. Disease was also quite common.) Group decision-making should be quite evident on this trip. Life or death situations can be proposed that call for quick action and thinking. (Example: A harness snaps while helping push a wagon up a hill. Each group has one minute to form a plan of action.)

Practice: 1) The teacher will help the students with all of the projects above which makes up the guided practice.

2) For independent practice, the students should consider that they are often trespassers upon Indian lands. How should the Native Americans be approached, or treated?

3) The teacher will explain the following as closure to the lesson: The pioneers embarked on their great journey with high hopes and expectations. They assumed many things about the frontier that would prove false, and sometimes fatal. Managing four to six 1000 lb. animals and a cumbersome wagon over various terrain proved a daunting task. Everyone on the wagon had to help including kids, parents, and grandparents. Their journey would toughen them, or kill them. But it did a lot to prepare them for the harsh life ahead.

Student Assessment:

The teacher will lead a discussion on the following to check student understanding. Why did wagon trains need rules of conduct? Name 3 things that can slow your progress.

Teacher-Reflection/Lesson Evaluation:

The teacher will observe the groups as the day's lesson is in progress. She will make sure that all students are participating in the group work. If any students seem to have difficulty, she will take those students aside and ask for specific questions they may have. If any of their questions seem like issues she has not thoroughly discussed, she will stop the class and ask them the question and see if they have an answer.

Remediation/Enrichment/Accommodation:

- Remediation:** If the teacher notices only a few students are not understanding the lesson, he/she will call those children to the table and explain the lesson more thoroughly for them.
- Enrichment:** Since there is so much group work taking place, the teacher will have students who have a firm grasp on the concepts teach some of what they are learning to the rest of the class.
- Accommodation:** Jamie, a hearing impaired student, will be seated close to the teacher so that she can read her lips.

Supplemental Material:

See attached articles!

Teacher: _____ Grade Level: _____

Content Area: _____ Date & Time: _____

Unit Title: _____ Lesson Sequence: _____

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Objectives:

GPSs: SS4H6 The student will explain westward expansion of America between 1801 and 1861.
a. describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis & Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns)
SS4G2 The student will describe how physical systems affect human systems.

Student Lesson Objectives: -Students will understand part of the impact of the Westward Movement on our nation’s cultural life.
-Students will learn about the impact on the environment and native Americans.

Materials:

- Video: “How the West Was Won”

Procedures:

Focus: Video clip (5 min.) "How the West Was Won" depicting the end of the trail.

Teach: -First, it’s time to bring all the wagon trains to trail's end. Include one last hazard (such as coming upon a couple of burned out, vandalized wagons) and then have them role into "the promised land."
-Then the teacher will excitedly say: “This is it! Many settlers felt that they now had it made! All they had to do was arrive out West, and everything would be smooth. Today we will look at what happened to the average settler family as the settled down out West.”

-The teacher will explain the following: For starters, most farmers became farmers. Most businessmen became businessmen. Most seamstresses became seamstresses. In other words, they brought their former lives with them, for the most part. Many wagons carried the owner's tools of the trade that they earned a living with back east. It was what they knew, it could feed their families, and it's what they did. Many did try to "strike it rich" in mining, or gambling, but most people settled in and "civilized" an area near other people. There was safety in numbers, and danger close by like wild animals and wild people. Thieves had little fear of being caught by the law because there was very little enforcement. It was "frontier justice." That means you protected your family and your things yourself. Many things changed with the arrival of more and more settlers. Perhaps the greatest impact was on Native Americans. (Give them information on the Cherokee Indians here.) The scope of harm done to Native Americans can't be covered in this series of lessons, but students should be made aware of a systematic removal of indigenous peoples under the guidelines of the Federal Government. Settlers were encouraged to "civilize" areas of the frontier by government land grants. This was a sad chapter in our history.

- Practice:**
- 1) For guided practice the teacher will ask students to look back over the troubles that came upon them while they traveled and discuss some troubles that we could face today that would be comparable to them.
 - 2) For independent practice the teacher will ask the students to imagine they were forced to leave their homes suddenly last night, taking nothing with them. In a 2 minute quick-write, have them write about what they would miss most.
 - 3) The teacher will close the lesson by explaining the following: These lessons teach a critical era of U.S. history. One that not only spread the boundaries of our country, but one that helped shape our very image of ourselves as a hard-working, risk-taking people.

Student Assessment:

The students will write a unit-ending essay including the following: problems their group encountered and how they were overcome, effective and useless rules, teamwork, planning, and overcoming obstacles.

Teacher-Reflection/Lesson Evaluation:

Since this is the last chapter in the unit, the teacher will make sure the students' essays reflect an overview of what they have learned during the week. If students do not seem to have a firm grasp on the concept of westward expansion, the

teacher will review the lessons in the upcoming week. She will find different materials and a different approach to teach the unit to the students.

Remediation/Enrichment/Accommodation:

- Remediation:** If the teacher notices only a few students are not understanding the lesson, he/she will call those children to the table and explain the lesson more thoroughly for them.
- Enrichment:** For students who understand westward expansion really well, the teacher will ask them to complete the following webquest online:
<http://bkgoldberg.tripod.com/gowest/>
- Accommodation:** Jamie, a hearing impaired student, will be seated close to the teacher so that she can read her lips.

Supplemental Material:

See attached articles!

Westward Expansion Introduction

Westward Expansion is a unit I designed for 4th grade. I chose this material because it is a subject I love to learn about and to teach. I chose to design these lessons for 4th grade because, under the Georgia Performance Standards, this is the age in which the students should learn about the pioneers moving out of the crowded East to settle in the Western Territory.

In this unit about Westward Expansion, the 4th grade students will learn a variety of concepts and skills relating to the topic. First, they will understand the reasons that drove the pioneers to move to the west. Next, they will learn about the Homestead Act and how it lured people out to settle the land. In the third lesson, the students will learn what all the pioneers had to go through to pack up all of their belongings. In the next lesson, the hardships of the trail will be the main point taught to the students. Finally, in the last lesson, the students will learn that the West did not necessarily bring prosperity to the pioneers as they had hoped. They will also be introduced to the challenges that faced the Native Americans as the settlers trespassed on their territory. Also, along with all of these concepts, the students will learn basic concepts such as mapping.

Teacher Resource List

- <http://www.brainyquote.com/quotes/quotes/h/horacegree150681.html>
- <http://www.learner.org/biographyofamerica/prog17/transcript/page02.html>
- <http://www.clickandlearn.com/GIFFiles/WhiteUSA.gif>
- <http://www.over-land.com/otmap.html>
- Video: How The West Was Won (1963)
- <http://www.rosecity.net/tears/>

Student Resource List

- <http://www.pbs.org/wnet/frontierhouse/frontierlife/essay1.html>
- Lawmen: Stories of Men Who Tamed the West by: Bryce Milligan
- Westward Ho, Ho, Ho! By: Peter & Connie Roop
- Frontiersmen by: Gail Stewart
- How the Settlers Lived by: George & Ellen Laycock