

How the West was Settled: Teacher's Guide

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GOEG 461, 462

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Spring, 2012

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Research Proposal

In the past few decades there has been a driving force in elementary schools to push children to subjects like math and language arts. This push has become so strong that it has practically pushed out all the creative subjects in school. The average elementary class spends about an hour a week on social studies, which is less than forty hours for a total school year. The government has put the subject of social studies so low on the learning priority list that students are only standardized tested in social studies once in elementary school. It is no wonder why no one is learning from the mistakes of history, we are no longer teaching children history to learn from. This is why I believe that it is so important as a future elementary school teacher to go into the classroom prepared to integrate social studies with the core subjects the states has deemed so vital to a child's learning success.

Personally, I believe that depriving our youth of social studies is putting them at a disadvantaged place in learning about the world and really connecting with a subject in school that has so much to do with their own histories. Social studies as a subject is something that any student can relate to. In order to fit social studies into the classroom more often it is necessary to integrate it with the core subjects that state testing and standards are extenuating the most. That is why as part of my project I will be integrating a great deal of language arts and other subject standards into my social studies lessons.

I plan on working with a fifth grade teacher to develop a lesson series focusing on the American westward expansion. This lesson series will address History Social Science Standard 5.8 that students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems. The lesson series will consist of three to five lessons each building on each other and all designed to cover a unit worth of material. I am currently discussing the specifics of where the class I will be designing this lesson for is in terms of ability for language arts which will allow me to integrate my lessons more effectively. My ultimate goal of this lesson series is demonstrating that social studies can be achieved in an elementary school it just takes planning, patience, and a lot of effort from the teacher to see that it gets done.

Annotated Bibliography

Across This Land by John C. Hudson

Chapter 12- Coastal Plain and Alluvial Mississippi Valley

French founded the area and settled New Orleans in 1722. This area became the exporting hub of the southern region. There seems to be little lasting impact on New Orleans after the Civil War.

Part V- the Middle West

The Northwest Ordinance of 1787 outlawed slavery north of the Ohio River and east of the Mississippi but when Missouri was added in 1803 as part of the Louisiana Purchase this had to change. Both the French and Spanish had practiced slavery in this territory and this practice would carry over into the region becoming a state. In order to even out slave and free states Illinois (free), Alabama (slave), Maine (free), and Missouri (slave) at the time.

Native people in this region practiced maize based agriculture. Indianapolis became the hub of rail transportation because of its location at the intersection of the north-south Michigan Road and east-west National Road.

Chicago (p 206) became the center of the mid west and a national and international center of trade. When looking at a transportation map of the United States it looks like the roads are all coming out of Chicago.

Part VI- Prairies and Plains

The Republic of Texas (p241) between 1836 and 1845, when the lone star state had been admitted into the Union as the 28th state, migrants to Texas came mainly from the Lower South. Even though the former Mexican government had not favored slavery the newly admitted state allowed it and used it to attract planters from the cotton states.

The Ethnic Dimensions in American History by James S. Olsen

Chapter 2- The European Migration

The British Isles sent the largest number of immigrants to the United States, between 1783 and 1924 more than eight million people emigrated from England, Scotland, Wales, and Ireland. English, Welsh, and Scots were not fleeing their homelands but seeking their fortunes in America. By 1830 Great Britain was the most advanced industrial nation and therefore most of its immigrants were skilled laborers. Unlike most immigrants whose residence determined their occupation, British Protestants settled where their skills could best be employed.

The Irish were the great exception to the Protestant migration. This group of people had long standing feuds of persecution, religion, and nationally fuelled that pushed them from their land. During the Napoleon Wars, European wheat production declined and prices rose causing the Irish landlords to put more land into growing wheat. However, when peace returned grain prices plummeted and landlords solved their problems by turning the land into sheep grazing and

evicting thousands of Catholic peasants from the land. These peasants came to America. These immigrants were unique because they had little money and few skills. The Irish immigrants became a highly politicized people. Another unique part of the Irish migration was the number of single women to make the journey. As a result of the high death rates from the famine years it was extremely difficult for young people to marry and start a family.

The Dutch had been coming to the United States since the seventeenth-century. In 1624 the Dutch West India Company settled a colony on the island of Manhattan. During the Great Migration the Dutch sent 250,000 immigrants to America, another 128,000 from 1820-1900, and another 120,000 from 1900-1924. The Dutch came looking for economic opportunity. They followed the paths of the colonial Dutch and settled in New York City, the Hudson River Valley, and also settled out into Michigan, Illinois, Wisconsin, and Iowa. After the Civil War the Dutch pushed out into southwest Minnesota, the Dakotas, western Iowa, eastern Nebraska, Montana, and Washington.

The Germans colony started coming by 1820 and rapidly acculturated in America, breaking out of the Old World patterns. As the Great Migration began this group started to assimilate and before 1880 this group was made up of religious dissenters, political refugees, and farmers. The Germans came to America for religious, political and economic reasons.

Chapter 4- African Americans in the Early Years

The Geography of North America by Susan Wiley Hardwick

Graphics

- p. 31- Figure 2.12 North American precipitation patterns in winter and summer
- p. 48- Figure 3.5 The Atlantic Ocean used as a European sea from the 15th to the 19th century
- p. 49- Figure 3.6 The slave trade from Africa to the Americas
- p. 58- Figure 3.15 Territorial acquisitions in North America from 1790 to 1949
- p. 83- Table 4.1 Population of the Ten Largest Cities in the United States 1850-2010
- p. 152- Figure 8.1 Mean center of population for the United States 1790-2010
- p. 272- Figure 14.5 The American Southwest after the Treaty of Guadalupe Hidalgo

Harcourt School Publishers- Reflections: United States: Making a New Nation

This is the textbook that the school has bought and that each student has a copy of. I will be using these textbooks as a reference tool within my series of lessons. The chapters that are used in this lesson series are from Unit 7.

Chapter 12 (p. 500)

Students learn about the different waves of European migration (not many graphs or maps for visuals). Students will have already talked about immigration as a concept.

Chapter 13 (p. 537)

Who had to move west? Chapter talks about six different trails that people took to go west (Oregon, California, Santa Fe, Old Spanish, Mormon, and Southern). Look at pioneer's life on page 508 with diagrams of log cabins and folk/tall tails the people would tell. If I do this as a lesson I would want to focus on women as pioneers.

Louisiana Purchase

Good amount of information about the different explorers before and after the purchase of this area. The most information in this section is about Lewis and Clark.

Harcourt School Publishers- Reflections: United States: Making a New Nation Teacher's edition volume 1 and 2

This is the teacher's edition of the textbook that I will be using to guide and reference in my lesson series.

History-Social Science Content Standards for California Public Schools 1997

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

English- Language Arts Content Standards for California Public Schools 1997

Reading-

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary

context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

- 1.2 Use word origins to determine the meaning of unknown words.
- 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
- 1.5 Understand and explain the figurative and metaphorical use of words in context.
- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, and maps) make information accessible and usable.
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Writing-

- 1.1 Create multiple-paragraph narrative compositions:
 - a. Establish and develop a situation or plot.
 - b. Describe the setting.
 - c. Present an ending.
- 2.1 Write narratives:
 - a. Establish a plot, point of view, setting, and conflict.
 - b. Show, rather than tell, the events of the story.
- 2.2 Write responses to literature:
 - a. Demonstrate an understanding of a literary work.
 - b. Support judgments through references to the text and to prior knowledge.
 - c. Develop interpretations that exhibit careful reading and understanding.
- 2.3 Write research reports about important ideas, issues, or events by using the following guidelines:
 - a. Frame questions that direct the investigation.
 - b. Establish a controlling idea or topic.
 - c. Develop the topic with simple facts, details, examples, and explanations.
- 2.4 Write persuasive letters or compositions:
 - a. State a clear position in support of a proposal.
 - b. Support a position with relevant evidence.
 - c. Follow a simple organizational pattern.
 - d. Address reader concerns.

Spelling

- 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Listening and Speaking

- 2.1 Deliver narrative presentations:
 - a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
 - b. Show, rather than tell, the listener what happens.

Mathematics Content Standards for California Public Schools 1997

Number Sense-

- 1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers
- 1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers
- 2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.

Statistics, Data Analysis, and Probability

- 1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.

Science Content Standards for California Public Schools 1997

Physical Science

1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:
 - c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.
 - g. Students know properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂).
 - i. Students know the common properties of salts, such as sodium chloride (NaCl).

Visual and Performing Arts Content Standards for California Public Schools 1997

Creative Expression-

- 2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.
- 2.6 Use perspective in an original work of art to create a real or imaginary scene.
- 2.7 Communicate values, opinions, or personal insights through an original work of art.

Connections, Relationships, Applications

Visual Literacy-

- 5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

Introduction Chapter

In the past few decades there has been a driving force in elementary schools to push children to subjects like math and language arts. This push has become so strong that it has practically pushed out all the creative subjects in school. The average elementary class spends about an hour a week on social studies, which is less than forty hours for a total school year. The government has put the subject of social studies so low on the learning priority list that students are only standardized tested in social studies once in elementary school. It is no wonder why no one is learning from the mistakes of history, we are no longer teaching children history to learn from. This is why I believe that it is so important as a future elementary school teacher to go into the classroom prepared to integrate social studies with the core subjects the states have deemed so vital to a child's learning success.

Personally, I believe that depriving our youth of social studies is putting them at a disadvantaged place in learning about the world and really connecting with a subject in school that has so much to do with their own histories. Social studies as a subject is something that any student can relate to. In order to fit social studies into the classroom more often it is necessary to integrate it with the core subjects that state testing and standards are extenuating the most. That is why as part of my project I will be integrating a great deal of language arts and other subject standards into my social studies lessons.

I have been working with a fifth grade teacher to develop a lesson series focusing on the American westward expansion. This lesson series addresses History Social Science Standard 5.8 that students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems (History-Social Science Standards 1997). The lesson series consists of six lessons all meant to build off each other and designed to cover unit six in the student's textbook "Reflections. United States History: Making a New Nation" (Harcourt 2007). Prior to this unit the students will have learned about American colonial era and the fight for independence. My lesson series will start off at the end of the revolution in 1789 when a great wave of European migration to the United States occurred. A major theme of the first lesson will be the push and pull forces that cause migration. The major pulling force of jobs and opportunity in addition to the naturalization laws that were established in 1790 made it possible for so many Europeans and others to come to this country (Smith 2012).

In addition students will be learning about the pushing forces that caused people to want to leave their own countries and come to the United States. These forces include the crop failures in Germany, the Irish potato famine in conjunction with the social turbulence caused by Europe's industrialization, enclosure acts, privatization of land, ect. In addition, in 1845 the Treaty of Guadalupe Hidalgo ended the Mexican-American war and extended citizenship to over 80,000 Mexicans in Texas, California, and the southwest (Smith 2012).

Once students have an understanding of who is coming to the United States they will need to learn about where these people are settling in this country. In order to effectively understand where people are students will have to create their own maps of the states and territories that made up the United States in the early 1850s. This lesson is designed to integrate art and social studies. After students have finished their maps we will discuss the layout of the United States now compared to just a few decades before and how the idea of Manifest Destiny fueled such rapid westward expansion (Ferretti 2007). As we discuss the topic of westward expansion I will transition the class to our next lesson which focuses on explorations done after the Louisiana Purchase was made in 1803 (Harcourt 2007). For this assignment students will be expected to use their prior knowledge of the existing landscape of the United States at the time (this includes mountain ranges, principle rivers, dominant plant regions and so forth that they depicted in their maps) in conjunction with their understanding of the path and goals that trans-Mississippi explorers had at the time of the Louisiana Purchase to write three journal entries from the perspective of an explorer of their choosing.

At this point in the lesson series students will already have a good understanding of what westward expansion has meant to the United States and the demographic makeup of the United States at the time of westward expansion. Lesson four will be taking all the information the students have learned and expanding it to now look at not only explorers who were hired to come west but normal people who chose to pick up and move west in the search for a better life. In order to accomplish this each student will be looking at three out of five different trails pioneers took west: Oregon Trail, California Trail, Santa Fe Trail, Old Spanish Trail, and Mormon Trail. Inspired by the lesson "Education about Immigration" students will be looking at key features of each trail in addition to the demographics of who is taking each trail and what each group of people is looking for by taking the risk of going west. Once students have a wide understanding

of who is moving where in the United States we will narrow the focus of learning to the events that led up to the establishment of California, Texas, and Oregon.

The first five lessons all deal with how explorers came west and where they settled. The final lesson in this series is designed to combine all the cultural history and physical geography they have learned about to focus on the overall history, demographics, shape, and development of one of the fifty states. Students will be allowed to choose their own state to focus on, excluding California. This final project will include students drawing a time line of major events of their states, a map of the physical geography of the states (including major urban centers, national parks, and so forth), a demographic break down of the first settlers to the state and one of the current residents of the state, and a series of other key features that make up each student's state. When students are done with their projects they will have the opportunity to present them to their class and then have them posted in time for Open House in the spring so their parents can admire their hard work.

Context for Learning

This elementary school is public with self contained classrooms. Each teacher is responsible for their own classes during the day except for the thirty minutes each day when students are pulled out for English Language Development blocks. The class consists of 27 students, 17 of them being English Language Learners, and 2 have an Individualized Education Plan. There are 3 students within the class that are suspected of being gifted and talented but have not been tested. Throughout the day certain students who need special help for learning disabilities or English acquisition are pulled out to work one on one or in small group instructional settings.

The students within my class are spread out across a wide range of developmental levels. During Social Studies we do a lot of visualization in which we draw pictures, write definitions, examine charts and graphs, and allow students to see skills being modeled. Those students who have low CELDT scores and are still struggling with their English Language acquisition are allowed to have more time to finish their assignments and often times are given less problems or questions that they must complete to increase their level of success.

This unit will use a lot of the student's prior knowledge from previous years of Social Studies in school. Included in this are the students understanding of why and how people migrate, what the United States looked like back when it was being settled, and so on. Students will also be expected within this lesson to use their problem solving skills and higher level thinking in analyzing information they are given to develop ideas and concepts they are presented with. The academic language within this unit will be challenging for half the class but none of the language is new and should be a review to the students. Students will have already some prior knowledge of working with and reading maps they are presented with. However, some re-teaching of map skills may be involved with certain lessons.

The school has adopted the Harcourt Reflection series of history textbooks. The lessons within this unit are aligned with California State Standards and provide much support for the teacher. This unit is being taught close to the end of the year the week after the students have gone through California State standardized testing. There is no designated time during the week that social studies is taught. The teacher tries to include it at least twice a week but that only sometimes happens. When social studies is taught the subject gets about 30 minutes in the afternoon either Monday or Thursday.

Lesson 1- European Migration

Standard(s):

History-Social Science

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).

Learning Objective(s):

Students will demonstrate understanding of European immigration to the United States between 1789 and 1850 by constructing their own maps depicting migration patterns and volume.

Materials:

- Reflections textbook
- Handouts with maps
- Colored pencils

Time	Learning Activity
Engage	Students will be reminded of what the term migration means and how it relates to immigration. There will be a short discussion on the students own experience with immigration as it deals with their family or personally.
Input	<p>Once the students have been presented with the key ideas of migration as a class we will read out loud the section of the book that outlines the different stages of migration.</p> <p>As we read aloud together this section I will be outline some key questions and facts the students should remember and know for the assignment they will have to do. These questions will also keep the class focused and engaged in the reading that is being done.</p> <p>Once we are done reading I will ask scaffolding questions for the students to begin seeing who is migrating and when they are migrating from what they have just read.</p> <p>My questions:</p> <ul style="list-style-type: none">• Who is coming to the United States?• Why are they coming to the United States? Are they being forced to leave or is there something they are coming for?

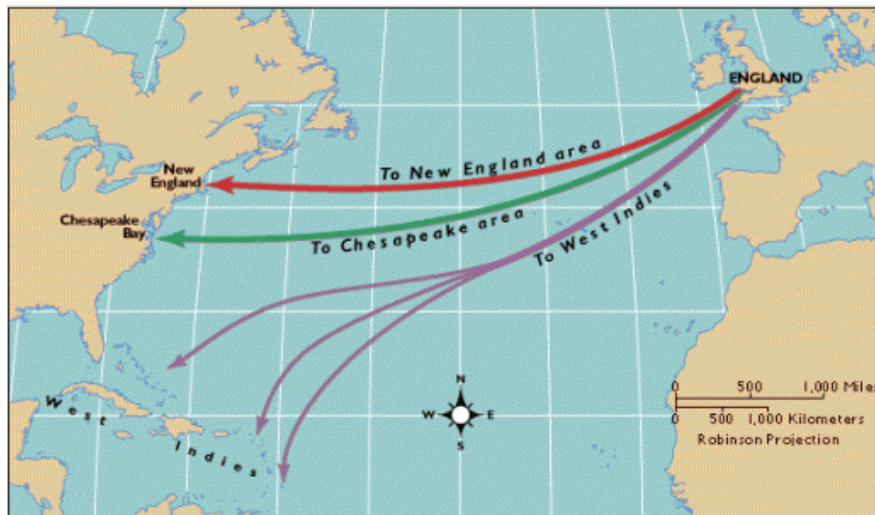
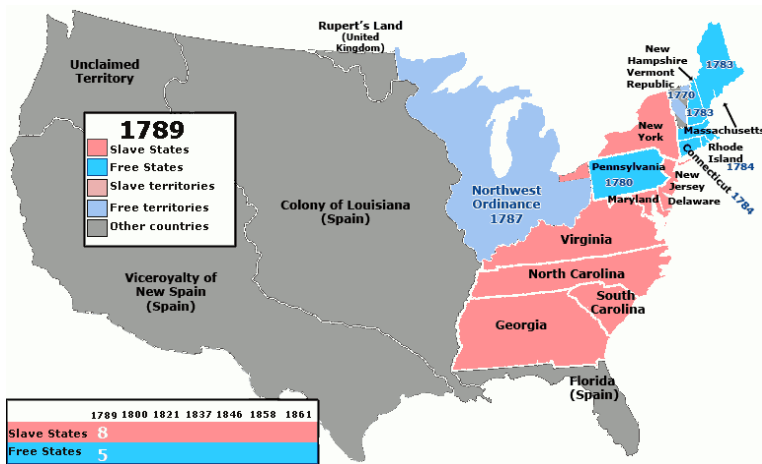
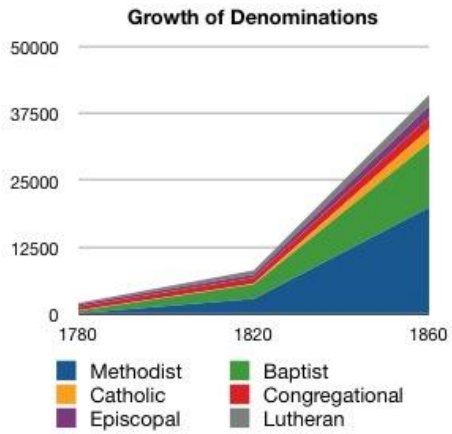
	<ul style="list-style-type: none"> • Where are these people coming from? Not just Europeans but who are they bringing with them? <p>The book we are using focuses a lot on those Europeans that migrated during this time. However, it does talk about the triangle slave trade which we will go over in class.</p>
Guided Practice	<p>I will pass out a map to each student. The maps are blank and the students will be expected to fill in using color coded arrows the different waves of migration we have just read about.</p> <p>The class will be using three different colors to indicate different time periods 1789-1800, 1800-1820, and 1820-1850. Students will also use a variety of arrow types to illustrate the ethnicity of those people migrating to the United States (e.g. Africans will be a dashed line, English a solid line, and so on). In addition, students will be indicating within the United States after the Mexican American war of certain boarder changes. These will be marked using different shaded regions.</p> <p>As a class I will guide the students through the first wave. During this time I will show the students where I am getting this information from within my textbook and how I am the showing it on my map.</p>
Independent Practice	<p>The students will have the rest of the class period to finish their migration maps.</p>
Closure	<p>Quick write on the back of their maps- What were the main three reasons why Europeans migrated to the United States during this time period?</p>

Assessment:

Informal: As the student are reading and creating their maps I will be circulating the room to make sure that students are following directions. I will specifically be looking for those students who are having trouble with their maps and those students who really understand how to take what they are reading and then visual represent it onto their maps.

Formal: I will be looking at the students' handouts when they turn them in for accuracy, if they have all the waves of migration on there, and how well they were able to answer our final quick write on the back of their paper.

Resource Materials



Name: _____

European Migration



Lesson 2- United States in 1850

Standard(s):

History-Social Science

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).

Visual and Performing Arts

2.6 Use perspective in an original work of art to create a real or imaginary scene.

Objective(s):

Students will demonstrate comprehension of states and territories that existed in 1850 by creating and labeling their own topographic maps.

Materials:

- Reflections textbook
- Sharpies
- Maps to reference

Prior to this lesson as an art lesson students had made topographic maps of the United States as a whole including major land features.

Time	Learning Activity
Engage	The United States has not always looked the same way it does today there was a time when even California looked very different from what we know it as today. For our lesson today we will be learning all about what the United States looked like during the 1850s when people starting moving westward and Manifest Destiny was at its peak.
Guided Practice	Together we will look at several maps of the United States during this time period and together discuss some of the differences and similarities between back then and today. I will pass out the students topographic maps they have made in art class of the United States and show them how with sharpies they will be outlining the different territories and states that made up the United States back then.
Independent Practice	Students will now have time to finish working on labeling their maps

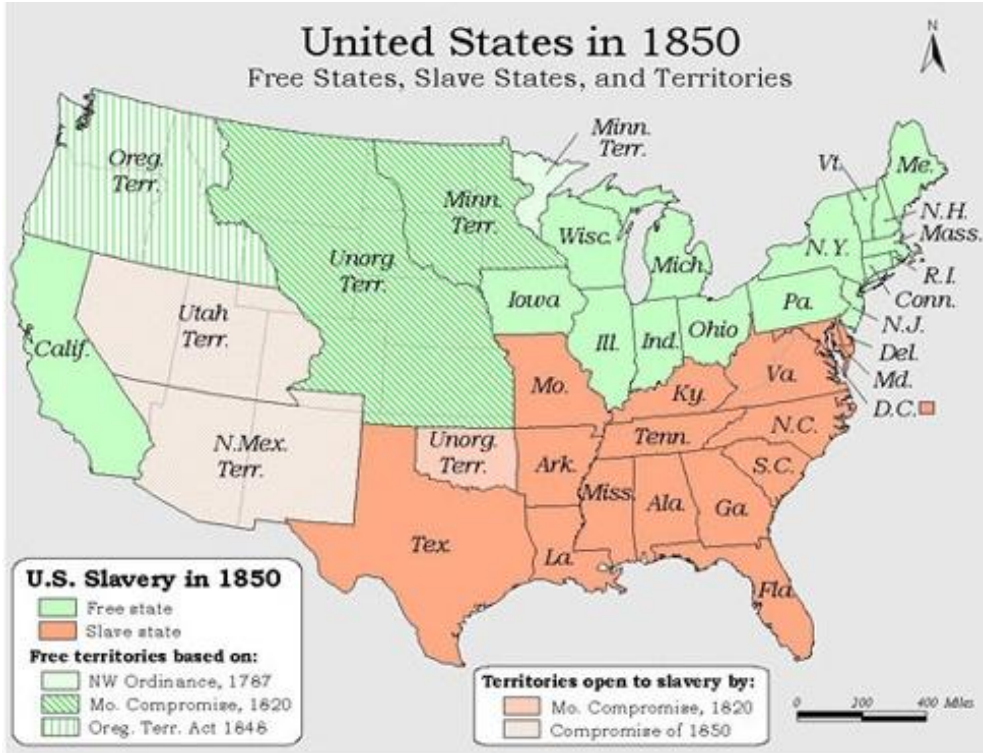
Closure	As students finish their maps I will be asking each what one territory was or state they had learned about today they had not known about before.
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Assessment

Informal: As students work on their maps I will be roaming the room to make sure that the students are following directions and remaining on task. Specifically I will be looking for those students who are able to take the information they are being given in their reference maps and then transfer it onto their own maps.

Formal: I will be looking at how accurate the students' final maps are. Checking on the accuracy of their labels is my main concern. My secondary concern is to check on how closely their lines are to the outlines of where the actually territories and states where.

Reference materials:



Lesson 3- “Louisiana Purchase-good or bad?”

Standard(s):

History-Social Science

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).

English- Language Arts

Writing-

1.1 Create multiple-paragraph narrative compositions:

- a. Establish and develop a situation or plot.
- b. Describe the setting.
- c. Present an ending.

Objective(s):

Students will demonstrate understanding of the different explorations after the Louisiana Purchase by writing their own first person narratives from the perspective of a key explorer of the time choosing to be either in favor or against the new westward expansion.

Materials:

- Reflections textbook
- T chart

This is day 2 of our discussion on the Louisiana Purchase. The previous day we had read from the book about the purchase and now we are ready to go beyond in an analytical fashion.

Time	Learning Activity
Engage	Quick write all that you can remember about what you had learned about the Louisiana Purchase from the previous lesson.
Input	Read with the students the intro to the section in their books on this purchase. Have students share some of they remember about the reading from the previous class and their quick write.
Guided Practice	Pass out T charts to write down both the pros and cons of the Louisiana Purchase on. With the students start discussing some of the Pros (the positives of benefits to this purchase)

	<p>and some of the cons (the drawbacks or negatives).</p> <p>As we discuss it together I will be writing it on the board for the students to copy.</p> <p>Once we have gotten to a point that I feel as though the students understand what they are supposed to be doing I will tell them they must add at least one more pro and one more con to their charts.</p> <p>Once the students have finished I will show them how they now can look at the charts and choose a position of this purchase to write a letter about.</p>
Independent Practice	Students will be given a blank piece of paper on which they must write a letter to the president why they feel that the Louisiana Purchase was a good or bad thing to happen.
Closure	Take a class vote- who was for and who was against the Louisiana Purchase?

Assessment

Informal: As students are working on their paper I will be looking for those who are following directions. Specifically I will be looking at how much students remember and are able to fill in on their t charts.

Formal: I will be looking at both their final letters and their final T charts to see how many of the students really understood and how much higher level thinking the students were able to do. Specifically I will be looking to see how many students were able to develop a side of this argument.

Name _____

Louisiana Purchase

Pro

Con

Lesson 4- Comparing Westward trails

Standard(s):

History-Social Science

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).

Objective(s):

Students will demonstrate understanding of the different overland trails pioneers took west by comparing and contrasting the different elements of each trail.

Materials:

- Reflections book
- Graphic Organizer handout
- Colored pencils

Time	Learning Activity
Engage	<p>If you traveled across the United States what types of transportation would you use?</p> <p>Write a list on the board as students suggest them.</p> <p>Once the class is done brainstorm a list of ways they may be able to travel across the country during the pioneer years.</p>
Input	<p>Read with students through the section in their books that deals with overland trails that pioneers took when moving west. As we read out loud as a group as students probing questions to ensure that they are actively thinking about the reading and most importantly are understanding what they are reading.</p> <p>As different methods of overland transport are brought up we will pause and write them into a third column on the white board.</p>
Guided Practice	<p>Today we will be exploring the specifics of each method of overland travel that pioneers used to go west.</p> <p>As a class group we will fill out the first overland route together. I will show the class how I need to go back through</p>

	the book to look for the information. It is very important that the students understand how to look back through their books for information. All year we have been working on this skill but some students still need extra support to do this.
Independent Practice	Each student will be given a graphic organizer to fill out. Since there will not be enough time for students to fill out the chart for all the different overland trails I will split the class into nine groups of three and each one will be given a specific trail to research thoroughly and then share with the class. Extension- when students are done or as homework have students look at some of the changes that occurred in their routes over time and throughout the year (e.g. the people traveling, the vegetation, etc.).
Closure	Students will share with their peers their own trail information and the rest of their classmate will be expected to copy down what their classmates have recorded about the other overland trails.

Assessment

Informal: As students are working on their charts I will be circulating to see how well students are following directions and efficiently they are working. Specifically I will be looking for those students who get right to work and are able to differentiate the information they are being asked to gather in their charts.

Formal: When students finish filling out their charts I will look to see how accurate the information they have is and how much of their charts they were able to fill in. Specifically I really want to see that students are looking back through their books to get as much information as they possibly can.

Name: _____

Compare and Contrast Trails

Trail Name	Location	Terrain	Vegetation	Climate

Trail Name	Location	Terrain	Vegetation	Climate

Lesson 5- Becoming a State

Standard(s):

History-Social Science

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

Objective(s):

Students will demonstrate understanding of the major events that contributed to western states such as California, Texas, and Oregon becoming part of the United States by creating their own timelines.

Materials:

- Reflections book
- Social Studies notebooks
- Timeline graphic organizer handout
- Colored pencils
- Blank timeline formats
- Black pens

Time	Learning Activity
Engage	Ask students what they remember or think they remember about what it takes for a state to join the union. Write the students thoughts on the board.
Input	Go through in the textbook the different steps that a territory must go through in order to become a state. As we find them in the book I will write them on the board as reminders to the students. Then once we have all the criteria on the board I will review it one more time with the class before transitioning into the activity of the day.
Guided Practice	Explain that the groups should be looking for when and how each state was able to get through the criteria for becoming a state. This includes going through what specific events they should be looking for and how much information I expect for them to include about each event.

Independent Practice	<p>The class will be split up into three groups each assigned a different state to focus on. As a group each student must start by reading on their own about their state and the different major key events that happened.</p> <p>Once they have read the students will work in small groups or pairs to create a timeline for their own state. There will be about three different timelines for each state.</p>
Closure	<p>Students will present their timelines to the class. Each student will do a quick write at the end in our Social Studies journal.</p> <p>In your opinion what was the most important event that occurred in the history of your territory that contributed in making it a state?</p>

Assessment:

Informal: As students are working on their timelines I will be circulating the classroom to see which students are following directions and getting right to work. Specifically I will be looking for those students who really understand what it is they are supposed to be looking for to put in their timelines. Also, I will be looking for how well students are working together in their groups.

Formal: I will be looking at how well each student is able to fill out their timeline notes graphic organizer. Specifically I will be looking for how much information the students have added to each event. Also, I will be looking for how accurate the students' timelines are.

Name: _____

Timeline Notes

Event- Date	Description of event

Lesson 6- State Report

Standard(s):

History-Social Science

5.9 Students know the location of the current 50 states and the names of their capitals.

English- Language Arts

Writing

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

Written and Oral English Language Conventions

Listening and Speaking

2.1 Deliver narrative presentations

b. Show, rather than tell, the listener what happens.

Objective(s):

Students will demonstrate knowledge of the fifty states and their capitals by completely a comprehensive state project.

Materials:

- Reflections book
- Construction paper
- Colored pencils
- Computers

The students will have several weeks to work on this project. This lesson is the introduction to this major project.

Time	Learning Activity
Engage	Show students a recent map of the United States. Remind the class that each state has a unique history that has played an important role in shaping the image of that state as it stand today.
Input	Over the next couple of weeks each of you will be researching a state of your choosing. Give students until the end of the lesson to think about what state they would like to research. California will be the only state that students will not be allowed to do their reports on.
Guided Practice	Start students off by discussing some of the things they will be required to include in their reports.

	<ul style="list-style-type: none"> • State flower • State bird • State flower • Capital • Population size • State history • Demographic makeup <p>Explain that there will be more than just these facts they must contribute to their presentations. At this point I will show the students the example I have made. I will highlight for them some of the things I have included in mine and which items I am expecting them to include in theirs.</p>
Independent Practice	<p>Have students use their textbooks and the computers to start looking into the states.</p> <p>As they are researching have the students write their list of top three states they would want to research.</p> <p>If the students have time after they have all turned in their lists we will begin assigning states.</p>
Closure	<p>Have students turn in their list of top five states they would like to research and do their projects on.</p>

Assessment:

Informal: I will be looking for those students who are following directions and staying on topic. This lesson is designed for students to have a chance to really think about what they want to do.

Formal: The formal assessment portion of this lesson will not come until the end of this project when the students turn in the final product as a display and presentation. When they turn in the final project I will be looking to make sure that all the different parts are included and how well each piece has been done. Specifically I will be looking at how well each student did at filling in their report with not only information but with visuals as well.

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