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| **Lesson Title** | New Technologies, Federal Policies, and Natural Resources: Would you move West? | **Teacher** | Jennifer Rowe |
| **Grade Level** | 5th | **Duration of Lesson** | 4 Days |

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| **Lesson Topic** | Summarize new technologies, federal policies, and access to natural resources. |
| **SC Standards and Indicators** | **5-2 The student will demonstrate an understanding of the continued westward expansion of the United States.**  5-2.2: Summarize how technologies (such as railroads, the steel plow and barbed wire), federal policies (such as subsidies for the railroads and the Homestead Act), and access to natural resources affected the development of the West. |
| **Common Core Strategy(ies) addressed** | CCSL.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  CCSL.5.2: Demonstrate command of the conventions standard English capitalization, punctuations, and spelling when writing.  CCSL.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  CCSW.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| **Academic Vocabulary** | homesteader, migration, pioneer, resources, settlement, displacement |
| **Lesson Materials Needed (attached at end of lesson)** | Smart Board, Smart Lesson, Paper, Crayons, Markers, notebooks |
| **Content Narrative**  **(**What is the background information that needs to be taught to understand the context of the lesson? Be sure to include necessary citations) | Mountain ranges, rivers and deserts formed obstacles to westward migration. Pioneers traveled to embarkation points such as St. Louis, which came to be called the “Gateway to the West.” From there they traveled by covered wagon across trails that had originally been created by Native Americans. Explorers and mountain men followed the Native Americans trails and wrote guidebooks that helped to show the way to those missionaries and then pioneers who came afterwards. The trails became increasingly marked as more and more migrants traveled along these paths. After the Civil War, the transcontinental railroad provided a way for those who had the means to travel to the West. Migrants first traveled to and settled the west coast, rather than the Great Plains they first traversed. Underestimated and misunderstood, the Great Plains were called the “Great American Desert,” and the agricultural potential of this dry, flat land was not realized at first. With the advent of technology such as the steel plow, the windmill and the mechanical reaper, the potential of the “American Breadbasket” would be unleashed. The steel plow was needed to till the hard packed earth; the windmill would bring scarce water to the surface; seeds such as Russian wheat would grow in the challenging climate; and mechanical reapers would make the harvest possible. Travelers to the West had to traverse not only the plains, but also major rivers and the Rocky Mountains. The major rivers systems of the West that had to be forded were: Mississippi, the Columbia, the Colorado, and the Snake Rivers. Trails through the mountains followed passes that were often impassable during spring rains and winter snows. This made it imperative that travelers leave St. Louis in time to avoid these circumstances. Mishaps along the way that delayed the rate of travel could mean disaster. The climate of the West was also a challenge to both travelers and settlers. Hot, dry summers brought drought, dust storms, and swarms of insects. Winters brought snow and the resulting spring floods. Storms were often accompanied by tornadoes. Unpredictable weather such as early snows or late-spring hailstorms could ruin crops and imperil livelihoods. The West was an area wide open with economic possibilities. People could use the land for its resources and move on r settle permanently and use the resources. The slowness of land policies to evolve allowed “squatters” to claim land and keep it. The building of transcontinental railroads and the government’s generous land grants to the railroads encouraged their growth and also served to bring settlers to the region. As the region became more and more populated, the way of life of the Native American inhabitants was greatly affected. (CCSD Support Documents)  On January 1, 1863, Daniel Freeman, a Union Army scout, was scheduled to leave Gage County, Nebraska Territory, to report for duty in St. Louis. At a New Year's Eve party the night before, Freeman met some local Land Office officials and convinced a clerk to open the office shortly after midnight in order to file a land claim. In doing so, Freeman became one of the first to take advantage of the opportunities provided by the Homestead Act, a law signed by President Abraham Lincoln on May 20, 1862. At the time of the signing, 11 states had left the Union, and this piece of legislation would continue to have regional and political overtones. The distribution of Government lands had been an issue since the Revolutionary War. At the time of the Articles of Confederation, the major controversy related to land measurement and pricing. Early methods for allocating unsettled land outside the original 13 colonies were arbitrary and chaotic. Boundaries were established by stepping off plots from geographical landmarks. As a result, overlapping claims and border disputes were common. The Land Ordinance of 1785 finally implemented a standardized system of Federal land surveys that eased boundary conflicts. Using astronomical starting points, territory was divided into a 6-mile square called a township prior to settlement. The township was divided into 36 sections, each measuring 1 square mile or 640 acres each. Sale of public land was viewed as a means to generate revenue for the Government rather than as a way to encourage settlement. Initially, an individual was required to purchase a full section of land at the cost of $1 per acre for 640 acres. The investment needed to purchase these large plots and the massive amount of physical labor required to clear the land for agriculture were often insurmountable obstacles. By 1800, the minimum lot was halved to 320 acres, and settlers were allowed to pay in 4 installments, but prices remained fixed at $1.25 an acre until 1854. That year, federal legislation was enacted establishing a graduated scale that adjusted land prices to reflect the desirability of the lot. Lots that had been on the market for 30 years, for example, were reduced to 12 ½ cents per acre. Soon after, extraordinary bonuses were extended to veterans and those interested in settling the Oregon Territory, making homesteading a viable option for some. But basically, national public-land-use policy made land ownership financially unattainable for most would-be homesteaders. Before and after the Mexican-American war in the mid 1800s, popular pressure to change policy arose from the evolving economy, new demographics, and shifting social climate of early 19th-century America. In the 1830s and 1840s, rising prices for corn, wheat, and cotton enabled large, well-financed farms, particularly the plantations of the South, to force out smaller ventures. Displaced farmers then looked westward to unforested country that offered more affordable development. Prior to the war with Mexico (1846–48), people settling in the West demanded “preemption,” an individual's right to settle land first and pay later (essentially an early form of credit). Eastern economic interests opposed this policy as it was feared that the cheap labor base for the factories would be drained. After the war with Mexico, a number of developments supported the growth of the homestead movement. Economic prosperity drew unprecedented numbers of immigrants to America, many of whom also looked westward for a new life. New canals and roadways reduced western dependence on the harbor in New Orleans, and England's repeal of its corn laws opened new markets to American agriculture. Despite these developments, legislative efforts to improve homesteading laws faced opposition on multiple fronts. As mentioned above, Northern factories owners feared a mass departure of their cheap labor force and Southern states worried that rapid settlement of western territories would give rise to new states populated by small farmers opposed to slavery. Preemption became national policy in spite of these sectional concerns, but supporting legislation was stymied. Three times—in 1852, 1854, and 1859—the House of Representatives passed homestead legislation, but on each occasion, the Senate defeated the measure. In 1860, a homestead bill providing Federal land grants to western settlers was passed by Congress only to be vetoed by President Buchanan. With the secession of Southern states from the Union and therefore removal of the slavery issue, finally, in 1862, the Homestead Act was passed and signed into law. The new law established a three-fold homestead acquisition process: filing an application, improving the land, and filing for deed of title. Any U.S. citizen, or intended citizen, who had never borne arms against the U.S. Government could file an application and lay claim to 160 acres of surveyed Government land. For the next 5 years, the homesteader had to live on the land and improve it by building a 12-by-14 dwelling and growing crops. After 5 years, the homesteader could file for his patent (or deed of title) by submitting proof of residency and the required improvements to a local land office. Local land offices forwarded the paperwork to the General Land Office in Washington, DC, along with a final certificate of eligibility. The case file was examined, and valid claims were granted patent to the land free and clear, except for a small registration fee. Title could also be acquired after a 6-month residency and trivial improvements, provided the claimant paid the government $1.25 per acre. After the Civil War, Union soldiers could deduct the time they served from the residency requirements. Some land speculators took advantage of a legislative loophole caused when those drafting the law's language failed to specify whether the 12-by-14 dwelling was to be built in feet or inches. Others hired phony claimants or bought abandoned land. The General Land Office was underfunded and unable to hire sufficient number investigators for its widely scattered local offices. As a result, overworked and underpaid investigators were often susceptible to bribery. Physical conditions on the frontier presented even greater challenges. Wind, blizzards, and plagues of insects threatened crops. Open plains meant few trees for building, forcing many to build homes out of sod. Limited fuel and water supplies could turn simple cooking and heating chores into difficult trials. Ironically, even the smaller size of sections took its own toll. While 160 acres may have been sufficient for an eastern farmer, it was simply not enough to sustain agriculture on the dry plains, and scarce natural vegetation made raising livestock on the prairie difficult. As a result, in many areas, the original homesteader did not stay on the land long enough to fulfill the claim. Homesteaders who persevered were rewarded with opportunities as rapid changes in transportation eased some of the hardships. Six months after the Homestead Act was passed, the Railroad Act was signed, and by May 1869, a transcontinental railroad stretched across the frontier. The new railroads provided easy transportation for homesteaders, and new immigrants were lured westward by railroad companies eager to sell off excess land at inflated prices. The new rail lines provided ready access to manufactured goods and catalog houses like Montgomery Ward offered farm tools, barbed wire, linens, weapons, and even houses delivered via the rails. On January 1, 1863, Daniel Freeman and 417 others filed claims. Many more pioneers followed, populating the land, building towns and schools and creating new states from the territories. In many cases, the schools became the focal point for community life, serving as churches, polling places and social gathering locations. In 1936, the Department of the Interior recognized Freeman as the first claimant and established the Homestead National Monument, near a school built in 1872, on his homestead near Beatrice, Nebraska. Today, the monument is administered by the National Park Service, and the site commemorates the changes to the land and the nation brought about by the Homestead Act of 1862. By 1934, over 1.6 million homestead applications were processed and more than 270 million acres—10 percent of all U.S. lands—passed into the hands of individuals. The passage of the Federal Land Policy and Management Act of 1976 repealed the Homestead Act in the 48 contiguous states, but it did grant a ten-year extension on claims in Alaska. (http://www.archives.gov/education/lessons/homestead-act/)  People moved West seeking economic opportunities. To understand the challenges faced by the migrants and immigrants as they moved West and the impact of this movement on the native peoples of the region, the student will summarized the technologies, federal policies, and access to natural resources affected the development of the West. |

**Lesson Set**

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| **Content Objective(s)** | The student will explain the uses of technologies (such as railroads, the steel plow and barbed wire), federal policies (such as subsidies for the railroads and the Homestead Act), and access to natural resources affected the development of the West. |
| **Literacy Objective(s)** | The student will:   * Illustrate the fact that some choices provide greater benefits than others. * Identify the locations of places, the conditions at places, and the connections between places. * Explain change and continuity over time. * Uses texts, photographs, and documents to observe and interpret social studies trends and relationships. |
| **Lesson Importance** | The student will summarize how technologies, federal policies, and access to natural resources affected the development of the West. |
| **Connections to prior and future learning** | In Kindergarten, students recognized the natural features of the environment, including mountains and bodies of water, through pictures, literature, and models (K-1.4).  In first grade, students compared the ways that people use land and natural resources in different settings across the world, including the conservation of natural resources and the actions that may harm the environment (1-1.4).  In third grade, students explained the effects of human systems on the physical landscape of South Carolina over time, including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development (3-1.3).  In fourth grade, students summarized the major expeditions and explorations that played a role in westward expansion—including those of Daniel Boone, Lewis and Clark, and Zebulon Pike and compared the geographic features of areas explored (4-5.1). Students also summarized the events that led to key territorial acquisitions—including the Louisiana Purchase, the Florida Purchase, the Northwest Territory treaty, the annexation of Texas, and the Mexican Cession—as well as the motives for these acquisitions and the location and geographic features of the lands acquired (4-5.3).  In United States history, students will explain the impact and challenges of westward movement, including the major land acquisitions, people’s motivations for moving west, railroad construction, the displacement of Native Americans, and its impact on the developing American character (USHC-4.1). |
| **Anticipatory Set/ Hook (Engage)** | The teacher will display the smart lesson. The teacher will show the title page and say: The West has new technologies, federal policies, and access to natural resources. With all of this in mind, would you travel and settle in the West? The teacher will then show slide two and read the letter of a homesteader. The teacher will ask the following:  What about this letter makes you think of the West?  Would this letter encourage or discourage you to travel West? Why or why not? |

**Skill Development**

**Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.**

**The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.**

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| **Introduce content components** | The teacher will introduce the Homestead Act of 1862, new technologies like steel plow and barbed wire, and the transcontinental railroad. The teacher will explain the difficulties for homesteaders, Native Americans, and bison on the plains. |
| **“I do”**  **Skill from objective**  introduce/explain/model | The teacher will move through slide three and four showing the Homestead Act Primary Sources. The teacher will explain to the students the Homestead Act of 1862 and what it entailed to purchase land. The teacher will ask how purchasing land is different today than in the West.  The teacher will then explain the environmental factors in slide 5 and the new technologies which helped the settlers to cultivate their land. The teacher will show the students the short video clip on plowing the land. The teacher will create a discussion with the students on how the steel plow was vital for the homesteaders during this time period.  The teacher will explain the purpose and reasoning behind creating barbed wire in the West in slide six. The teacher will tell the students the purpose of barbed wire was to prevent the cattle from roaming freely throughout the plains. The teacher will tell the students some conflicts occurred due to the barbed wire because some other herders were unable to access watering holes or food. These herders then cut through the barbed wire. How would you feel if someone cut through your fencing? What would you do in this situation? How would it affect your family if your cattle escaped due to someone cutting through the barbed wire on your land?  In slide seven, the teacher will explain to students about the effect on the bison by settlers moving West. The teacher will ask the students how the bison being killed and chased from their land will affect the homesteaders and Native Americans.  In slide eight, the teacher will explain how the Native Americans were affected by the settlement of the West. The teacher will show a short video clip describing the treatment of the Native Americans during this time. The teacher will ask the students to describe how the Native Americans must have felt being forced to forget their traditions and do things like the homesteaders. How would you feel if someone tried to force you to stop your traditions and way of life for another way of life you were unfamiliar with?  Slide nine; the teacher will explain the impact of the transcontinental railroad on the West. The teacher will then play the Railroad Game with the students. The teacher will click the image and follow the directions of the website while playing the game. The game will show students the process of how the railroad was created.  The teacher will explain the impacts of the transcontinental railroad and the amount of land purchased for the railroad in slide ten. The teacher will tell students about the advertising for the railroad stretched not only across America but into Europe. The teacher will click on the image and allow the students to move through the website to experience the journey of a pioneer.  In slide eleven, the teacher will explain how the homesteaders used the railroad to transport their cash crops. Clicking on the threshing wheat image, the students will watch a video clip showing how the wheat and other crops were grown and harvested.  In slide twelve, the teacher will tell the students how the railroad impacted the water and air through pollution. The teacher will also explain where the cash crops are sent to after being harvested. The teacher will ask the students again if they would move West after learning about the new technologies, federal policies, and the transcontinental railroad. |

**Guided Practice**

**This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.**

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| **“We do”**  **Activity Description**  Include student “explore” components and opportunities for them to explain their learning. | The teacher will have the students separate into partners. The students will copy the chart on slide thirteen in their social studies notebooks. The teacher will explain to the students to tell what each item in the chart is, the positive effects on the homesteaders and west, and the negative effects on the homesteaders and the west. The partners will then use the knowledge gained from the previous slides to complete the chart. The teacher will give the partners about fifteen minutes to complete the activity. Then the teacher and students will go over the chart together to ensure accuracy on the completion of the chart. |
| **Checking for Understanding-“Informal” Assessment** | The teacher will listen and observe the discussion between the partners while completing the chart. The teacher will also observe the answers students give as the teacher and students complete the chart. |

**Closure**

**Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.**

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| **Content Solidified** | The students will complete an exit slip answering the following questions on slide fourteen:   1. List two new technologies used by homesteaders and describe their importance. 2. Explain the impact of the transcontinental railroad on the West. 3. Explain the Homestead Act of 1862. |

**Independent Practice**

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| **“You Do”** | The teacher will show students slide fifteen. The students will independently answer the questions on the slide. The teacher will then go over the questions after allowing the students fifteen minutes to answer the questions. |

**Summative/ “Formal” Assessment**

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| **Assessment** | The teacher will show students slide sixteen. The teacher will explain to students they will create a story told as though they were a homesteader. The students must include the following in their story:   1. How did you travel west? 2. What did you have to do to claim your land? 3. What new technologies do you use to cultivate your land? 4. How the transcontinental railroad has help or hurt your land? 5. Express your feelings about the Native Americans and having them forced onto reservations. 6. What cash crops did you grow and how did you sell them? 7. Illustrate your homestead. |

**Differentiation**

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| **During Lesson** | The teacher could differentiate by allowing the students to work in groups instead of partners on guided practice. The students can orally state the purpose of each item on the chart and tell the positives and negatives of them. The independent practice could also be completed as a class or with a partner. |
| **Assessment** | The students can draw your homestead and label the parts of the homestead. The students will then write one paragraph answering at least three questions from slide sixteen. |

**Reflection**

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| **Lesson Reflection**  (What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson) | After teaching the lesson, I thought it went well overall. I did notice my students struggling with the details of what homesteaders needed to do to obtain their land. The students were actively engage throughout the lesson and enjoyed playing the games embedded in the lesson. The students also enjoyed seeing the video clips which made the information clearer to some. The students were engaged while completing the chart and created good discussions with each other while completing the chart.  Next time I teach the lesson, I plan to give my students more instruction on the requirements of homesteaders obtaining land. Perhaps I will have my students act out a purchase with a peer. I will also allow my students to play the games independently on the computers in the computer lab. I think they will enjoy the opportunity to explore the games further on their own. The students will most likely gain more from this extra time. I think next time I may include a DBQ (Document Based Questioning) paper. I really think my students should have some more time to learn about this material on their own or in groups. I feel this would benefit them and encourage the students to think more critically about the standard.  I feel the lesson overall was successful. The students created detailed stories and illustrations on their lives as a homesteader. The made sure to include all the information required in the smart lesson. |

**Materials Needed for Lesson**

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| **Lesson Materials and Handouts** | 1. **Smart Lesson** 2. **Rubric** 3. **Social Studies Notebooks** 4. **Crayons/markers** |

**Rubric**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Explained how you traveled to the West-- \_\_\_\_\_/15

Explained how you claimed your land--\_\_\_\_\_/15

Listed new technologies you use to cultivate your land--\_\_\_\_/15

Explained if the transcontinental railroad hurt or helped--\_\_\_\_/15

Express your feelings on the Native Americans and being forced to reservations--\_\_\_\_/15

Listed the cash crops grown and how they were sold--\_\_\_\_/15

Grammar, Spelling, and Punctuation--\_\_\_\_/5

Illustrated your Homestead neatly--\_\_\_\_/5

Total\_\_\_\_\_/100

Teacher Comments: