



<b>Lesson Title</b>	Moving West	<b>Teacher</b>	Leah Spann
<b>Grade Level</b>	5 <sup>th</sup> Grade	<b>Duration of Lesson</b>	60 minutes

<b>Lesson Topic</b>	Traveling out West
<b>SC Standards and Indicators</b>	5-2: The student will demonstrate an understanding of the continued westward expansion of the United States. 5-2.3 Summarize how railroads affected development of the West, including their ease and inexpensiveness for travelers and their impact on trade and the natural environment. (G, E, H)
<b>Academic Vocabulary</b>	Homestead Act, Homesteaders, Pioneers, Great Plains, Sod
<b>Lesson Materials</b>	Power point, Primary Source Document, Journal Entry paper, and rubric

## Lesson Set

<b>Content Objective(s)</b>	Students will be able to summarize the movement out west.
<b>Literacy Objective(s)</b>	Students will write journal entries on their feelings of moving West. 5-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
<b>Lesson Importance</b>	Students will understand the pros and cons of moving west.
<b>Connections to prior and future learning</b>	Students will know what the Transcontinental Railroad is. Also how the railroad linked the east and west to it.
<b>Anticipatory Set/ Hook (Engage)</b>	Think about a time when you have faced a difficult or exciting challenge. For example: moving to a new town or going on a camping trip.

## 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.

<b>Introduce content components</b>	Teacher will say: "Today we are going to discuss the challenges and difficulties faced by settlers who are moving on the Great Plains."
<b>"I do"</b> <b>Skill from literacy objective</b> <b>introduce/explain/model</b>	<p>Teacher will say: "Today we will discuss the difficulties and challenges faced by pioneers.</p> <p>First we will complete the think part off the PowerPoint. Make sure to write down your feelings in your Social Studies notebook.</p> <p>Then we will review our key vocabulary:</p> <ul style="list-style-type: none"> <li>• Pioneers - Settlers that move to the Great Plains.</li> <li>• Sod - Grassland that was thick and tangled roots that reached several inches down into the soil.</li> <li>• Homestead Act - Law signed in 1862 offering free land to people willing to start new farms on the Great Plains.</li> <li>• Great Plains - Vast region of dry grassland that was nicknamed the 'Great American Desert.'</li> </ul> <p>Next we are going to joint down some of the challenges and difficulties faced on the Great Plains. We will discuss the homes that Pioneers lived in. We will look at a mini DBQ on Sod houses."</p>

## 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*.

<b>"We do"</b> <b>Activity Description</b> <b>Include student "explore" components and opportunities for them to explain their learning.</b>	<p>Teacher will say: "First let's look at a poster that would have been put up to draw the attention of pioneers. Let's discuss this poster. What is the poster boasting of? Who is this poster appealing to? What do you think? Jot down in your Social Studies notebook."</p> <p>Teacher will say: "You will be split into three groups. In each group you will answer the questions that go along with the DBQ. One person in the group can be the recorder for the entire group."</p> <p>Note: The DBQ is located on the power point. You can print and distribute to each student or display it on an interactive board. Give students about 10 to 15 minutes to complete the assignments.</p> <p>Teacher will say: "Let's review your group's thoughts and feelings about Sod houses." (Students answers will vary.)</p> <p>Teacher will say: 'We will finish our PowerPoint by discussing the other challenges that had. Such as the harsh weather they endured like tornados and blizzards.'</p> <p>Little to no rain fall - The land was so dry that settlers had to watch for fires.</p> <p>Grasshoppers - Farmers lived in dread of grasshoppers. Millions of grasshoppers swarmed the Great Plains. They ate everything in sight most times.</p>
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	<p>We will watch an 18 minute clip on the Great Plains.</p> <p>Teacher will say: "Lets discuss some of the challenges that were faced by pioneers."</p> <p>Teacher will say: "Now that you know all about Pioneers on the plains you will work in groups and create a travel brochure to attract settlers to move to the Great Plains. You need to include information that you have learned. Make sure to use crayons, color pencils, and markers. Work hard with your partners!"</p>
<b>Checking for Understanding- "Informal" Assessment</b>	<p>While students are working in groups, teacher will walk around and make sure that students are discussing and writing down their answers to the DBQs.</p>

## 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.

<b>Content Solidified</b>	<p>Teacher will say: "Let's write down on chart papers the challenges and difficulties that Pioneers endured." Suggested answers:</p> <ol style="list-style-type: none"> <li>1. Harsh weather</li> <li>2. Bugs</li> <li>3. Dry land</li> <li>4. Living in Sod houses</li> <li>5. Farming land unsuitable for farming</li> </ol>
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## Independent Practice

<b>"You Do"</b>	<p>Teacher will say: "Take out your Social Studies Notebook. Let's review some of the challenges and difficulties faced by pioneers that you have written."</p> <p>Teacher will say: "Today you will use what you have learned to create a journal entry about your life as a pioneer. You need to make sure you include some of the challenges and difficulties. You need to use the friendly letter format to write your letter."</p> <p>Teacher will review grading rubric with students to show how their journal entry does or does not meet the criteria.</p> <p>Note: Journal Entry paper is included.</p>
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## Summative/ "Formal" Assessment

<b>Assessment</b>	<p>Students will be required to write a journal entry about their lives as a pioneer. Students will include difficulties and challenges that they have</p>
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	faced out west. Grading rubric is attached.  Formal: Review quiz attached.
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**Differentiation**

<b>During Lesson</b>	As needed.
<b>Assessment</b>	



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## Journal Writing: Rubric for Pioneer journal writing entry

Teacher Name: Ms. Spann

CATEGORY	25-15	15-5	5-0	
Pioneer Life	The letter contains 3-4 accurate facts about pioneer life.	The letter contains 2-4 accurate facts about pioneer life.	The letter contains 1-2 accurate facts about the topic.	
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	
Neatness	Letter is easy to read with no distracting error corrections. It was done with pride.	Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.	Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.	

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**Write each vocabulary word from this lesson beside its example or descriptions.**

1. \_\_\_\_\_ Law that offered free land to American citizens and immigrants who are willing to start new farms on the Great Plains.
2. \_\_\_\_\_ Great plains farmer
3. \_\_\_\_\_ New Settlers.
4. \_\_\_\_\_ Settler who claimed land through the Homestead Act.

5. Name two difficulties that pioneer's faced on the Great Plains.

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