

American Pioneers and Western Expansion

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Lesson Focus: Integrated Social Studies and Language Arts Unit exploring American Pioneers and Westward Expansion.

Lesson Scope: This unit is intended to last 5 days. It teaches Social Studies through the *Whole-Group* instructional segment and the *Cooperative Learning* segment of the 90min. reading block, the *Social Studies* segment of the classroom schedule, and the complete *Writers Workshop Process*. This unit assumes that students are well versed in all areas of cooperative learning and the various segments used in the Writers Workshop. It also assumes that students are knowledgeable in the use of Outlines, Concept Webs, Writing Graphic Organizers, and the use of Word Processing and Internet software.

Lesson Materials:

<i>Teacher Materials</i>	<i>Student Materials</i>
Sunshine State Standards	3-Prong Pocket Folder (1 each)
Selected Readings	Notebook Paper
Elmo or overhead projector	Pencils / Pens
Computer with Internet Access & Word Processing Software	Computer with Internet Access & Word Processing Software
Adequate copies of all student documents	Floppy Disks (1 each)
Focus Skills Charts	Project Rubric (1 each)
Project Rubrics	Writing Rubric (1 each)
Presentation Evaluation Forms (1 per student)	Outline Forms
Project materials (poster-board, construction paper, rulers, index cards, glue, markers, crayons, /colored pencils, scissors)	Concept Webs
	Writing Graphic Organizers
	Peer Editing Forms
	Teacher Conference Form
	Presentation Evaluation Forms

Lesson Links:

WEBQUESTS

<http://www.americanwest.com/pages/wexpansi.htm>

<http://www.americanwest.com/pages/fwpnfron.htm>

<http://library.thinkquest.org/6400/>

<http://www.museum.state.il.us/exhibits/athome/1800/objects/1foodprep.htm>
<http://www.museum.state.il.us/exhibits/athome/1800/objects/1furniture.htm>
<http://library.thinkquest.org/J001587/>
<http://www.thecaliforniatrail.com/gowest/>
<http://www.pbs.org/wgbh/amex/donner/>

TEACHER RESOURCES

<http://www.over-land.com/rules/html>
<http://www.xmission.com/~drudy/mtman/html/camltr01/html>
<http://www.sfmuseum.org/bio/coffey.html>
<http://flag.blackened.net/daver/1sthand/atp/atp5.html>
<http://www.aranet.com/~histgaz/hgv2n1/htm>
<http://www.42explore2.com/pioneer.htm>
<http://www.campsilos.org/excursions/hc/two/mc1.htm>

Day One:

Teacher Preparation:

1. Prepare Grab Bags
2. Bookmark or create desktop icon for “Pioneers” Web Quest
3. Prepare folders containing notebook paper
4. Make necessary copies of Outline Forms, Project Rubrics, Writing Rubrics, and overheads
5. Display “Focus Skills” cards

Whole Group Reading

1. Unit Introduction: Use **Grab Bag Activity** to generate interest
2. Introduce vocabulary from Social Studies text book
3. Explore and discuss possible connections between grab bag items and textbook.
4. Discuss “Focus Skills”
5. Introduce “Pioneers” Web Quest using Elmo or overhead projector
6. Hand out folders
7. Hand out Outline Forms (4 each)
8. Review use of Outline by example on Elmo or overhead projector

Cooperative Groups (4 groups of 5 students, grouped by reading ability)

** **Guided Reading:** Reading Social Studies text books

1. Use headings and subheadings to preview main concepts
2. Read aloud clarifying understanding through retelling
3. Summarize by completing Outline to organize main ideas and details

**** Technology: “Pioneers” Web Quests**

1. Begin “Web Quest”
2. Summarize by completing Outline to organize main ideas and details

**** Shared Reading: Selected Book (set of 5)**

1. Read aloud with partners (Buddy Reading)
2. Summarize by completing Outline to organize main ideas and details

**** Silent Reading: Selected Book (set of 5)**

1. Read silently
2. Summarize by completing Outline to organize main ideas and details

Social Studies

1. Break into same groups as used for Reading Block
2. Discuss Outlines creating during Reading Centers (5-7 min.)
3. Use whole group discussion of Outlines to create a KWL chart (15 min.)
4. Hand out and discuss Project Rubrics

Writer’s Workshop

1. Break into same groups as used for Reading Block
2. Hand out and discuss Concept Webs and Writing Rubrics (10 - 15 min.)
3. Brainstorm ideas for project using Outlines created in Reading Centers (15 min.)
4. Complete Concept Webs (15 min)

Day Two:

Teacher Preparation:

1. Make necessary copies of Primary Source Documents, Outline forms, Writing Graphic Organizers and overheads
2. Display “Focus Skills” cards

Whole Group Reading

1. Discuss Focus Skills
2. Review vocabulary
3. Discuss use of primary documents as sources
4. Display and review KWL chart created yesterday
5. Review use of Writing Graphic Organizers on Elmo or overhead projector
6. Hand out Writing Graphic Organizers (1 each) and Outline Forms (4 each)

Cooperative Groups

- ** **Guided Reading:** Primary Documents (Diary: Overland trip West in a covered wagon; 6 each).
 1. Read aloud clarifying understanding through retelling
 2. Summarize by completing Outline to organize main ideas and details
- ** **Technology:** “Pioneers” Web Quest and Research
 1. Continue “Web Quest”
 2. Research “W” part of yesterday’s KWL chart
 3. Summarize by completing Outline to organize main ideas and details
- ** **Shared Reading:** Primary Documents (Diary: Overland trip West in a covered wagon; set of 5)
 1. Read aloud with partners (Buddy Reading)
 2. Summarize by completing Outline to organize main ideas and details
- ** **Silent Reading:** Primary Documents (Diary: Overland trip West in a covered wagon; set of 5).
 1. Read silently
 2. Summarize by completing Outline to organize main ideas and details

Social Studies

1. Break into same groups as used for Reading Block
2. Discuss outlines creating during Reading Centers (5-7 min.)
3. Read and discuss Map Routes used in westward expansion (10 min.)
4. Use whole group discussion to revise KWL chart with information researched / learned in Reading Centers (10 min.)

Writer's Workshop

1. Break into same groups as used for Reading Block
2. Revise / update Concept Webs from yesterday (5 min.)
3. Decide on project topic using brainstorming lists created yesterday (3 min.)
4. Complete Writing Graphic Organizer (15 min)
5. Groups members delegate writing responsibilities (2 min.)
 - a. Introduction
 - b. Body 1
 - c. Body 2
 - d. Body 3
 - e. Conclusion
6. Write drafts Writing Graphic Organizer information

Day Three:

Teacher Preparation:

1. Make necessary copies of Peer Editing Forms, Outline forms, Teacher Conference Forms, and overheads
2. Prepare 8 ½" X 11" "scratch paper" for Project Layout Designs (2 - 3 per group)
3. Obtain several sets of appropriate volumes of Encyclopedias
4. Prepare floppy disks for use (e.g, format if necessary; 1 each)
5. Display "Focus Skills" cards

Whole Group Reading

1. Discuss Focus Skills
2. Review vocabulary
3. Display and review KWL chart updated yesterday
4. Discuss use of Graphics as sources and support documents in projects
5. Hand out and review use of Peer Editing Forms on Elmo or overhead projector (focus on elements such as word choice, sentence variation, etc., per Writing Rubric)
6. Hand out and review use of floppy disks for saving material on computer (1 each)
7. Hand out Outline Forms (1 each)

Cooperative Groups

** Guided Reading: Teacher Conferences

1. Conference with groups about projects
 - a. Discuss project topics
 - b. Review Writing Graphic Organizers
 - c. Review drafts
2. Complete Teacher conference form for the group

** Technology: Graphics Research

1. Research and save graphics to be used in projects
2. Research any additional supporting details required for projects
3. Summarize by completing Outline to organize main ideas and details

** Shared Reading: Peer Editing of paragraph drafts

1. Read aloud with partners
2. Complete Peer Editing Forms with focus on word choice, sentence variation, etc., per Rubric

**** Silent Reading:** Checking validity of information using encyclopedias

1. Use encyclopedias to compare information and check for validity of facts in paragraph drafts
2. Update / revise any necessary information in paragraph drafts

Social Studies

1. Break into same groups as used for Reading Block
2. Update Graphic Organizers and Concept Webs (2 - 3 min.)
3. Hand out Design Layout Scrap Papers
4. Discuss use of headings, “white space”, and borders (5 – 7 min.)
5. Using Concept Webs, Writing Graphic Organizers, and Teacher Conference Forms, design Project Layout (20 min., must be approved by teacher)

Writer’s Workshop

1. Break into same groups as used for Reading Block
2. Revise paragraph drafts using Peer Editing Forms created during Reading Centers, updated information obtained from encyclopedias, Dictionaries, and Thesauruses (15 - 20 min.)
3. Write 2nd drafts (7 - 10 min.)
4. Edit 2nd drafts per Writing Rubrics (7 – 10 min.)

Day Four:

Teacher Preparation:

1. Make necessary copies of Vocabulary Test, Content Study Guide, Content Test, Peer Editing Forms, and Teacher Conference Forms
2. Obtain project materials
3. Display “Focus Skills” cards

Whole Group Reading

1. Discuss Focus Skills
2. Review vocabulary
3. Hand out and complete Vocabulary Test (5-10 min.)
4. Display and review KWL
5. Hand out and review Content Study Guide

Cooperative Groups

** Guided Reading: Teacher Conferences

1. Conference with groups about projects
 - a. Discuss project Design Layouts
 - b. Review Writing Graphic Organizers and compare to content on Design Layouts
 - c. Review 2nd drafts
2. Complete Teacher conference form for the group

** Technology: 2nd Draft Publishing

1. Use word processing software to type 2nd drafts
2. Spell Check and save to floppy disk for use in Writer’s Workshop

** Shared Reading: Peer Editing of paragraph 2nd drafts

1. Read aloud with partners
2. Complete Peer Editing Forms with focus on grammar and conventions, etc., per Rubric

** Silent Reading: Study for Content Test

1. Use Content Study Guide to prepare for Content Test
2. Quiz a partner to check readiness for Content Test

Social Studies

1. Content Test (5 – 10 min.)
2. Break into same groups as used for Reading Block
3. Create Final Projects per Design Layouts (20 min.)

Writer's Workshop

1. Break into same groups as used for Reading Block
2. Use word processing software to create final draft of paragraphs using information from Peer Editing Forms and Teacher Conference Forms and save to floppy disks (7 - 10 min.)
3. Have student most proficient with word processing software compile all paragraphs from group members into final document for publishing, save to disk and print (15 – 20 min.), then rejoin group to finish poster for presentation
4. Remaining group members complete projects for presentation per Project Rubric (30 – 35 min.)

Day Five:

Teacher Preparation:

1. Make necessary copies of Peer Project Evaluation Forms and Teacher Project Evaluation Forms
2. Display “Focus Skills” cards

Whole Group Reading

1. Discuss Focus Skills
2. Break into groups
3. Discuss Oral Presentations
 - a. Presentation of Posters and Essays
 - b. Body language
 - c. Eye contact
 - d. Question and answer session
 - e. Appropriate audience behavior
4. Hand out and review Peer Project Evaluation Forms

Cooperative Groups

**** All Groups:** Presentations (first 2 @ 10 – 15 min each)

1. Draw numbers to set order of presentations
2. Group 1: Present Posters and Essays
3. Question and Answer Session
4. Complete Peer Project Evaluation Form
5. Complete Teacher conference form for the group
6. Group 2: repeat steps 2 - 5

Social Studies: Presentations (last 2 @ 10 – 15 min each)

1. Group 3: Present Posters and Essays
2. Question and Answer Session
3. Complete Peer Project Evaluation Form
4. Complete Teacher conference form for the group
5. Group 4: repeat steps 2 - 5

Writer's Workshop: Friendly Letters

1. Write a Friendly Letter to each group based on Peer Project Evaluation Forms (10 – 15 min.)
 - a. Must contain at least one compliment for each person in group
 - b. Must contain ONLY one suggestion for improvement for each person in group
2. Share orally with whole class (2 min. each)

NOTE: Suggestions for improvement are to be worded carefully so as not to embarrass or hurt feelings.

Sunshine State Standards

- SS.5.A.1.1** Use primary and secondary sources to understand history.
- SS.5.A.6.2** Identify roles and contributions of significant people during the period of westward expansion.
- SS.5.A.6.3** Examine 19th century advancements (canals, roads, steamboats, flatboats, overland wagons, Pony Express, railroads) in transportation and communication.
- SS.5.A.6.9** Describe the hardships of settlers along the overland trails to the west.
- SS.5.G.1.1** Interpret current and historical information using a variety of geographical tools.
- SS.5.G.1.2** Use latitude and longitude to locate places.
- SS.5.G.1.6** Locate and identify states, capitals, and United States Territories on a map.
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- LA.5.1.5.1** The student will demonstrate the ability to read grade level text.
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- LA.5.1.6.1** The student will use new vocabulary that is introduced and taught directly
- LA.5.1.6.2** The student will listen to, read, and discuss familiar and conceptually challenging text.
- LA.5.1.6.3** The student will use context clues to determine meanings of unfamiliar words.
- LA.5.1.6.5** The student will relate new vocabulary to familiar words.
- LA.5.1.6.1.0** The students will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.
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- LA.5.1.7.1** The student will explain the purpose of text features, use prior knowledge to make and firm predictions, and establish a purpose for reading.
- LA.5.1.7.3** The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.
- LA.5.1.7.7** The student will compare and contrast elements in multiple texts.
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- LA.5.2.1.8** The student will explain changes in the vocabulary and language patterns of literary texts written across historical periods.
- LA.5.2.2.1** The student will locate, explain, and use information from text features (e.g, table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).
- LA.5.2.2.2** The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details.
- LA.5.2.2.3** The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, or summarizing).
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- LA.5.3.1.1** The student will prewrite by generating ideas from multiple sources based upon teacher-directed topics and personal interests.

- LA.5.3.1.2** The student will prewrite by determining the purpose and intended audience of a writing piece.
- LA.5.3.1.3** The student will prewrite by organizing ideas using strategies and tools (e.g, technology, graphic organizer, KWL chart, log).
- LA.5.3.2.1** The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood.
- LA.5.3.2.2** The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity.
- LA.5.3.3.1** The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
- LA.5.3.3.2** The student will revise by creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases,, and introductory phrases and clauses that vary rhythm and sentence structure.
- LA.5.3.3.3** The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).
- LA.5.3.3.4** The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g, peer review, checklists, rubrics).
- LA.5.3.4.1** The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary.
- LA.5.3.4.2** The student will edit for correct use of capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places.
- LA.5.3.4.3** The student will edit for correct use of punctuation, including commas, in clauses, hyphens, and in cited sources, including quotations for exact words from sources.
- LA.5.3.4.4** The will edit for correct use of four basic parts of speech (nouns, verbs, adjectives, adverbs) and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns.
- LA.5.3.4.5** The student will edit for correct use of subject/verb and noun/pronoun agreement in simple and compound sentences.
- LA.5.3.5.1** The student will prepare writing using technology in a format appropriate to audience and purpose.

- LA.5.3.5.2** The student will use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate.
- LA.5.3.5.3** The student will share the writing with the intended audience.
- LA.5.4.2.1** The student will write in a variety of informative/expository forms (e.g, summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions).
- LA.5.4.2.2** The student will record information related to a topic, including visual aides to organize and record information on charts, data tables, maps, and graphs, as appropriate.
- LA.5.5.2.1** The student will listen and speak to gain and share information for a variety of purposes including personal interviews, dramatic, and poetic recitations, and formal presentations.
- LA.5.5.2.2** The student will make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices body language, eye contact, and the use of gestures, the use of supporting graphics and available technologies.
- LA.5.6.1.1** The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes.
- LA.5.6.2.2** The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.
- LA.5.6.2.4** The student will record basic bibliographical data and present quotes using ethical practices (avoids plagiarism).
- LA.5.6.4.1** The student will select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations).
- LA.5.6.4.2** The student will determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.