**Social Studies Lesson Plan**

**Name:** Kacie Reusser

**Lesson Focus:** Westward Expansion/Manifest Destiny

**Curriculum Standards (SOL): USI.8b** (6th grade)

The student will apply social science skills to understand westward expansion and reform in America from

1801 to 1861 by…

b) explaining how geographic and economic factors influenced the westward movement

 of settlers

**Theme:**

People, places, and environments

**Instructional Objectives:**

* The student will be able to understand the reasons why many Americans moved to the Western territories of America by participating in a simulation where they all attempt to “move” west.
* The student will be able to describe what living in the west was like by participating in a simulation.
* The student will be able to examine the effects of the westward movement on the nation as a whole by examining primary source documents.

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| Inquiry Design Model (IDM) Blueprint |
| **Compelling Question** | Why would people want to leave their current home and everything that they know behind? |
| Standards and Practices | **USI.8b** The student will apply social science skills to understand westward expansion and reform inAmerica from 1801 to 1861 by… b) explaining how geographic and economic factors influenced the westward  movement of settlers**Instructional Objectives:*** The student will be able to understand the reasons why many Americans moved to the Western territories of America by participating in a simulation where they all attempt to “move” west.
* The student will be able to describe what living in the west was like by participating in a simulation.
* The student will be able to examine the effects of the westward movement on the nation as a whole by examining primary source documents.
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| Staging the Question | Discuss, participate in the simulation, and then talk about the reasons based on the challenges that some faced and what they experienced when they got to the west. |
| **Supporting** **Question 1**  | **Supporting** **Question 2**  | **Supporting** **Question 3**  |
| What kind of life awaited them in the West? | What are some challenges that some faced on the way to the west? | Was it a good thing for these people to move out there, thus expanding our country? |
| **Formative** **Performance Task** | **Formative** **Performance Task** | **Formative** **Performance Task** |
| * Students will participate in a simulation of the Oregon trail.
* Once they are finished with the simulation, they will head on over to the West, where some people will find that they are gold miners, loggers, or farmers.
* Once the simulation is completed, we will discuss what kind of opportunities were available to them.
 | * Students will participate in a simulation of the Oregon Trail (same simulation)
* Throughout the simulation, they will face struggles, such as death, stealing, loss of resources and experience gains of finding resources.
* Once the simulation is complete, we will discuss as a class what kind of things they experienced on their way to the west.
 | * “I see, I think, I wonder…” activity” looking at the different primary source documents.
* There will be 3 rotations, each will be about 3 minutes.
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| **Featured Sources** | **Featured Sources** | **Featured Sources** |
| **Activity cards below!** | **Activity cards below!** | **“American Progress” photograph to show the Manifest Destiny.**[**Link**](https://www.hcn.org/issues/50.14/editors-note-the-myth-of-american-progress)**Diary of a woman and her life on the Oregon Trail.**[**Link**](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/expref/oregtral/delsev.html)**Photo of wagons**[**photo**](https://www.pbs.org/weta/thewest/resources/archives/two/62_10.htm)**“I Will Go West,” a song and primary source document.**[**Link**](https://www.loc.gov/resource/sm1875.10352.0) |
| Summative Performance Task  | **Argument** | While the expansion was great because it gave the US more land and people more room to live along with all of the different opportunities that are out west, there were some issues in the country. In addition, along the trail there were several negative interactions with different groups of people. The trails themselves were also difficult and many people died along it for a variety of reasons, such as diseases, cold, lack of food, etc. However, the lack of land for the population on the eastern side and the pull for fertile farmlands and economic opportunity in the west was a big draw. After the simulation and a brief look at the primary source documents, we will tie it all together by me giving them a scenario and then having a discussion about if they think they would go west for the possibility that things could be better or if they would stay just where they are, making sure that they talk about the possibilities and/or challenges that they learned about. |
| **Extension** | Students will think of something that would get them to move out west (football career, Hollywood, etc.) and think about the challenges that would stand in their way to get there and how they might overcome them, in order to make it more relatable. |
| Taking Informed Action | Understand- Discuss and “experience” challenges faced on the way and opportunities available in the west.Assess- Do you think that US should expand more? Does the westward expansion still affect us today? Act- Write a diary entry from the perspective of a person on the Oregon or Santa Fe trail OR a person who has just arrived in the west writing back to their family or friend in the east, describing what a typical day in the life is |
| Differentiates Learning Activities | For all learners, I have pictures, plenty of movement, conversations, and primary source documents for them to look at.Within that there are writing, sharing out loud, and acting. |

Lesson plan below!

**Start:**

Propose the question: why do or why would people want to move to a place where they have never known and leave everything that they do know behind?

Begin simulation!

* Every student will have a card that will group them into a family by way of a shared last name. These are randomly assigned and these are the groups that they will travel to the west with.
* They will all be situated on one side of the room, where there are not enough desks for everyone. Due to this, I will then explain that they are trying to get to the West. However, this is not easy. In order to get to the other side, they will have to take the Oregon Trail. For all of these situations, they will have fate cards that will talk about some of the challenges that people faced on these trails, such as a lack of food, diseases, etc. Some will make it to the West and they will have fertile lands for farming and other resources available to them, work in the gold mines, or are loggers.

Bringing it back

* Discuss what motivated/was the cause of the westward expansion
* Discuss what the challenges they faced on the trail
* Discuss what life was like for those who made it to the west
* Discuss how it affected the rest of the country
* Preparing for the next activity: Teaching them how to look at primary source documents/ “I see, I think, I wonder…”

Primary Source Activity

* Split them up into 3 groups by numbering them off
* In these groups, there will be 3 stations where, at each station, there will be 1 source document that support each of the supporting questions
	+ What was life like on the trails? Life like in the West? Its’ effect on the country
* Take about 3 minutes at each station to discuss, as a group, how they connect back to the supporting question and form a deeper understanding of what life was back

Bringing it back

* Have them share out
	+ Especially any new findings
* Make connections and go over the causes again

Real Quick Activity

* Take about 5-10 minutes to think about what make them move to a new place and talk about any challenges they might face on the way there and how they might overcome it
* Turn and talk to a neighbor
* Anybody want to share?

Summative

* Talk about my argument (above)
* Discuss
	+ Was it really for the better of the country to expand, as many people thought?

After Activity

* Understand- Discuss and “experience” challenges faced on the way and opportunities available in the west.
* Assess- Do you think that US should expand more? Does the westward expansion still affect us today?
* Act- Write a diary entry from the perspective of a person on the Oregon or Santa Fe trail OR a person who has just arrived in the west writing back to their family or friend in the east, describing what a typical day in the life is

Link to ppt: <https://docs.google.com/presentation/d/1qOwu6lCkjZ2D--BFZeblU9S2H2Smcyt9vOdT5N_1fZQ/edit?usp=sharing>

Some information about life on the trail gathered from: <https://classicreload.com/oregon-trail.html>

I see, I think, I wonder activity from Dr. Long

**Westward Expansion Primary Sources**

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|  | **I see...** | **I think...** | **I wonder...** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |

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| **Samuel Smith**Samuel is 32 years old and works as a farmer. He is the husband of Clara and father of Alice (11) and Daniel (8). | **Clara Smith**Clara is 30 years old and is the wife of Samuel and mother of Alice (11) and Daniel (8). She, like many other women, stayed home to raise her children and help with the home and the farm. |
| **Alice Smith**Alice is an 11-year old. She is the daughter of Samuel and Clara. She attends school at the local schoolhouse. Also, she is the older sister of Daniel, who is 8. | **Daniel Smith**Daniel is 8 years old. He is the son of Samuel and Clara and the younger brother of Alice. He attends school at the local schoolhouse. |
| **Jacob Abbott**Jacob is 34 years old and is a doctor. He is the husband of Emily and the father of Charlotte (6) and Henry (9). | **Emily Abbott**Emily is 31 years old and is the teacher at the local schoolhouse. She is the wife of Jacob and the mother of Charlotte and Henry. |
| **Charlotte Abbott**Charlotte is 6 years old and is the daughter of Jacob and Emily and the younger sister of Henry. She attends school at the local schoolhouse | **Henry Abbott**Henry is 9 years old and is the son of Jacob and Emily and the older brother of Charlotte. He attends school at the local schoolhouse.  |
| **John Hudson**John is 36 years old and works at the local store as a shopkeeper. He is the husband of Mary and the father of Margaret (7) and William (3). | **Mary Hudson**Mary is 32 years old and works as a housekeeper. She is the wife of John and the mother of Margaret (7) and William (3). |
| **Margaret Hudson**Margaret is 7 years old and is the daughter of John and Mary and is the older sister of William. She attends school at the local schoolhouse. | **William Hudson**William is 3 years old and is the son of John and Mary and is the younger brother of Margaret. He stays at home with his mother as she does some homeschooling. |

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| **Oh No!**Unfortunately, in your travels one of your family members got really sick and does not get to continue on their journey to the west. | **Woohoo!**Unfortunate for somebody, but lucky for you, you came across an abandoned wagon and found an extra coat for one of your children and a weeks’ worth of food. Continue on your journey. |
| **Oh No!**You are running low on food and one of the children lost a shoe. You must now buy another pair of shoes for them and buy at least one more week of food. One week of food costs $30/person and the new shoes cost $11. | **Oh No!**While you and your family are stopped for the night, some thieves come by and stole 1 of the 2 oxen that were pulling your wagon. You will not make it far with only one and buying another is $125. What are you going to do? |
| **Woohoo!**You’ve come across an abandoned wagon and it looks like it’s in pretty good shape. You decide to take some it apart to use as a spare. This will save you some money and offer some protection if something goes wrong with your current wagon.Continue on your way! | **Oh No!**It is in the dead of winter and you cannot go on with the trail today. It is a day of much needed rest, but none of your family can stay warm and you ate more food than usual. What are you going to do? |
| **Woohoo!**You find some nice people along the way and they help you find some food.This will give you about enough food for 3 days for the whole family! | **Oh No!**One of your oxen drowned trying to get across a river. How are you going to continue? |
| **Woohoo!**You have come across the opportunity to take a ferry across the water. It costs $5 a ticket per person. Do you have enough money to do it? |  |
| **Woohoo!**You have reached about the halfway point in your journey and you have come across a general store! Do you have enough money to buy more supplies? | **Woohoo!**You have made it to the west! Go to desk #1! |
| **Woohoo!**You have made it to the west! Go to desk #2! | **Woohoo!**You have made it to the west! Go to desk #3! |
| **Woohoo!**You have made it to the west! Go to desk #4! | **Woohoo!**You have made it to the west! Go to desk #5! |
| **Welcome to the West!**In the west, you and your family have scored some awesome land that is fertile and will allow you to continue being successful farmers and be economically stable! | **Welcome to the West!**In the west, you are much better off financially! Here, the father works as a gold miner! While he does not necessarily get to keep the gold, it is still a steady paying job and you are much better off financially. The mother works as a home keeper. |
| **Welcome to the West!**In the west, there are better job opportunities! The father works in the logging industry while the mother works as a school teacher. | **Welcome to the West!**In the west, you and your family have scored some awesome land that is fertile and will allow you to continue being successful farmers and be economically stable! |
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