

# The Westward Movement

## Stage Two: Big Ideas

**Coming west was dangerous, difficult and deadly.**

**Politics sparked the westward movement.**

**People who came west have influenced the future of the United States.**



### Enduring Outcomes

The students will be able to recreate the arduous trip by wagon train.  
(C, P, M, A)

The students will understand the economics that caused people to move west by recreating the experience.  
(P, M, A)

Students will be able to analyze why immigrants settled in specific regions.  
(M, A, C, P)



The students will be able to identify the perils of traveling by sea.  
(C, P, M, A)

Students will be able to compare why two different groups came west.  
(M, A)

Students will be able to understand how entrepreneurs in the 1800's affect our economy today.  
(M, P, A)



Students will be able to identify the religious reasons for moving west.  
(M, A)

Students will be able to demonstrate their own cultural heritage.  
(M, P, C)



### Stage Three: Evidence of outcomes

Students will show understanding by relating the dangers, difficulties and the deadly aspects of traveling westward on a ship, or on wagon train.

Students will demonstrate understanding of the different economic reasons for moving by writing a letter.

Students will demonstrate knowledge by creating a map and showing where settlements happened, and explaining why people settled there.

Students will show understanding of the commonalities and differences of two groups that came west through a compare and contrast exercise.

Students will creatively express their understanding of the different businesses that sprung up in the 1800s.

Students will demonstrate understanding of the religious reasons for moving west, by recalling information about each of the groups.

Students will relate the cultural heritage of the west, through their own family experience.

## Assessments of outcomes

From memory, draw a picture and write a paragraph (5-7 sentences) explaining one of two ways describing how people came west. Include details that involve the risks of the journey. Neatness counts.

### Modifications:

EL and RSP students are expected to do 2-3 sentences, mid-level 3-5 sentences, high level thinkers 5-7. All students are encouraged to do both methods for extra credit.

Using the provided Venn diagram, pick two immigrant groups from the list given, and compare and contrast their reasons for coming west. Provide 4-5 entries in each segment. Neatness counts.

### Modifications:

EL and RSP students provide 2-3 entries; mid-level provide 3-4 entries; high-level provide 4-5 entries.

Imagine you were an immigrant, show on a map your route west, where you settled. Also describe what type of business you would create.

Poster: 7 facts about the business

Timeline: cover six months, 7 entries about your trip.

Map: draw your route, put a square where you started, and a star where you settled. Label important places, like your stopping points.

Neatness counts.

### Modifications:

EL and RSP students would create a poster advertising their business (poster extra credit for other groups). All students may use their resources.

## Rubric

	1	2	3	4
Writing portion (Venn Diagram, paragraphs, written responses)	Response has few or no details. The paragraphs lack organization and focus. There are many serious errors.	Student response includes some details. The response may be poorly organized or unfocused. Spelling and grammar have some serious errors.	Student writes a response that has some details. The response has reasonably clear ideas supported by a few details. Spelling and grammar may have a few errors.	Student writes a focused response that includes concrete textual details. There are good supporting details. Spelling and grammar are correct.
Creative (poster, map, time line)	The project is distractingly messy. Less than 3 accurate facts are displayed. Student has insufficient knowledge about the facts in the project.	The project is attractive, though could be a bit messy. 3-4 accurate facts are displayed on the project. Student can accurately answer many of the questions related to the facts in the project.	The project is attractive and neat. 5-6 accurate facts are displayed in the project. Student can accurately answer most questions related to facts in the project.	The project is exceptionally attractive and neat. At least 7 accurate facts are displayed on the project. Student can accurately answer all questions related to facts in the project.
Group work	Student does not work cooperatively in his or her group, and does not participate in group and classroom discussions. Student contributes minimally to the creation of the illustration and presentation of the event. Student does not work cooperatively to construct the time line.	With encouragement, student works cooperatively in his or her group, participating in group and classroom discussions. Student contributes to either the creation of the illustration or the presentation of the event. When encouraged, the student participates in the construction of the time line.	Student works cooperatively in his or her group, participating in group and classroom discussions. Student contributes to both the creation of the illustration and the presentation of the event. Student works cooperatively to construct the time line.	Student works cooperatively in his or her group, participating in group and classroom discussions. Student contributes to both the creation of the illustration and the presentation of the event and is able to explain its significance. Student works cooperatively to construct the time line.

## Essential Questions

**Was the risk worth the journey west?**

**Was there a single underlying cause of the westward movement?**

**Was the impact of the westward movement good or bad?**

**How would your life be different if there had been no westward movement?**

Lesson Topics 3 <sup>rd</sup> grade	Content Standards	Measureable / observable learning objectives	Instructional strategies / tasks to support differentiation / classroom management	Assessments that match objectives
Intro to Westward Movement	3.3.1-3.33	Pre-assessment of knowledge of the Westward Movement, to correct any misconceptions.	Imagine movie or comic strip. Students are guided to listen to directions, then draw their idea of traveling west would look like, in a movie or comic format. Throw in a "fate", a problem they need to address. (Show pictures of American landscape to help EL and RSP students with visualization)	Pair share their drawings
Time line introduction	3.3.1-3.33	Organization and sequence of student learning, through a time line. Math skills and spacial awareness skills also observed in final product.	Students will use register tape, ruler and pencils to create a time line of westward movement. Models given to show how to create the time line. Students will fill in the dates as the unit progresses. (Working in pairs. Visuals provided.)	Completed time line when unit is finished. A specified number of dates neatly written on time line.
Unit vocabulary	3.3.1-3.33	Introduce vocabulary words for the unit, for student familiarity.	After introducing the unit vocabulary words, hand out vocabulary words on a card, definitions on another. Students move around the room to find their match. (Vocabulary and definitions are on the board for reference)	Completing the task.
Immigrants in California	3.3.1-3.33	Understanding who came to CA and why.	On a world map, find where settlers came from. "Get me there" game. Tri-fold paper, with three explorers...list reasons they came to CA. Fill in timeline with info from explorers	Completed tri-fold paper, time line: See above assessments
Gold and the effects today	3.3.1-3.33	Understanding the impact of the gold rush.	Gold rush in the classroom. Hide several pieces of 'gold', which students search for. Only one is 'real'. The teacher is John Sutter. Discuss the outcomes of the gold rush on California.	Students write a letter to a friend about their quest for gold. Fill in timeline. See above assessments.
Transcontinental Railroad and its effects	3.3.1-3.33	Understanding the impact of the transcontinental railroad.	Field trip to the railroad museum, and scavenger hunt through the museum.	Scavenger's hunt in railroad museum

California's many people	3.3.1-3.33	Understand the different groups that have come to California, and are still evident today.	Graph where each student was born. In Sacramento, in California, another state, another country. Compare the different areas, and how many people came from there. If they were born in CA, find out how many are first generation Americans.	Finish and decorate timeline
Wrap up lesson	3.3.1-3.33	Post-assessment of knowledge of the Westward Movement	Imagine movie or comic strip. Students are guided to listen to directions, then draw their idea of traveling west would look like, in a movie or comic format. Throw in "Fate" card. Then compare with pre-assessment comic strip. Compare and contrast with their new knowledge.	Compare and contrast paragraph. Present their drawings and writing to the class. We will also present the time lines on this day.

Keep reading for fourth grade lessons.....

Lesson Topics	Content Standards	Measureable / observable learning objectives	Instructional strategies / tasks to support differentiation / classroom management	Assessments that match objectives
Intro to Westward Movement	4.3.1-4.3.5	Pre-assessment of knowledge of the Westward Movement, to correct any misconceptions.	Imagine movie or comic strip. Students are guided to listen to directions, then draw their idea of traveling west would look like, in a movie or comic format. Throw in a "fate", a problem they need to address. (Show pictures of American landscape to help EL and RSP students with visualization)	Pair share their drawings
Time line introduction	4.3.1-4.3.5	Organization and sequence of student learning, through a time line. Math skills and spacial awareness skills also observed in final product.	Students will use register tape, ruler and pencils to create a time line of westward movement. Models given to show how to create the time line. Students will fill in the dates as the unit progresses. (Working in pairs. Visuals provided.)	Completed time line when unit is finished. A specified number of dates neatly written on time line.
California Settlements	4.3.1	Students will understand that people came from other areas and where they settled.	Students will read about different groups, review maps on California missions and Mexican settlements using resources. Students will fill in time line dates.	Fill in various missions, Mexican settlements and Sutter's Fort on map provided. See above assessments.
How and Why people traveled to California	4.3.2	2 day lesson – Students will understand how and why people traveled to California.	Day 1 – Fill in time line, review biographies of certain people who traveled to California, review routes taken. In groups read sections from student text and share with class. Day 2 – Guest speaker talking about Donner Party Day 3- Guest speaker historian antique sailing ships.	Complete a Venn Diagram. Compare and Contrast how and why people traveled in the past and present. See above assessments.
Women's Contribution in Westward	4.3.4	Students will understand women's contribution to the Westward Movement.	Students will work in group with biography cards given. They will then act out their	Accurately portraying the character

<b>Movement</b>			character in a short play that explains to the class the importance of the person.	through a short play.
<b>Discovering Gold in California</b>	<b>4.3.3</b>	<b>2 day lesson - Students will understand how the discovery of gold affected California.</b>	Day 1 – Review vocab. and fill in time line. Students work in pairs and read sections of student text and then share with the class. Class will then discuss the causes and effects of the discovery of gold. Day 2 – Field trip to Coloma. Students will work with their group to complete a scavenger hunt booklet from the field trip.	Day 1 – Students accurately complete a Cause and Effect chart. Day 2 – Students accurately completed the scavenger hunt booklet.
<b>Wrap up lesson</b>	<b>4.3.1-4.3.5</b>	<b>Post-assessment of knowledge of the Westward Movement</b>	Imagine movie or comic strip. Students are guided to listen to directions, then draw their idea of traveling west would look like, in a movie or comic format. Throw in “Fate” card. Then compare with pre-assessment comic strip. Compare and contrast with their new knowledge.	Compare and contrast paragraph. Present their drawings and writing to the class. We will also present the time lines on this day. See above assessments.