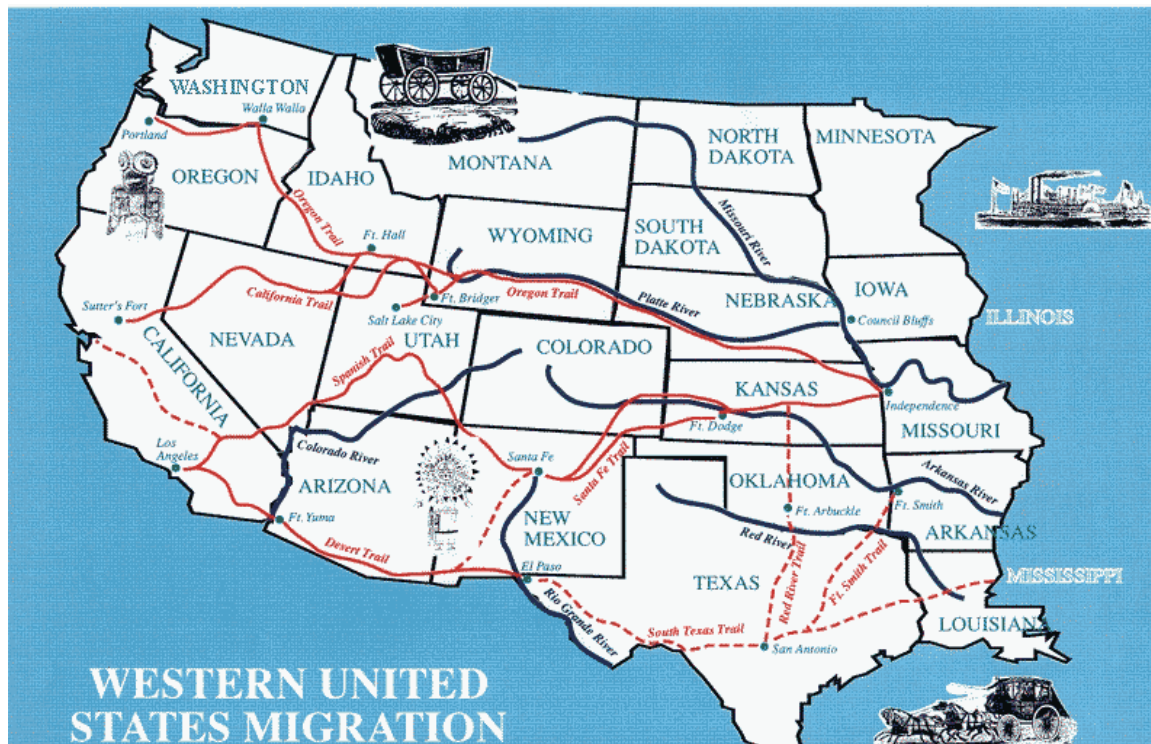


The Trail Most Traveled

THE TRAIL LESS TRAVELED



By: Marion Hester

mhester@rock.k12.nc.us

Western Rockingham Middle School

Grade 7

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Table of Contents



Introduction

Goals and Outcomes

Assessment Plans

Lesson Plan 1

Lesson Plan 2

Lesson Plan 3

Lesson Plan 4

Performance Task

Unit Resources

Introduction



Topic: Westward Expansion

Essential Understanding: Survival Requires Change

Concept: Survival

Grade Level: 7th

In this unit students will study important details surrounding America's expansion westward. Students cover a variety of topics touching on America's economic, political, and social choices during the 19th century and how each relates to survival.

This unit should approximately three weeks to complete. Four lesson plans are provided for six days of instruction; four extra days allotted for the unit's performance task and conferences; two extra days are planned for presentations and final discussion.

Rationale

The lessons in this unit open up dialogue not only about surviving during Westward Expansion but also visiting the issues of economic, political, and social dilemmas through the lens of survival from the 19th century to our world today. Studying Westward Expansion creates an opportunity for students to compare and contrast the feelings and ideas toward the influences of different cultures within the wagon train with those in our present society. This connection will lead students to a deeper understanding of commitment, loyalty, and the desire for a better life for all those traveling west and lead to an understanding of why surviving change is a necessary component of our world today.

So often United States history is taught in the lower grades with a focus on why early settlers decided to move westward, tackle environmental dilemmas, pan for gold, and build a log cabin. The deeper understanding of “the why and who” impacting future history and the connections to self and world are left on the sidelines. In fact, Westward Expansion could be the cornerstone of present day change rapidly shaping our world.

The lessons in this unit are designed for students to 1) realize moving Westward was extremely challenging to survive, and 2) more often than not, the end result did not live up to the idealized notions people had envisioned. To understand these insights, students will view documentaries on Westward Expansion about the trials and frustrations of the pioneers surviving the unknown. Students will build a miniature replica of a covered wagon. Through this process, students will use multiple perspectives to understand the importance of surviving on few rations and confined to a small space in order to survive. Students will read primary source documents of families who documented daily rationing of food and water with limited supplies and survived. Students will also be able to analyze weights and measurements to form personal opinions as to the effectiveness of what would be important to pack for surviving a five month trip in a small space.

The hope of this unit is for students to gain an understanding of 1) risking a change in life meant surviving all levels of challenges, and 2) how survival brings about change, ultimately impacting our world today.

Differentiation for Gifted Learners

The lessons in this unit are appropriate for gifted learners. Four classroom elements differentiated for gifted learners within my lessons are: 1) content, 2) process,

3) product, and 4) learning environment. Through the use of anecdotal notes, observations, and data, I modified each element accordingly.

This unit presents the content without cultural or gender bias. Immigrants, slaves, ordinary folks, wealthy folks, and even criminals made the journey westward in search of a better life and fresh start. Challenging and supportive learning environments will create a classroom reflective of interest, challenge, choice, and enjoyment. The collaborative discussions and interactive lessons, along with the performance task, are rich in developing a positive, nurturing learning environment. Students are challenged in a less-structured environment emphasizing strategies to promote a deeper level of understanding through inquiry.

Students come to class with prior knowledge of the subject of Westward Expansion. To help rekindle stored knowledge, students independently and collaboratively fill out a KWL chart. The “K” column is done independently and then students are given an opportunity to walk and talk with others and add information they forgot to list. The “W” column is done independently and students walk and talk and share for more entries. The “L” column is completed at the end of the unit. Students work in collaborative groups and pairs discovering the concept of survival and encouraged to explore how survival brings about change. The readings are leveled for differentiation purposes with more in-depth meaning. The performance task is designed for students to extend what they learned and demonstrate their level of understanding in a presentation, using alternative forms of persuasion to oppose or defend the struggle to survive the movement westward.

Population of gifted learners

Because the gifted learner has a well-developed and extensive memory, it takes little encouragement to spike curiosity exploring the how and why of a topic. This curiosity is the catalyst for more in-depth understanding of a concept, and in this case the concept is survival.

The gifted learner comes to the 7th grade with the ability to apply previously learned literary concepts to new reading experiences. Reading interest is from one end of the spectrum to the other. I have found boys generally prefer science fiction or nonfiction while girls prefer fantasy or mystery. Regardless, the gifted learner shows interest in reading other types of reading materials when the passages are interesting, creative, and introduced with critical thinking questions. The lessons in this unit are intended to promote resiliency and challenge students to overcome situational challenges presented by the learning environment.

The population of gifted students in my class varies. The Caucasian and Asian population is overrepresented and African Americans and Hispanics are under-represented. The majority of gifted learners in my class come from a two parent family, parents have a college degree, and the family resides in an upper income neighborhood. Regardless of socioeconomic status, I have found the gifted Hispanic student has an edge over the Caucasian student. Hispanic students speak a minimum of two languages fluently; typically have more real-world situational experiences, do not take pleasures for granted, and have a strong family support system with a commitment to education. This adds up to a successful journey for a better life.

Goals and Outcomes



The following are content, process, and concept goals for this unit. Selected goals are aligned with the NC Common Core ELA Standards.

Content Goals and Outcomes

Goal 1: To develop understanding of key events of the Westward Movement in America and the social, economic, and political context of the period.

Students will be able to...

- A. Describe the process of expansion of the continental United States.
- B. Analyze the influence of the economic, social, and political changes during this time period in the United States.
- C. Examine the roles and experiences of subgroups traveling westward (e.g. mothers, fathers, trail leaders, children, and cultures).
- D. Compare and contrast the feelings and ideas toward the influences of different cultures within the wagon train with those in the present.

Goal 2: To understand the complexities and significances of moving westward.

Students will be able to...

- A. Identify the various trails most often traveled.
- B. Analyze the importance of surviving environmental and geographical situations.
- C. Use multiple perspectives to understand the importance of surviving on few rations and confined to a small wagon.
- D. Define the reasoning behind westward expansion and the changes brought about for America then and the impact on present day.

Process Goals and Outcomes

Goal 3: To develop reasoning skills with application to language arts.

Students will be able to...

- A. State a purpose for all levels of communication – their own as well as those of others.
- B. Define a problem associated with Westward Expansion and be able to defend claim.
- C. Formulate multiple perspectives on a given issue.
- D. State assumptions behind a line of reasoning.
- E. Provide evidence and data to support a claim or issue.
- F. Make inferences based on evidence.

Concept Goals and Outcomes

Goal 4: To understand the concept of survival.

Students will be able to ...

- A. Use alternative forms of persuasion to oppose or defend the struggle to survive the movement westward.
- B. Analyze the origin and intent of different influences as they are applied to survival of Westward Expansion.
- C. Predict the impact of various geographical formations for survival.
- D. Transfer their knowledge about survival to a real world travel experience.
- E. Recognize the commonness of survival in our social norm.
- F. Understand the short and long-term consequence of how change influences survival.

Assessment Plans



Several types of assessments with rubrics will be used to evaluate student assignments. The goal is to match the performance to the description of the criteria. The goal is not to judge a student but develop a way for both teacher and student to recognize their level of understanding and proceed from that point.

Rubrics give structure to evaluations and allow teacher feedback. By matching observation of a student's work to a rubric prevents the chance of judgment that can occur in most classroom environments. The rubric describes the quality performance students will be evaluated on. This is a chance for self-evaluation for the student. The information will provide a clear insight into student's understanding of Westward Expansion and how survival impacts change. These pieces of information will be kept in individual folders and reviewed with students during conferences.

The performance task has several pieces of evidence that will be assessed. This rubric assesses 1) how well the supply list and primary documents were used to determine necessities packed for survival, 2) how well the student's use of persuasion was used to convince listeners to pack suggested list for a five month wagon train journey, 3) well written persuasive essay, and 4) student's speaking and presentation of information to class. All four tasks and student's level of understanding are easy to evaluate and not pass personal judgment.

FORMATIVE EVALUATION RUBRIC

Evaluation Score (Anecdotal notes, Exit slips, Conferences)	
Proficient , 10 points	Student expresses ideas clearly and provides logical reasoning. Attention given to the listeners and opinions are clearly considered without negative feedback.
Adequate , 7 points.	Student ideas are clear but lack suitable reasoning for defense of stated information. Lack of consideration is often evidenced by student toward listeners.
Inadequate 4 points.	Student ideas are muddled and no reasoning to support information shared. There is no consideration for listener's opinions.
Teacher Notes: Date of final conference:	
Student Response	

PERFORMANCE TASK RUBRIC

<i>Supply list and primary documents were used to pack for survival.</i>	<i>Persuasion was used to convince listeners to pack suggested list</i>	<i>Well written persuasive essay.</i>	<i>Speaking and presentation of information to class</i>
☐ Solid evidence to support primary documents was used along with supply list. ☐ Some evidence to support primary documents was used along with supply list. ☐ No evidence to support primary documents was used along with supply list.	☐ Solid evidence of supply list was used to pack covered wagon. ☐ Some evidence of supply list was used to pack covered wagon. ☐ No evidence to support supply list was used to pack covered wagon.	☐ Strong development of persuasion with no errors. ☐ Development of persuasion with minimal errors. ☐ No evidence of persuasion and numerous errors.	☐ Spoke clearly, eyes on listeners. Information clearly expressed. Had expression in delivery. ☐ Spoke clearly and read paper. Unclear on some information. Limited expression. ☐ Did not speak clearly or look at listeners. No expression.
Teacher's Notes Date of Presentation Student's Response:			

Lesson Plan One



TEACHER NAME		Lesson #
Marion Hester		1
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	Language Arts	Grade 7
CONCEPTUAL LENS		LESSON TOPIC
Survival		Westward Expansion
LEARNING OBJECTIVES (from State/Local Curriculum)		
Language Arts Standards CCSS RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS RI 7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). CCSS RI 7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. CCSS SL 7.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS SL 7.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCSS W 7.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS W 7.8 Gather relevant information from multiple print and digital sources, assesses the credibility and accuracy of each source, and integrates the information while avoiding plagiarism.		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding)
Survival requires change.		In what ways does survival require change?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
- Students will know the reasons why a particular group of people traveled westward. - Students will know the various trails most often traveled to specific regions of the United States. - Students will know that Westward Expansion impacted the United States economy. - Students will know that Westward Expansion was influenced by geography and economic opportunity. - Students will know that change and progress can both have positive and negative effects.		- Students will be able to make generalizations and predictions based on content knowledge. - Students will be able to compare and contrast the trails of three main colonial regions affected by Westward Expansion. - Students will be able to analyze content to determine relevant information. - Students will be able to collaborate with fellow students in order to analyze text. - Students will be able to apply knowledge from Western expansion to other areas and subjects.
GUIDING QUESTIONS		
What questions will be asked to support instruction?		
Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

• How is survival part of our everyday life? • How does change and survival connect? • What was the survival rate for a city person heading westward? • In what ways were men and women challenged to survive traveling west? • Why did Americans of European descent feel so compelled to expand the country westward? • How might the country have developed differently if no gold or other precious minerals had been discovered in the West? • What would it have been like to walk in the shoes of a 19th century settler in the West? • In what ways did westward expansion rely on immigration?	• What was the author's attitude toward early pioneers surviving Westward expansion? • What does the text and/or web site say about your trail? • What evidence can you cite to support your analysis of the text's meaning? • What process did the Westward bound settlers go through to ensure there were supplies for six month survival? • What tools or other items did the travelers need to survive the trip out West? • What actions would you have taken to survive a trip by wagon trail over a rugged terrain? • How would you compare and contrast your trail from that of another trail? • What is the key to survival in a constantly changing environment? • What challenges did the early pioneers face on their journey? • How was Westward Expansion influenced by geography? • How was Westward Expansion influenced by economic opportunities? • How did the settlers have to change to survive?	• How can you describe survival? • What were some downfalls of Western expansion? • What were some positive aspects of Western expansion? • If you had traveled west during Westward expansion, what are some obstacles you would have been challenged with? • Why do people take risks like those experienced during Westward Expansion? • How did the American Indian change during expansion of the West? • How did the American Indian survive the loss of claimed land? • What is one thing you discovered today through your investigation that caused you to think about survival through a different lens? • Why does survival require change?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
• Higher Level of thinking across curriculum	• Students are encouraged to ask their own questions.		• Improves Comprehension • Promotes higher level thinking skills.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Students will enter classroom the first day with music from theme song "Wagon Train" playing. There will be a meet and greet period for 10 minutes getting to know each other.

- 2 min. 32 seconds - Wagon Train theme song: Play each morning when students arrive.
<https://www.youtube.com/watch?v=bZ50pwUNVxI>
- If link doesn't work: You tube music, Wagon Train theme song, Closing #1

Teacher to introduce herself. Simply name, my school, and one fun thing I will do this summer beside Spark Camp. Have students say their first and last name, what school he/she attends, one fun thing beside Spark Camp he/she will do this summer.

How many names can you place with the face? Call on several students to try.

Ice Breaker: (directions attached under Resources) Slide 1

- Students will complete a To Tell the Truth game to introduce subject of early pioneering and means of survival in all areas of life. Teacher will find pictures of old tools, machinery, and appliances. Teacher will enlarge the pictures; attach a description of what it is, and how it was used on the back of each card, and laminate. There will be enough to give one to each group of three or four students. Split the class into groups. Give each group a picture, telling them not to let other groups see the names or descriptions. Allow groups to go off to separate areas to discuss their pictures. Each group will decide who is to present the real description of the object. Others in the group are to make up phony, yet perhaps believable, descriptions (and name, if they wish). When the class gets back together, have each group come to the front one at a time. Holding up the picture, each student describes what it is and how it is used. The class votes to select which group member they think is telling the truth. Repeat for each group. Discuss the creativity of the other descriptions.

Show slides 2-8 for additional tools.

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

KWL Chart

- Students will be given a KWL chart and initially write down what they know about Westward Expansion. Students will break into pairs and discuss what is written on paper and add to their list, if necessary. Teacher to circulate room.
- Teacher will call on students to share what is written down under the "K" column and write on an anchor chart to have posted in room. Students will independently fill in the "W" column. After 3-5 minutes, teacher will direct students to share with their partner facts filled in under the "W" column and then as a class teacher will fill in the "W" column on the board, calling on individual students to share.

Teacher to ask pre-lesson questions: (check off on lesson plan after asking each question)

Listen to 3 minutes of You tube video: <https://www.youtube.com/watch?v=QsqpFuI6aQQ>

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Slide 9: Students are divided into groups. Each group will be given an article about a wagon train trail used by early pioneers moving westward. After reading individually, groups will discuss their article and investigate the

content. As a group, students should compile a list of 5 questions they have after investigating the text about the trails. The teacher circulates during this exploration to facilitate groups. Teacher to have students list all the factors that influenced SURVIVAL. After reading and discussing articles, students will make a decision about one of the three trails.

Article for independent reading and discussion web links:

- <http://freepages.genealogy.rootsweb.ancestry.com/~gentutor/Calif.pdf>
- http://freepages.genealogy.rootsweb.ancestry.com/~gentutor/Santa_Fe.pdf
- <http://freepages.genealogy.rootsweb.ancestry.com/~gentutor/Oregon.pdf>

Teacher to ask during lesson questions. (Check questions when asked)

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

- This step is optional. Depending on time frame students will be asked to do research about their topic trail. Students will search for answers to their questions. They will investigate and write down five new findings about their assigned trail that affected Westward expansion. Students will investigate what part of the country earliest pioneers settled, what challenges the people faced and survived, how many didn't survive, and obstacles faced by the direction they traveled.
- Students will return to whole class and share findings by presenting information to different groups through a rotation process.

Slide 10: Teacher will introduce the student task due at end of class. Students will create a map showing the movement of their Westward wagon trail based on research. Students will be given an outline of the U.S. map and students will develop like it was a map made during the time of Westward Expansion. Students will identify chosen trail path, obstacles encountered along the trails, i.e. mountains, rivers, flooded-out trails, areas where Indians were known to attack, and any other obstacles the group survived.

Students will return to class and color maps with color-coded identifiers. Students will present findings to each other. After the circulation activity, students will select three students to present findings to whole class.

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies. Teacher to ask Post Lesson questions.

The teacher announces it is almost time for class to end. The teacher asks for responses from the students about what they learned during the lesson. Teacher to say: "Tell me something you discovered today through your investigation that caused you to think about survival through a different lens."

Students to write a short reflection in their notebooks addressing the above two questions that will be displayed on the board. Students will share their reflections with a small group of two-three students.

Finally, students will respond to the following question:

- Why does survival require change?

With remaining time, students will begin their covered wagon model.

Western Expansion KWL

What I Know

1)

2)

3)

What I Want to Know

1)

2)

3)

What I Learned

1)

2)

3)



Lesson Plan Two

TEACHER NAME		Lesson #
Marion Hester		2
MODEL	CONTENT AREA	GRADE LEVEL
TABA Concept Development	Language Arts	7 th
CONCEPTUAL LENS		LESSON TOPIC
Survival		Westward Expansion
LEARNING OBJECTIVES (from State/Local Curriculum)		
Language Arts Standards & Associated Social Studies CCSS RI 7.1 Cite several pieces of textual evidence to support analysis of what the text said explicitly as well as inferences drawn from the text. CCSS RI 7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). CCSS RI 7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. CCSS SL 7.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS SL 7.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCSS W 7.8 Gather relevant information from multiple print and digital sources, assesses the credibility and accuracy of each source, and integrates the information while avoiding plagiarism. Math Standards: 7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding)
Survival requires change.		In what ways does survival require change?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)

- Students will know and list the vocabulary associated with wagon train trails. - Students will know and list the various trails most often traveled to specific regions of the United States. - Students will know reasons for Westward Expansion. - Students will know that Westward Expansion was influenced by geography and economic opportunity. - Students will know that change and progress can both have positive and negative effects.	- Students will be able to think critically about the organization of wagon packing. - Students will be able to make generalizations and predictions based on content knowledge. - Students will be able to analyze content to determine relevant information. - Students will be able to collaborate with fellow students in order to analyze text. - Students will be able to apply knowledge from Western expansion to other areas and subjects. - Students will know simple math skills in calculating, estimating, and adjusting.		
GUIDING QUESTIONS What questions will be asked to support instruction? Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding			
Pre-Lesson Questions: - What was Westward expansion? - How did Westward expansion change our nation? - Who was influenced by Western expansion? - What were the challenges the Westward groups faced as far as change in environment and economy? - In what ways were men and women challenged to survive traveling west? - How is change a factor in survival?	During Lesson Questions: - What evidence can you cite to support your analysis of the text’s meaning? - What process did the Westward bound settlers go through to ensure there were supplies for five month survival? - What tools or other items did the travelers need to survive the trip out West? - How did the pioneer hope life would be better with the new change? - What challenges did the early pioneers face on their journey? - How was Westward Expansion influenced by geography? - How did imagination and courage impact survival? - How did the settlers have to change to survive?	Post Lesson Questions: - How would you describe the meaning of survival? - What were the advantages and disadvantages of traveling as a child? - If you had traveled west during Westward expansion, what are some obstacles you would have been challenged with? - Why do people take risks like those experienced during Westward Expansion? - Why was it a good idea for American to expand westward? Explain. - Why does survival require change?	
DIFFERENTIATION (Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.			
Content	Process	Product	Learning Environment
Integrates teaching higher cognitive skills with content area curriculum.	Engages students in deep understanding of relevant generalizations. Raises the abstractness of knowledge.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

- Teacher to call on several students to see how many names he/she can recall.
- Students will watch a YouTube educational video of what it was like traveling in a covered wagon train out west. <https://educationpossible.com/6-covered-wagon-learning-activities/>
- Pre Lesson Questions: Check off as asked.

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Students are divided into groups. Each group will be given an article about choices (Background) that need to be made in planning a venture. After reading individually, groups will discuss their article and investigate the content. As a group, students should compile a list of 5 questions they have after investigating the text. The teacher circulates during this exploration to facilitate groups. Teacher will call on students and list 4-5 questions on boards. Teacher to have students list all the words/phrases that relate to survival or change. Teacher to call on students and make a chart on board/anchor paper.

The article: <https://www.blm.gov/or/oregontrail/files/packwagon.pdf>

Map illustrating the major wagon train trails: <http://www.intl-research.com/images/west.gif>

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

During Lesson Questions: Check off as asked.

Students will be given primary source information, written by people who actually lived during that time and experienced the Oregon Trail. Students will read independently, and will discuss in group and whole class. Teacher to make student notes on board of interesting information. Class will identify connections as it relates to survival.

Elaborate — Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Using the class list, students will develop two new categories.

Subsuming, Regrouping, Renaming

1. Student groups will be challenged to regroup items. The new groups must be new categories. Teacher to demonstrate one new regrouping based on student responses written on board. Rules for regrouping include: items can be used again, categories must be new, and each category needs at least four items. The teacher will remind students that categories must be based on some aspect of survival.
2. The teacher will ask all groups to share their categories. Teacher to write on board.

Ask During lesson questions.

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

- Slide 1: Students will be given a "Pack Your Wagon" activity.
- Students will look over the list and decide what is necessary to take on a five month wagon trip.
- Students to collaborate with group members and answer three questions. (Handout)
- Students to meet with other groups and share responses.
- Slide 2: Teacher to show an example of a loaded covered wagon preparing for the journey.
<https://www.pinterest.com/pin/138767232242649547>
- Slide 3: Teacher to introduce the Performance task for class.
- Teacher to ask Post Lesson Questions.
- Time remaining for class will be spent working on covered wagon.

Pack Your Wagon

Supply List - You will look over the list and decide what YOU are going to take to Oregon on a five month wagon trip. Consider these questions as you choose:

1) What would be the most important things you would take, and why do you consider them the most important?

2) Which of these would bother you the most? Why?

- Being hungry
- Being cold and wet
- Not having favorite and meaningful personal belongings
- Not feeling safe
- Being stranded

3) Wagons usually carried supplies for 4 or more people. The wagons were pulled by mules or oxen, and if you loaded your wagon too heavily, it would injure or kill your animals. You can only load up to 2,400 pounds.

- On the list, choose what you would include, up to 2,400 pounds total.

Lesson Plan Three



TEACHER NAME		Lesson #
Marion Hester		3
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy	ELA	Grade 7
CONCEPTUAL LENS		LESSON TOPIC
Survival		Westward Expansion
LEARNING OBJECTIVES (from State/Local Curriculum)		
Language Arts Standards CCSS RI 7.3 Analyze the interactions between individuals, events, and ideas in a text or digital print (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). CCSS SL 7.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS SL 7.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCSS W 7.8 Gather relevant information from multiple print and digital sources, assesses the credibility and accuracy of each source, and integrates the information while avoiding plagiarism. Art Education: 7.CR.1 Use critical analysis to generate responses to a variety of prompts.		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding)
Survival requires Change		In what ways does survival require change?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)	PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
- Students will know communication is achieved when information is exchanged through written and visual imagery. - Students will know that there are various ways to actively read and interpret images - Students will know various ways to develop comprehension.	- Students will be able to analyze details in an image. - Students will be able to infer information from a part of an image. - Students will interpret visual images. - Students will be able to assimilate information from four quadrants to assess, organize, and apply information. - Students will be able to use spoken, written, and visual forms of communication to effectively discuss a detailed picture.	

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
• How do people and objects create the interpretation of survival or change? • What do you notice about action or activities? • What types of changes are occurring that indicate survival is difficult?	• What goals or motivations are suggested by the image? • What questions do you have as you look at this part of the image? • What puzzles you about the image? • In what ways did you and your partner agree/disagree? • How does this image represent changes impacting survival?	• What goals were suggested by the image? • What types of motivation were suggested by the image? • What types of changes are occurring? • If you were to give this image a title, what would it be? • In what ways does survival require change?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	Students study a visual through a series of open-ended questions.		Students are encouraged to express thoughts and opinions.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

As students enter room there will be an image on the screen. The teacher will tell students that they have 30 seconds to remember everything they can about the image. After the 30 seconds, the teacher will remove the image and ask students to recall all they can about the image. The teacher will solicit ideas and use this to introduce distinguishing between main idea and supporting details of a visual. Teacher will call on several to comment on recent connections to survival.

Teacher and students discuss image. Connections will be made to the challenges pioneers are having with their wagons and the exhausted feel of the image. Encourage students to get out of their seats and actually point to what they are referring to in the image. (It's often surprising what details someone notices but no one else sees until they are pointed out.)

Teacher to ask pre-lesson questions. Check off as asked.

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Slide 3: Before viewing the image teacher will make suggestions for thinking about responses. For example: When you examine a visual you would look at the setting and the light effects.

- What do you notice about the setting?
- What do you notice about the landscape?
- What do you notice about the weather?
- What do you notice about the light?
- What do you notice about the people and objects?
- What do you notice in the foreground?
- What do you notice in the background?
- What do you notice around the edges?

Students will be given a sheet of notebook paper for note-taking. Teacher will model directions for creating four quadrants and labeling each quadrant. Teacher will instruct students to fold paper in half and then in half again (hot dog plus hamburger), creating the four sections.

Link to visual interpretation

https://upload.wikimedia.org/wikipedia/commons/c/c7/Westward_the_Course_of_Empire.jpg

Teacher will project one quadrant at a time. Teacher will explain to students as they study each part of the image, they will jot down notes in the corresponding square on their sheet. Each quadrant is shown for one and one-half minutes. Teacher will advance image to each quadrant slowly and in a very quiet tone offering the following questions to guide each viewing.

Teacher to ask between 1st and 2nd quadrant: Will be on slide.

1. What did you notice about the setting, landscape, weather, light?

Teacher to ask between 2nd and 3rd quadrant: Will be on slide.

2. What do you notice about action or activities?
3. What seems to be happening here?
4. Who's doing what?
5. What goals or motivations are suggested by the image?

Teacher to ask between 3rd and 4th quadrant: Will be on slide.

- What questions do you have as you look at this part of the image?
- What puzzles you about this section of the image?
- What is happening in this section?

Teacher will circulate room, quietly confer with those struggling.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Teacher will reconvene whole class and display full image. This is the magical moment. Many times, when students can re-see the whole image, the picture seems to jump into high definition and take on new meanings, especially after exploring and making interpretations based on sections.

After viewing the full image, teacher will instruct students to turn to partner and discuss their thinking about the image, using their notes as a guide. The pairs will come to some conclusions by answering the following three questions:

- What are the three most important details you and your partner noticed?
- What conclusions about the image can you draw from these details?
- If you were to give this image a title, what would it be?

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Students will discuss important details and how the details impact the message of the image. Encourage students to get out of their seats and actually point to what they are referring to in the image. (It's often surprising what details someone notices but no one else sees until they are pointed out.)

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Connect the lesson with the content being studied in class. The students will make connections to survival and change through Westward Expansion. Teacher to ask: "What went well for you today?" "How did this image further your understanding of survival and change?" In what ways does survival require change?

Students to work on covered wagon kit if time permits.

Lesson Plan Four



TEACHER NAME		Lesson #
Marion Hester		4
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	ELA	7 th Grade
CONCEPTUAL LENS		LESSON TOPIC
Survival		Westward Expansion
LEARNING OBJECTIVES (from State/Local Curriculum)		
Language Arts Standards & Associated Social Studies CCSS RI 7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. CCSS SL 7.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS SL 7.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCSS W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS W 7.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding?)
Survival requires change		In what ways does survival require change?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
- Students will know the reasons why a particular group of people traveled westward. - Students will know the various trails most often traveled to specific regions of the United States. - Students will know that change and progress can both have positive and negative effects. - Students will know the differences between needs and wants for the pioneer. - Students will know simple math skills in calculating, estimating, and adjusting.		- Students will be able to think critically about the organization of wagon packing. - Students will be able to develop and express reasoned decisions and competing arguments. - Students will be able to use dialog to develop and express a particular point of view. - Students will be able to apply knowledge from Western expansion to other areas and subjects.
GUIDING QUESTIONS		
What questions will be asked to support instruction?		
Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

• How is survival part of our everyday life? • How does change and survival connect? • What were some of the challenges pioneers encountered and survived?	• How would you compare and contrast your trail from that of another trail? • What challenges did the early pioneers take to survive the trip out west? • How was Westward Expansion influenced by geography? • How did the pioneers change in order to survive?	• How is survival related to circumstance? • What influences people to take risks like those experienced during Westward Expansion? • In what ways does survival require change?	
DIFFERENTIATION (Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)			
Content	Process	Product	Learning Environment
	• Students dig deeper through Socratic Seminar and develop open-ended questions to be used in small group seminars.	• Individual questions promote multiple answers and discussion rather than a right answer.	
PLANNED LEARNING EXPERIENCES (What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)			

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Slide 1: As students enter the classroom, the teacher will provide each student with an index card for a response to the Power Point quote. On each index card and board is written the Essential Question, "In what ways does survival require change?"

Students will read quote on board and write response on card. After 2-3 minutes, teacher will instruct students to walk and share responses with others. Students will return to groups and choose one response from group to read to class. Teacher will call on a student from each group to read chosen response written on card. After the four group responses, teacher to ask if anyone had one response specifically that impacted their thinking about survival.

Teacher to ask the following pre lesson questions:

- How is survival part of our everyday life?
- How does change and survival connect?
- What were some of the challenges pioneers encountered and survived?

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Slide 2: Teacher to return 1st day KWL chart. In groups, students will complete the "L" section of the chart, collaborating what new understanding he/she may have learned. After 3 minutes of responding to "L" section, teacher will have student's jigsaw and share with other groups information learned. Teacher will call on several students to share new learning and write on board.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Slide 3: Teacher to pass out chart paper and markers to each group. There will be a Power Point slide explaining what students are to complete. In groups, students will discuss their task performance and work collaboratively in completing for class presentations.

In groups, students will discuss essential question, the quote from this morning, and their understanding of survival and change through the making of the covered wagon and performance task. They will develop and write two (higher level; not one word response) questions that will drive our seminar. The questions should be related to the essential understanding of the lesson.

Teacher to ask during lesson questions: Check off as answered.

- How would you compare and contrast your trail from that of another trail?
- What challenges did the early pioneers take to survive the trip out west?
- How was Westward Expansion influenced by geography?
- How did the pioneers change in order to survive?

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Slide 4: Teacher to collect charts. While students are setting up for the Socratic Seminar, teacher will quickly look over the charts and find questions to start with for the discussion. The seminar will be one circle, with everyone having an opportunity to speak out. Leave several empty seats in circle for teachers.

- Teacher will quickly discuss rules for appreciating opinions and feelings of every student.
- Teacher to remind students to wait until one student has finished speaking before giving a comment.
- Teacher to state there can be no open discussion if students are concerned about being ridiculed or having their opinions dismissed or dialogue interrupted.
- Have students write down their thoughts, comments, or questions about what is being said as reminders before joining in.

Teacher to ask the first question. Before taking it to the circle, find something positive about the question. If the question needs some tweaking, simply call on a student and say, "Is there another way this can be reworded to get across the same content?" Then give a positive response and place the question to the group for discussion.

Allow 3-5 minutes for discussion. The time can only be determined by the responses from the students. If a question is one with many varied responses, try to get to a point and join in by asking, "Can someone give me a statement related to our discussion that would sum up both sides of the conversation and base it on survival?"

Move to the next chart and choose a question. This time have a student read the two questions and decide on the question to discuss. Have the student rephrase the question if necessary, but in a positive frame. Continue the seminar for 15-20 minutes and conclude it with the following questions:

- How is survival related to circumstance?
- In what ways are there levels of intensity with survival?
- In what ways can the essential understanding of survival requires change be compared to our world today?

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Students will present their performance task to the class. Depending on time, this could be a whole class, group activity, or a jigsaw activity. In a perfect world, students may have the opportunity to set up their covered wagons and performance task and have other groups file through the classroom for individual presentations. This will be determined on Thursday as everyone has the opportunity to monitor their available time at the end of the day. The ultimate would be for students to set up in a gym and have parents come through on the last day for students to share what was learned during the week.

Teacher to ask post lesson questions.

- How is survival related to circumstance?
- What influences people to take risks like those experienced during Westward Expansion?
- In what ways does survival require change?

Students will respond on sticky notes passed out by teacher.

- In what ways does survival require change?

Performance Task



In the last two years you have made the trip Westward and now have returned to Missouri to get your family. In those two trips you became very successful in packing the perfect supply wagon, with the necessities to survive the rough terrain, extreme climate conditions, disease, and starvation. Prior to returning west with your family, you have been asked by the leaders of the Westward Bound Wagon Train Company to present to pioneers traveling with your group your perfect supply wagon for survival.

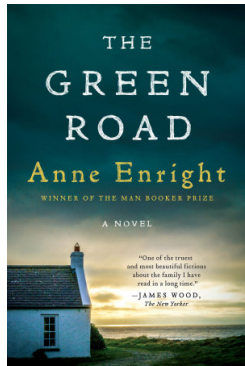
You will need to plan what supplies you will load in order to survive the journey. You can take no more than 2,400 pounds with you and stacked no higher than the sides of the wagon. You should include an explanation of why you chose the items you packed and a visual representation of what your wagon would look like. You should also include a persuasive paragraph to convince the travelers of being prepared for all challenges if they want to survive the long journey westward.



Unit Resources

Resources are provided to supplement the lesson plans and also to engage students in critical thinking and develop a greater understanding of Westward Expansion.

Books to consider:



The Green Road: A Novel

Anne Enright
May 11, 2015
W. W. Norton & Company

This relatively new book, written by Anne Enright, is a tale of family and separation, compassion and selfishness. This is a great read for understanding the concept of survival.



Fortune in Men's Eyes: 1853

By S.D. Jones

Hardcover, 69 pages Published January 1st 1989 by Turtleback Books

Young Matthew Wilder left his home and headed west to search for a fortune in gold. But instead of riches, Matthew found a lot of trouble. This is a great read for connections with Westward Expansion and challenges faced by pioneers in search of a better life.

Video Clips



Play each morning as students are arriving. Engagement with sound will stimulate the brain.

2 min. 32 seconds – Wagons Ho! (Closing Theme) · Stanley Wilson & His Orchestra
2 min. 32 seconds – Wagon Train theme song: Play each morning when students arrive. <https://www.youtube.com/watch?v=bZ50pwUNVxI>

Video Clips continued



The

*Students will listen to 3 minutes of
video daily for 3 mornings.*

(1849) - from Timelines.tv Published on Jan 31, 2013 (9.25 minutes)

<https://www.youtube.com/watch?v=QsqpFul6aQQ>

American West 03 -
Wagon Trails to the West

A 14-year-old girl describes a great American adventure, crossing the Plains by wagon on a 2000-mile journey west. In 1848, the Hester family from Indiana embarked on an epic journey west by covered wagon to California. Their 14-year-old daughter Sallie wrote a diary describing the experience, and this module tells her story. It follows the Hester's across the Plains and over the treacherous Sierra Nevada's - past the place where the Donner Party met their grisly end just three years earlier. Written and directed by Andrew Chater.



<https://educationpossible.com/6-covered-wagon-learning-activities/>

Watch a video about the Oregon Trail – Learn about the size, shape and type of wagons that carried people thousands of miles and go along on a modern day wagon train trip.

Web Link Visual used in lesson plan 3.

This should be displayed using four quadrants as described in lesson plan.

https://upload.wikimedia.org/wikipedia/commons/c/c7/Westward_the_Course_of_Empire.jpg

Web Links to maps used in lessons

Diagram showing the inside of a covered wagon packed for survival

<https://www.pinterest.com/pin/138767232242649547>



Map on the front page and each heading page. Shows trails taken during Westward Expansion.

<http://www.bing.com/images/search?q=Westward+expansion&qsn=&form=QBILPG&sp=-1&pg=westward+expansion&sc=8-18&sk=&cvid=A47303035ED44A45A56F478EDEC49906>

<http://www.intl-research.com/images/west.gif>

Images and Directions for Ice Breaker Lesson Plan One

- <http://gizmodo.com/15-tools-that-helped-pioneers-survive-on-the-american-f-577187190>

Butter Churner 	Early American Washboard 	Early American Hoe 	1800's Nails 
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Ice Breaker: To Tell the Truth Game

- Students will complete To Tell the Truth game to introduce subject of early pioneering and means of survival in all areas of life. Teacher will find pictures of old tools, machinery, and appliances. Teacher will enlarge the pictures; attach a description of what it is, and how it was used on the back of each card, and laminate. There will be enough to give one to each group of three or four students. Split the class into groups. Give each group a picture, telling them not to let other groups see the names or descriptions. Allow groups to go off to separate areas to discuss their pictures. Each group will decide who is to present the real description of the object. Others in the group are to make up phony, yet perhaps believable, descriptions (and name, if they wish). When the class gets back together, have each group come to the front one at a time. Holding up the picture, each student describes what it is and how it is used. The class votes to select which group member they think is telling the truth. Repeat for each group. Discuss the creativity of the other descriptions.

Web links for articles – Lesson One

<http://freepages.genealogy.rootsweb.ancestry.com/~gentutor/Calif.pdf>

http://freepages.genealogy.rootsweb.ancestry.com/~gentutor/Santa_Fe.pdf

<http://freepages.genealogy.rootsweb.ancestry.com/~gentutor/Oregon.pdf>

"Pack Your wagon" An Oregon Trail Lesson in Group Decision, and what impacts our choices. - Lesson Plan Two

<https://www.blm.gov/or/oregontrail/files/packwagon.pdf>

Diagram showing the inside of a covered wagon packed for survival

<https://www.pinterest.com/pin/138767232242649547>

Hook for 3rd day Visual

<http://www.bing.com/images/search?view=detailV2&ccid=lwh1DkmS&id=916D77DD28F0AB6CD1DE2D2C9A6B7C987A96B403&thid=OIP.lwh1DkmS5oNprXHauV-JMgEsDL&q=Western+Expansion+pictures&simid=608039406415056736&selectedIndex=2&ajaxhist=0>

Google rubrics – Good resource to get ideas

https://www.google.com/search?tbm=isch&q=Examples+of+rubrics&chips=q:examples+of+rubrics,g_3:middle+school&sa=X&ved=0ahUKEwi6m4jDhoLVAhWE4SYKHfJDcUQ4IYILCgB&biw=1366&bih=634&dpr=1#imgc=

Lesson Plan PP #1

Ms. Hester
Western Rockingham Middle School

- North Myrtle Beach
- I have a lot of reading to catch up on!



So how did they do it?

- Pioneers were responsible for clearing their own land, building their homes, defending themselves, sewing their own clothes, and hunting for their own food. And the devices and tools they brought with them—severely limited by weight and size—were vital lifelines to succeeding in all of those pursuits.

Spinning Wheel



Pioneers would make their own clothes, from shearing the wool and spinning it into thread, to actually weaving the fabric, and finally, fashioning it into a garment.

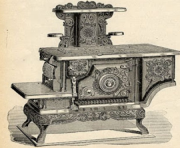
A grain fanner, from the 1850s, would blow air through wheat to separate the chaff—an otherwise time-consuming task.



A grain reaper was a vital piece of agricultural machinery, invented by Cyrus H. McCormick, of Virginia, in 1831. His contraption still serves as the basis for modern-day grain harvesting machines.



Some settlers were lucky enough to have brought cast iron stoves from back east—like this one, from the 1820s.



Wash tub





Iron for pressing clothes

Task:

- Your group has been given three articles about most traveled wagon train trails.
- Read one for enjoyment
- Read for content, annotating in margins
- Discuss as group
- As a group, list three to five questions you have about each article.
- List five factors that influenced survival.
- Which trail would you have chosen?

Survival

Tell me something you discovered today through your investigation that caused you to think about survival through a different lens.

Task:

- Each student will create a map showing the movement of the westward wagon trail.
- You will be given a map, authentic to the 1850's.
- You will draw your chosen trail path, marking mountains, rivers, trading post, danger areas for known Indian attacks, and other markers you think are important.
- Your should color code your map.

In what ways did survival require change for those early pioneers traveling by wagon train.

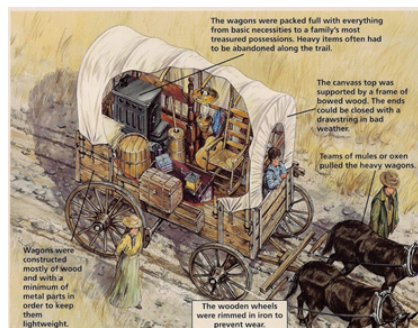
Lesson Plan PP 2

Pack Your Wagon

Decide what is necessary to take on your journey West.

Collaborate with your group.

Answer the three questions.



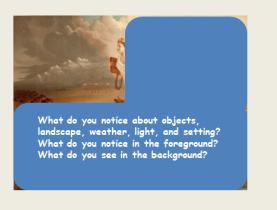
Lesson Plan PP #3

Good Morning



What do you notice

- about the setting?
- about the landscape?
- about the weather?
- about the light?
- about the people and objects?
- about the foreground?
- about the background?

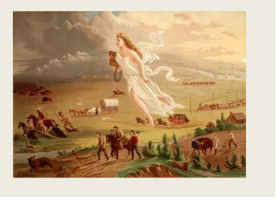


What do you notice about action or activities? What seems to be happening here? Who's doing what? What goals, emotions, or motivations are suggested by the image?



A painting of a beach scene. In the foreground, a man in a dark coat and hat stands on the sand, looking towards the water. To his left, a woman in a light-colored dress is walking. In the middle ground, several people are on horseback, some facing the water and others looking back. The background shows a calm sea with a few small boats and a distant shoreline with buildings under a pale sky.

What questions do you have as you look at this part of the image? What do you notice about jobs, importance, background, feelings?



What are the three most important details you and your partner noticed?

What conclusions about the image can you draw from these details?

If you were to give this image a title, what would it be?

Image Resources

- https://www.google.com/search?biw=1366&bih=634&hl=en&as=1&as_ssr=1&as_size=600x400&as_src=0&as_tbnid=0-1184&oeq=0118_WbQcQPCgZGc1hscwcy5&CVh3v3o3M4M
- https://upload.wikimedia.org/wikipedia/commons/c/c7/Wordworld_the_Course_of_Empire.jpg

Lesson Plan PP #4



KWL

- With your group, complete what you would like to know about pioneers traveling by covered wagon out west.

Chart paper & markers

- ▣ First, discuss the task performance.
- ▣ Work collaboratively to complete.
- ▣ Discuss essential question, the quote from this morning, and your understanding of survival and change through the making of the covered wagon and performance task.
- ▣ Develop and write two (higher level) questions that will drive our seminar. The questions should be related to the essential understanding of the lesson.

Socratic Seminar

- Place chairs in a circle, leaving several empty desks.
- Be prepared to discuss your questions and listen to opposing thoughts.
- Be prepared to listen and be patient while others are speaking.