

Lesson Plan Template

Name: Dawn Norman and Gloria Marquez

Grade Level: 5th

Lesson Title: Your life as a Pioneer- Making a move

Lesson Length (ie. 30 minutes): 90 minutes

<p>Rationale for Instruction A rationale is an essential part of thoughtful planning of classroom instruction. This is a brief written statement of the purpose for instruction and the connection of the purpose to instruction that has come before and will follow.</p>	<p>Pioneers explored the frontier with determination, took risks and persevered through hardships to build a better life. As students discover who were the pioneers, how they traveled and the terrain navigated, they will realize the tremendous journey American’s took to build the present-day nation. The path through the lesson will encourage students to compare geographical components from those of the past to today’s road system.</p>
<p>CCSS (LAFS/MAFS)/Next Generation Sunshine State Standards List each standard that will be addressed during the lesson. Cutting and pasting from the website is allowed. You must have a minimum of 3 standards that represent multiple content areas identified in this portion of the lesson plan. <i>These can be downloaded from the Florida Dept of Education www.cpalms.org/homepage/index.aspx.</i></p>	<p>NCSS Theme: People, Places, and Environments: Social Studies curriculum enhances a student’s ability to study individuals and places eliciting interaction which build background knowledge. Students will be able to identify areas that need change and adapt to their current lifestyle.</p> <ol style="list-style-type: none"> 1. Students will identify pioneer life, through the discussion of travel and roles played by the settlers. 2. Students will describe through narratives a pioneer character and adjust according to continuing theme. 3. Students will compare and contrast “old” maps to those of present day. <p>SS.5.A.6.2 Identify roles and contributions of significant people during the period of westward expansion.</p> <p>SS.5.A.6.7 Discuss the concept of Manifest Destiny.</p> <p>SS.5.G.1.3 Identify major United States physical features on a map of North America.</p> <p>SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information.</p> <p>LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

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	<p>LAFS.K12.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.K12.R.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>LAFS.K12.SL.1.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Learning Objectives What will students know and be able to do at the end of this lesson? Be sure to set significant (related to CCSS/LAFS/MAFS, and NGSSS), challenging, measurable and appropriate learning goals!</p>	<p>The student will...</p> <p>Students will relate the Pioneer ABC Read Aloud to the subject content to gain further knowledge into the life of a pioneer. Student will demonstrate this knowledge through the use of vocabulary and their daily journal writing.</p> <p>Students will employ the use of new vocabulary from the Vocabulary Journal review into the writing of a fictional character journal by choosing words that reflect the time-period through the daily life of a settler.</p> <p>Students will formulate reasons for the pioneer family’s motivation to move westward after reading the Pioneers “Who were they?” Article. Students will propose as a group three possible motivates to travel thousands of miles in search of the unknown.</p> <p>Students will apply the Manifest Destiny video and group discussion to create an understanding of “why” as a nation, America wanted to expand their landholdings. Students will synthesis this new information, by taking a side in a classroom debate regarding today’s view of Manifest Destiny.</p> <p>Students will compare and contrast using a Venn Diagram and the Old Maps App by evaluating the similarities and differences of an “old” map of their choice to the current plan comparison.</p> <p>Students will draw and assemble using a blank map of the Oregon Trail and connecting landmarks. Students will apply their geography knowledge by correcting labeling the map.</p> <p>Students will dramatize a fictional pioneer character through the utilization of a diary/journal. Students correlate their character’s experiences to those of the pioneers during the westward expansion.</p>
<p>Student Activities & Procedures <i>Design for Instruction</i></p> <ul style="list-style-type: none"> •What best practice strategies will be implemented? •How will you communicate student expectation? •What products will be developed and created by students? •Consider Contextual Factors (learning differences/learning environment) that may be in place in your classroom. 	<p><i>Anticipatory Set: Pioneer ABC picture book read-aloud.</i></p> <ol style="list-style-type: none"> 1. Educator will read aloud the historical fiction picture book to create awareness of vocabulary and subject matter. 2. Students will discuss with a shoulder partner, one new term that they learned after the read aloud. 3. Have the students elaborate with a shoulder partner, what would be the biggest change for their family if they lived during the pioneer era? <p>ESOL: During the read-aloud, the educator should ensure the ELL is close to the book to view pictures. As the teacher reads the book, point, and gesture to the objects that may be unfamiliar and include academic vocabulary.</p> <p><i>To transition into next activity, the educator will ask the students to think about the types of activities the characters in the read aloud experienced. Prompt the students by asking if they believe language and subject matter was different than that of today. Walk around the room and ask each table to provide their response. Begin the vocabulary review.</i></p> <p>Vocabulary Journal Review:</p> <ol style="list-style-type: none"> 1. Students will receive a two-page document with vocabulary terms about pioneers and the westward expansion. 2. Students are to create a separate page in their journal to cut and paste the vocabulary words for reference when writing their daily entry.

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3. Request that the students take a look at the vocabulary worksheets and highlight or asterisk any unknown words.
4. Discuss with the students the importance of looking for the unknown vocabulary throughout the context of the ongoing lesson and to try and use those particular words when writing in their journal.

ESOL: The pioneer vocabulary worksheet will include a translation sheet. Also, the student will be given the translation sheet and vocabulary words ahead of the lesson to review.

Students with Learning Differences: Educator should pace and reiterate instructions for all students to allow scaffolding of the unit.

Transition- Reference the vocabulary sheets and ask the students to write one sentence in their journals on who they believe the pioneers were, where they came from, along with the type of occupations they may have had.

Pioneers “Who were they?” Article:

1. Students are to divide into groups of four to read the article "Pioneers, Who were they?"
2. Each student will read aloud to their group a section of the article. Student one is to read the first two paragraphs, student two will read the third paragraph, student three will read the fifth paragraph, and student four will read the balance.
3. After reading the article, the students will pick a role of a farmer, business person, miner, or trader.
4. Independently, the student will write at least two reasons that particular individual would choose for moving west.
5. After five to eight minutes, students will share their reasons for relocating with their group and write down the other group roles information.
6. Request each student to write about their selected role in their character journal entry. The role does not need to take on the main character's position. (The journal activity will take place at the end of class. This step is merely a prompt to get the students thinking).

ESOL: Peer partner, the ELL with a bilingual student if possible to relate terms and help navigate with writing. If unavailable, the ELL can work directly with the teacher, or an aide to adjust size and pacing.

Students with Learning Differences: Have students work with a peer partner to help elicit discussion and comprehension.

After the students place their pioneer role article in their journals, get the students thinking about the “why” of moving west. Begin by asking students- How they believe Americans heard about the West? Ask, if they suppose whole communities traveled together? Allow the students a moment to discuss with their shoulder partner their view and then prompt the students by asking if they thought the government played a part in relocation? Give two to three minutes for discussion and ask two random students for a response.

Manifest Destiny video and discussion:

1. Students will watch a five-minute video explanation on Manifest Destiny.
2. Students are to cut and paste the manifest destiny comment sheet into their daily character journal.
3. Have the students discuss with both shoulder partners, why as an American we believe it would be our right and responsibility to become a larger nation?
4. Briefly, explain for five minutes, the variety of student responses and ask the students if they believe this philosophy should still be considered with society today?
5. Have the students break into two groups- one for the “yes” society should still feel this way and one group for the “no.”
6. Allow students to debate for fifteen minutes their reasoning behind their particular choice.

ESOL: The video can be shown with captions in the student's native language to bridge understanding.

Gifted/Talented: Students will create a persuasion video that correlates with their position on Manifest destiny and society today.

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Discuss with the students the importance of expressing options. Before the students break for five minutes, ask if the pioneers had maps to guide them on their journey.

Old Maps App:

1. Each student will receive a Venn Diagram and a blank sheet of paper.
2. Students are to divide into groups of three. Each group should have one student with a smartphone device.
3. Students are to select a map of their choice (region) from the years 1750-1850.
4. Each individual in the group should write down characteristics that they locate on the “old” map.
5. Students should then select the same region, but with a current day map.
6. Each individual in the group should write down characteristics that they locate on the “new” map.
7. Utilizing the Venn Diagram, students will compare and contrast their map's details.
8. Walk around the room to each group and discuss their findings.
9. Students will place Venn Diagrams in character journal.

ESOL: Peer partner, the ELL with a bilingual student if possible to relate terms and help navigate with writing. If unavailable, the ELL can work directly with the teacher, or an aide to adjust size and pacing.

Students with Learning Differences: Have students work with a peer partner to help elicit discussion and comprehension.

To ease into the next activity, a map of the United States will be displayed on the smartboard projector. Have the students discuss with the shoulder partner, what the United States would have looked like during the pioneer period of 1750-1850.

Oregon Trail Mapping Activity

1. Students will remain in the same groups to complete the mapping activity due to Google search requirements.
2. Students will receive two blank maps of the United States.
3. The first map utilized has instructions on how to complete and the Oregon Trail landmarks.
4. Using the Google app, students will use colored pencils to color water, land and outline the Oregon trail.
5. Students are to illustrate the Oregon Trail landmarks with a symbol of their choice and create a key next to the map locations at the bottom of the worksheet. Students should outline the thirteen original colonies in a separate color.
6. The second blank map (void of any instruction or landmarks), the students will label each state in the United States to show present day illustration.
7. The maps are to be placed in character journal to reference while writing.

Students with Learning Differences: Depending on the needs of the student, the worksheet's font, and/or size may be adjusted.

As the students shift into the journal writing activity- remind them of the requirements of adding the new material learned to the journal entry.

Daily Journal

1. Fifteen minutes are given to write their day two journal entry.
2. Students are asked to think of today's lesson and utilize the pioneer roles and geographical maps along with the new vocabulary to aid in the descriptive elements of their writing.
3. If students require additional time, the journal may be completed for homework.

Gifted/Talented: Students will be asked to depict two characters in their daily journal

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<p>Assessment</p> <ul style="list-style-type: none"> •How will student learning be assessed? Authentic/Alternative assessments? •Does your assessment align with your objectives, standards and procedures? •Informal assessment (multiple modes): participation rubrics, journal entries, collaborative planning/presentation notes 	<p>Daily Lesson Plan Assessment:</p> <p>Unit Post Assessment: Daily Character Journal. Students are assessed on their demonstration of pioneer life through the use of their fictional character.</p> <p>Daily Lesson Plan Assessment: Formative Assessments take place during pioneer article review and the mapping activities.</p>
<p>Resources/Materials</p>	<p><i>ALL resources including but not limited to; internet sites, professional resources - books, journals (titles and authors), children's literature, etc. should be noted here. Citations should be in APA format.</i></p> <p>Pens/pencils, paper, doc camera, internet source such as smartphones, computers, etc., daily journal, colored pencils, scissors, glue.</p> <p><i>Pioneer ABC picture book:</i> Downie, M. A., Gerber, M. J., & Downie, M. A. (2009). <i>A pioneer alphabet</i>. Toronto, Ontario: Tundra Books.</p> <p><i>Vocabulary Word sheets, Pioneer Article/coordinating answer sheet, geography maps:</i> Creative Classroom Core. (2016). <i>Pioneers</i> by Creative Classroom Core Teachers Pay Teachers. Retrieved from https://www.teacherspayteachers.com/Product/Pioneers-1226277</p> <p>Manifest destiny video: Hughes, K. (2014, February 9). <i>Manifest Destiny Explained in 5 Minutes: US History Review</i>[Video file]. Retrieved from https://www.youtube.com/watch?v=japRb6U_FuQ</p> <p>Venn Diagram: More Time 2 Teach. (2016). Login Teachers Pay Teachers. Retrieved from https://www.teacherspayteachers.com/FreeDownload/FREEBIE-Venn-Diagram-wlines-018356500-1380765988</p>
<p>Exceptionalities</p> <p>What accommodations or modifications do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities, etc.</p> <p><i>These accommodations and/or modifications should be listed within the procedures section of the lesson plan as well as in this section of the document.</i></p>	<p>ESOL: During the read-aloud, the educator should ensure the ELL is close to the book to view pictures. As the teacher reads the book, point, and gesture to the objects that may be unfamiliar and include academic vocabulary. The pioneer vocabulary worksheet will include a translation sheet. Also, the student will be given the translation sheet and vocabulary words ahead of the lesson to review. Peer partner, the ELL with a bilingual student if possible to relate terms and help navigate with writing. If unavailable, the ELL can work directly with the teacher, or an aide to adjust size and pacing. The video can be shown with captions in the student's native language to bridge understanding.</p> <p>Students with Learning Differences: Have students work with a peer partner to help elicit discussion and comprehension. Depending on the needs of the student, the worksheet's font, and/or size may be adjusted. Educator should pace and reiterate instructions for all students to allow scaffolding of the unit.</p> <p>Gifted/Talented: Students will be asked to depict two characters in their daily journal. Students will create a persuasion video that correlates with their position on Manifest destiny and society today.</p>

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Lesson Extensions	For homework: Students are to illustrate (no bigger than 8 ½ by 11) a persuasive poster regarding Manifest Destiny and the westward expansion. Students should think about what would motivate their families to pick up and move far away from home.

PIONEERS: VOCABULARY

- **Pioneer:** A person who moves into an area that has previously not been settled.
- **Frontier:** An area of land that was unpopulated by American settlers
- **Buffalo Chips:** Dried buffalo manure, collected by the pioneers to use as firewood when sticks and trees were unavailable.
- **Ranch:** Farms where sheep and cattle were raised.
- **Smokehouse:** A building designed to smoke, dry, and preserve meat.
- **Trading Post:** A station where goods from afar were bought, sold, or bartered for other goods.
- **Outhouse:** A small building that housed the toilet.
- **Corral:** A fenced area for livestock
- **Well:** A deep hole dug in the ground to reach fresh water from underground springs

PIONEERS. VOCABULARY

- **Boomtown:** A city that was built quickly in order to do business with miners around a gold or silver mine.
- **Ghost town:** A deserted boomtown.
- **Sodhouse:** A style of house built by prairie pioneers. Blocks of grass and roots were cut and stacked together to make a house.
- **Prairie:** A flat and grassy area of land common on the Great Plains.
- **Blacksmith:** A person who works with metal, making things like horseshoes and wagon wheels.
- **Barter System:** A system of trading goods without using money.
- **Bee:** A work party at which several people in a community come together to do a job, such as building a barn, husking corn, or making a quilt
- **Settlement:** A small and fairly new community or village.
- **Settled:** To establish oneself in a desired position or place, on a permanent basis.

PIONEERS: WHO WERE THEY?

Pioneers were the first people to settle in the North American frontier.

Many pioneers were farmers. By moving west, they were able to buy and farm their own land. Farmland in the west was rich and fertile. There was a lot of it available, and it was free or very cheap.

Other pioneers were business people. They hoped that they would be able to establish successful businesses in the west. These included doctors, blacksmiths, shop owners, and many others.

Other pioneers went to the west to mine. They dreamed of finding gold and striking it rich.

There were a lot of trading opportunities in the west as well, so people interested in hunting and trading furs wanted to move west as well.

Mainly, the pioneers were individuals interested in adventure, who dreamed of improving their lives in the west.

PIONEERS: WHO WERE THEY? STUDENT NOTES

Read the “Pioneers: Who Were They?” handout. For each type of pioneer, write down a few reasons why they chose to move west.

FARMERS

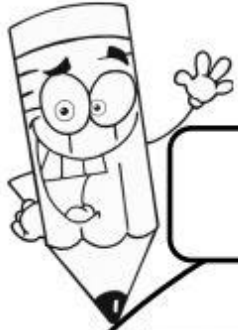
BUSINESS PEOPLE

MINERS

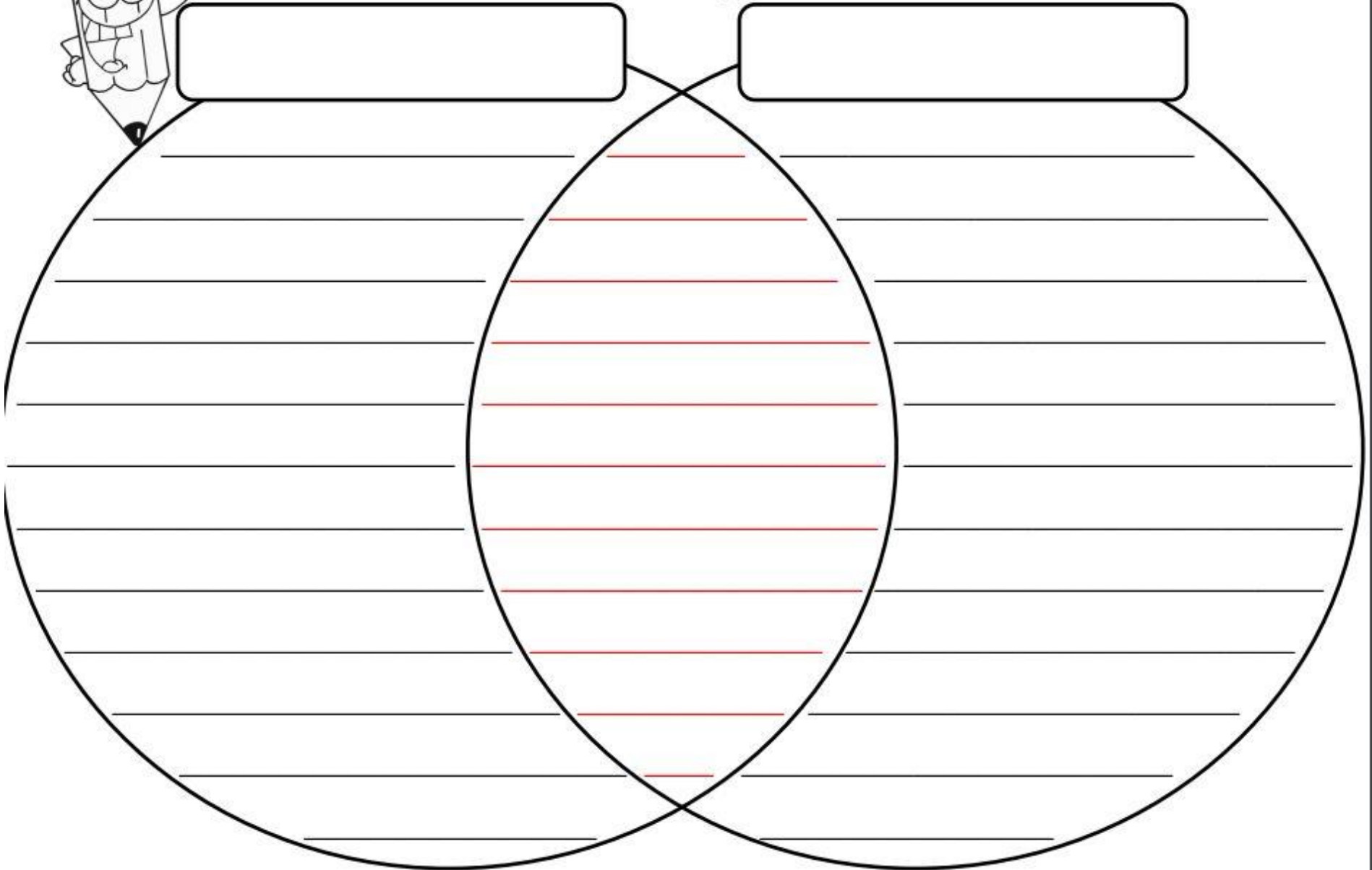
TRADERS

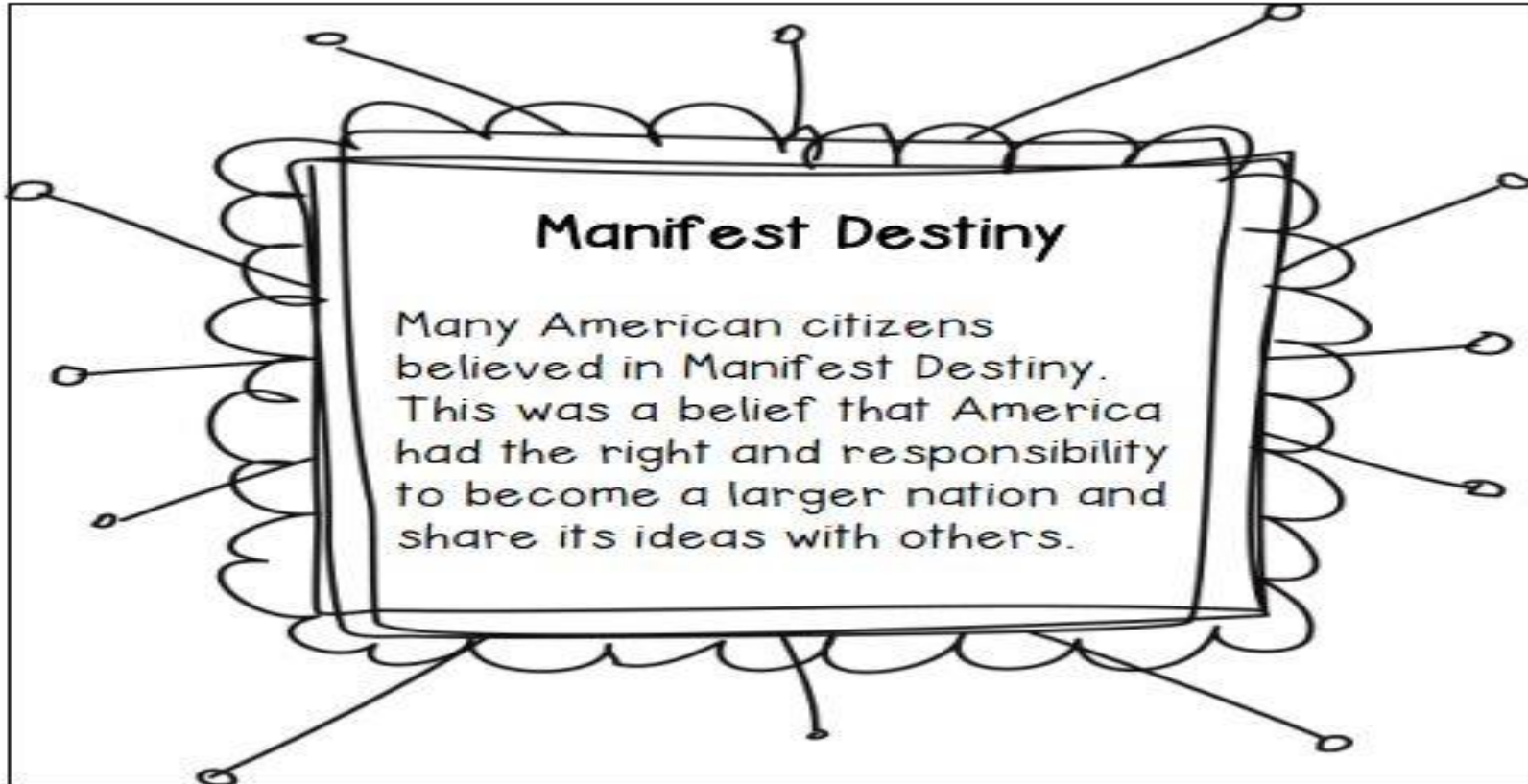
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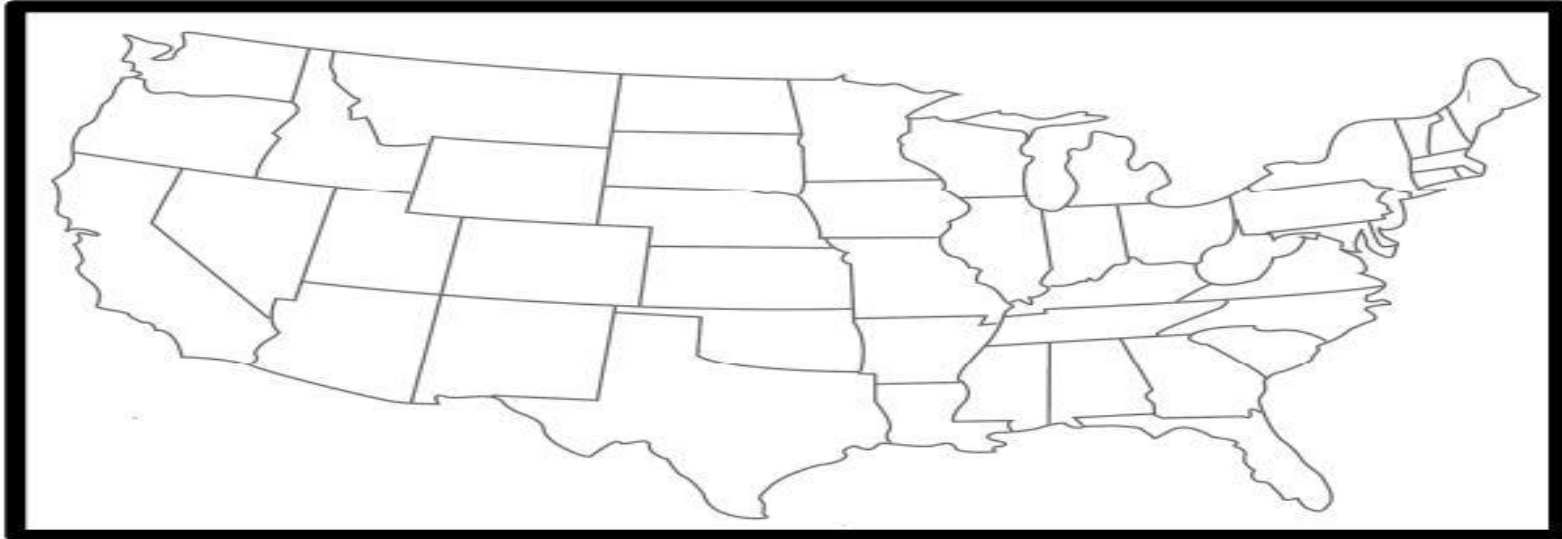


Venn Diagram





THE OREGON TRAIL: MAPPING ACTIVITY



A blank map is attached. Please label the places listed below. Color the water blue and the land brown. Outline the trail route in red.

You will need to google “Map of Oregon Trail” to help you find all of the locations.

- **Chimney Rock**
- **Courthouse Rock**
- **Independence**
- **Fort Laramie**
- **Oregon City**
- **Whitman Mission**
- **The Dalles**
- **Fort Boise**
- **Fort Hall**
- **Soda Springs**
- **Fort Bridger**



**MAP OF THE
OREGON TRAIL**