**\*\*Park Name**

|  |
| --- |
| Olympic National Park  |

**\*\*Lesson Plan Title (255 characters maximum)**

|  |
| --- |
| To Go or Not To Go (Lesson One in Elwha Unit)  |

**Original Lesson Hyperlink**

|  |
| --- |
| <http://www.nps.gov/olym/forteachers/classrooms/fte-ssl1-tgng.htm> |

**Editor**

|  |
| --- |
| Georgia Tsin  |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

|  |
| --- |
| In this lesson, students will answer the following essential question: What combination of factors, both natural and manmade, is necessary for healthy river restoration and how does this enhance the sustainability of natural and human communities? To introduce the Homestead Era of United States history, students will read a summary of the Homestead Act of 1862. Through classroom discussion the conditions required to “prove up” a homestead will be listed. Students will be given a scenario and an 1870 catalogue to complete a graphic organizer to decide if they would make the move west. They will write a short essay of their decision.  |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_x\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

|  |
| --- |
| <http://www.nps.gov/common/uploads/teachers/assets/images/pwr/park/olym/000708C2-155D-4519-3E7A3214AA884AC9/000708C2-155D-4519-3E7A3214AA884AC9.jpg>  |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

|  |
| --- |
| Map of Washington  |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to <http://www.corestandards.org/>**

|  |
| --- |
| **Select Grade Level: 6th – 8th Select Subject Area: English Language Arts Standards** **Check off Common Core Standards:** [CCSS.ELA-LITERACY.RI.6.7](http://www.corestandards.org/ELA-Literacy/RI/6/7/)Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| **Select Grade Level: 6th – 8th Select Subject Area: English Language Arts Standards** **Check off Common Core Standards:** [CCSS.ELA-LITERACY.RI.6.10](http://www.corestandards.org/ELA-Literacy/RI/6/10/)By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |
| **Select Grade Level: 6th – 8th Select Subject Area: English Language Arts Standards** **Check off Common Core Standards:** [CCSS.ELA-LITERACY.W.6.1](http://www.corestandards.org/ELA-Literacy/W/6/1/)Write arguments to support claims with clear reasons and relevant evidence.  |

**\*\*State Standards:**

|  |
| --- |
| **Select State:** Washington **Select Subject:** Economics **Select Grade Level: 6-8th** **Check off State Standards:** Washington State Social Studies Standards 2.2.1 – The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies by understanding that people have to make choices between wants and needs and evaluate the outcomes of those choices. |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

|  |
| --- |
|  |

**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_x\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_\_x\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

\_\_\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

\_x\_\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

\_\_x\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

**Learning Styles (Check As Many as Apply)**

There are many ways for students to learn and show what they have learned. Different learners have different styles that are dominant. The more learning styles represented in lesson, the more students the lesson will reach. Consider the student tasks within the lesson. Then check off learning styles represented.

\_\_\_ **Visual/Spatial:** Learning or showing understanding through pictures, images, and space.

\_\_\_ **Auditory/Musical:** Learning or showing understanding through sound and music.

\_x\_\_ **Verbal/Linguistic:** Learning or showing understanding through spoken or written words.

\_\_\_ **Physical/Kinesthetic:** Learning or showing understanding through your body, hands and touch.

\_\_\_ **Logical/Mathematical:** Learning or showing understanding with logic, reasoning, and systems.

\_x\_\_ **Interpersonal:** Learning or showing understanding through working in groups or with others.

\_x\_\_ **Intrapersonal:** Learning or showing understanding through working alone and use self-study.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

|  |
| --- |
|  |

**Lesson Duration**

 **Time to complete this lesson plan in minutes (25 characters maximum)**

|  |
| --- |
| One 45-50 minute class period  |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

|  |
| --- |
| For background content knowledge, look through the material titled *Summary of the Homestead Act of 1862*. Also, look through additional resources.  |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

|  |
| --- |
| Westward Expansion – The movement in America of settlers westward that began in the mid-1700’s and continued throughout the 19th century.  |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

|  |
| --- |
| 1. Decide whether to have students work individually, in partners, or in groups.
2. Identify students who may need support or an extra challenge.
3. Make one copy of the *Summary of the Homestead Act of 1862* for each student.
4. Make one copy of the *1870 Catalogue* for each student if working individually or group if working collaboratively.
5. Make one copy of the *What to Take* graphic organizer for each student if working individually or group if working collaboratively.
6. Make one copy of the *To Go or Not To Go: Journal Prompt and Rubric* for each student.
7. Decide on which option for the lesson hook or preview.
 |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

|  |
| --- |
| Option One: Play a few rounds of the Westward Trail Game found at <http://www.globalgamenetwork.com/westward_trail.html>. Ask students what challenges they saw the settlers taking. Option Two: Ask students if their family has ever moved. If yes - ask why their family moved. If students say no – ask why their family decided not to move. Explain to students that in the 1800’s, families had to answer the same question for themselves but on an even bigger scale.  |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc. Make sure your lesson includes new content (information, readings, powerpoint, facts, etc) and something for students to do with that content (lab, simulation, activity, game, primary sources etc).**

|  |
| --- |
| 1. Using classroom discussion and brainstorming introduce the concepts of westward expansion and decision-making.
2. Have each student read the summary of the Homestead Act of 1862. Make a list of what was needed to “prove up” a homestead.
* File an application
* Improve the land (12 x 14 dwelling and grow crops)
* File for the deed
* Conditions:
	+ Could not bare arms against the United States
	+ Had to live on the land for five years
1. Present the scenario found on the graphic organizer “What to Take”. Year: 1880, Method of travel: Wagon pulled by livestock, Status: Married Funds: $1,000.00 Home state: any east of the Mississippi River, Background information: Oxen are preferred over horses or mules because they are hardier for the harsh conditions. If the weather is dry, expect to travel 20 miles per day, if wet, 10 miles or less per day.
2. Have students use the 1870 Catalogue to complete the graphic organizer.
3. Have students create a journal or notebook for use during entire unit. Students will write a one to two paragraph essay in their journal on their decision of whether or not to attempt the trip to Washington State. Have them include what they think might happen on the trip, how far they could travel per day, and how long it might take them. They should also include their decision and their reasons for going or not going.
4. If the student decided not to go, the essay should include their reasons why they are not going and what they will do with their money. They should make up an occupation and where they live.
 |
|  |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

|  |
| --- |
| Completion of the graphic organizer and the essay from journal. The essay should clearly state if the student has decided to go or not to go to Washington state and why or why not. If going, the essay should include how much money they have decided to spend to get ready to go, how much they will spend while on the trip and how much they think they will need once they get to Washington. They should also include how far they expect to travel in one day (20 miles, if dry, 10 miles, if raining). Typically, the trip required four months to complete. If the student decided not to go, the essay should include their reasons why they are not going and what they will do with their money.  |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

|  |
| --- |
| 1870 Catalogue of Goods  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| This is given to students when they are choosing what to bring when heading west. One copy should be made per student if working individually or per group if working collaboratively.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
|  |

**Material #2**

**Title (255 characters maximum):**

|  |
| --- |
| What to Take – Student Copy  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| This where students will receive the directions for the activity to choose what to bring on the trip out west. This is also where students will record their decisions.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
|  |

**Material #3**

**Title (255 characters maximum):**

|  |
| --- |
| What to Take – Teacher Master  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| This is a teacher master that gives an example of how students will record their decisions.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
|  |

**Material #4**

**Title (255 characters maximum):**

|  |
| --- |
| Summary of the Homestead Act of 1862 |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| Student reading to be done to learn new content.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
|  |

**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

|  |
| --- |
| To Go or Not To Go: Journal Prompt and Rubric |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| Hand out to students this journal prompt at the conclusion of the lesson to assess student understanding.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
|  |

**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

|  |
| --- |
|  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
|  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
|  |

**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

|  |
| --- |
| 1. Calculators can be provided to students who struggle with math.
2. Have students brainstorm their needs before looking at the 1870 Catalogue of Goods List
3. Assign jobs within heterogeneous grouping: Accountant to do the math, Leader to share the group’s decision, Supply Manager to pick up any necessary worksheets and turn in assignments, and Reader to read out loud the *Summary of the Homestead Act*.
 |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

|  |
| --- |
| Take on a different historical perspective when writing the journal: freed African American, enslaved African American, or a woman. Information on these perspectives can be found at the sites listed under additional resources.  |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

|  |
| --- |
| Women and Westward Expansion: <http://cornwallhistoricalsociety.org/exhibits/women/pioneers.html> African Americans and Westward Expansion: <http://www.loc.gov/exhibits/african/afam008.html> Individual Experiences with Westward Expansion: <http://www.pbs.org/weta/thewest/people/>  |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

|  |
| --- |
| Freeing the Elwha Unit: Life on the Homestead Lesson Freeing the Elwha Unit: Neighbors Along the Elwha River Lesson  |