2015 Winning Lesson Plan-Sense of Place

I

- Class size: 33 students - Males: 14 - Females: 19 - Minority Students: 4 - Students with IEP/504 Plans: 8 - Seniors: 3, Juniors: 25, Sophomores: 5

II

A. The unit from which this lesson was taken is "Sense of Place," which is a thematic unit that explores American expansion and foreign policy from 1600 - 2001. The essential question from this section of the unit is Did the United States have a Right to its "Space" (1600-1898). B. This lesson addressed the following questions: 1.) What were the major events affected American westward expansion between 1850 to 1890? 2.) How did American westward expansion affect existing Native American tribes? 3.) How was American westward expansion viewed by various cultural groups between 1850 and 1890? C. Prior to this lesson, students explored the government policies of the United States toward Native Americans and expansion. Key concepts/events covered: Manifest Destiny, Indian Removal Act of 1830, Mexican-American War. The previous lessons paid particular attention to the varied perspectives of American people, Native Americans, and Mexican-Americans on the merit of westward expansion and territorial gain. D. Few modifications were made as this lesson was created with both regular and collaborative classes in mind. Easy modifications would be: Using 1 image or document per gallery exhibit (see below), asking for students to create their own galleries, using fewer images in galleries, and using less guiding questions for gallery walk.

III A

- I can connect thematic vocabulary to primary sources. - I can connect important historical events to historical effects. - I can analyze primary source images.

III B

- I will be able to understand the social effects of westward expansion on various cultural groups. - I will be able to compare and contrast various cultural viewpoints of American westward expansion.

IV

1. Process Objectives (ACT Quality Core) a. Apply terms relevant to the content appropriately and accurately b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding. e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history 1. Colonization and Forging a New Nation (ACT Quality Core) K. Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century L. Analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century

V

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VI

1.) Teacher will begin class with the following question: "Does the United States have a right to its 'space'?" This question will be answered based on the students' previous knowledge of westward expansion. 2.) The teacher will then give a short lecture discussing how westward expansion was not just experienced in one or two ways but that the effects of this movement were experienced in many different social and cultural ways. The teacher will define 6 terms: frontier, assimilation, conflict, diversity, expansion, settlement. The teacher will then explain that the students will be looking at the closing of the west (1850 to 1890) through these 6 instructional lenses. The students will be participating in an extensive gallery walk, viewing 6 pre made "exhibits" by the teacher using jackdaw images, printed images, etc. 3.) The teacher will either set out the 6 exhibits of sources (each kit represents each term cited above), or will have them set out for viewing before class starts. The students will then access the PPT on the class website. Students will be instructed to access the sound recording files created by the teacher. Students will then be given 30 - 35 minutes to visit each exhibit or kit. At each exhibit they are to listen to the voice recording for the exhibit. Each recording offers content information about important dates and events (Dawes Act, Homestead Act, Gold Rush, etc.). While listening to the recording students will survey the sources and answer the guiding questions on each PPT slide. 4.) At each exhibit the teacher will circulate with the students and ask questions, make comments and instruct. Each exhibit is supposed to show students multiple different aspects of the settlement of the west. For instance, the Diversity exhibit shows how different cultures, like Chinese immigrants and Native Americans were both equally impacted by the push westward. The Conflict exhibit shows how violence affected both Native Americans and American settlers. 5.) After students complete the gallery walk, the students will be prompted to take a short matching vocabulary quiz, containing essential terms that they would have encountered in the gallery walk. 6.) During the next class, the teacher will lead a discussion debriefing the gallery walk. 7.) The teacher will then introduce to the students the Westward Expansion Visual Response. Using their notes from the gallery walk, students will compare two quotations, one from an American president and one from a Native American leader. Each gives a contrasting perspective on westward expansion. Students will then, in writing, contrast these diverse perspectives and then proceed to connect these perspective to historical events that they encountered during their gallery walk.

VII A

- Post Gallery Walk Vocabulary Quiz: Majority of students (over 50%) scored perfect. Terms that students did not identify to a proficient level (80% or over) were: assimilation, reservation, Dawes Act, frontier, and settlement.

VII B

- Unit Exam Results: Class Average on Exam (1600 - 1890): 74.4% Class Average on ACT Quality Core Standard Antebellum Era: 81% # of Students meeting Proficiency on Antebellum Era Standard: 44% - Visual Response: All students wrote to a Apprentice level including re-writes. A majority of students wrote to a Proficient level. - Unit Exam Results: Class Average on Exam (1600 - 1890): 74.4% Class Average on ACT Quality Core Standard Antebellum Era: 81% # of Students meeting Proficiency on Antebellum Era Standard: 44%

VIII

- Based in the evidence collected from both formative and Summative assessments, it appears that most students
can discuss the different perspectives on western expansion with relative ease. Many students also performed well on the majority of multiple choice questions when information is provided for them. It is still apparent however, that students still struggle using contextual vocabulary and specific events to illustrate or understand historical narratives. - Students were very good at identifying perspectives of Americans and Native Americans on the effects of westward expansion. This is perhaps due to the nature of the lesson which focused more on the personal and culture points of views of individuals rather than the dates and specific vocabulary of westward movement and migration. The lesson presented a more "human" study rather than a secondary source overview and so many students excelled on Part A of the writing prompt which dealt exclusively with individual perspective. More students struggled on Part B of the writing which asked students to apply historical events and ideas to these perspectives. - Based in the evidence, it is still obvious that students have a hard time contextualizing human experiences in a larger framework of historical discussion. Because of this, it might be better to first provide students with a detailed timeline prior to the gallery walk to give them more context for how these diverse perspectives fit into the bigger picture of the settlement of the west. For more advanced students, it might be useful to provide students with content in reading and then allow the students to create their own gallery exhibitions using the jackdaws and images. This would show both understanding of perspective and historical context.

IX

A. This is an interesting question. The hope is always that students will understand everything you want them to. However, I feel that students were in many ways surprised by the amount of diverse groups that were affected by the forces of westward expansion. This subject is often taught in a very lateral way, event after event, and cause and effect. What is left out, often, is the interaction of Native Americans and whites, the assimilation of Natives into white society, the attempts to Americanize Natives, the massive influx of Chinese immigrants from Asia, and the personal perspectives of poor and lower class settlers. This lesson allowed students to look at westward expansion from a very different instructional lense. The conversations that I had with students demonstrated to me that many of the images that had to analyze in the gallery walk challenged their preconceived notions of a West that included only cowboys, Indians, and reservations. Many were surprised to see Chinese workers posing for pictures in American clothing; Native American children's sitting in a Carlisle Indian School, Native American chiefs wearing Sheriff's badges, and white soldiers looking at the bodies of fellow soldiers who had been mutilated by Native American "victims." Many students remarked that they never knew this "stuff." B. My purpose for this lesson was threefold: 1.) To combine direct content instruction (voice recorded narration) with historical experience (images), 2.) A simplification of 40 years of content (6 galleries and terms) and 3.) To show that the history of the West was as diverse as life is now. It was full of people attempting to adapt to an ever changing world. There were victims and villains on many sides of the conflict, new adjustments to cultural changes, and more than one story in how the west was "won." C. For many years I have been collecting and have been given many copies of photos, jackdaws and political cartoons. I have done this lesson in the past just looking at the images but found that students missed many concepts if they just looked at images and neglected the historical context. I wanted to take the physical movement and observation that a student would experience in a museum and use technology to add listening to this experience. Students had the freedom to move from exhibit to exhibit and explore these pictures and ideas on their own. I wanted students to be the information gatherers and not the receivers, and, in this instance, this was achieved. D. Our school, like so many in America, often is pressed for time to cover content. Because of this history is often approached by students as one thing after another with no real connection to what they do every day. This lesson was intended to challenge students preconceived ideas about a particular time in history. Hopefully, this will translate into their own lives. Many things are not as they seem. We are often conditioned by society to see events in black and white, with no room for individual choice. In this lesson students saw that many groups of people made many difficult choices and defied cultural ideas and norms in order to survive and adapt in a rapidly changing world. Students today are often faced with similar choices. We as educators need to use lessons in history to challenge how students see the world around them and to understand why their peers do what they do. In our community, many students assume that life in our county is set in stone, no room for
change or deviation. This lesson proves that, just as a Native American can choose to assimilate into a world of difference, students can adapt to a world that is rapidly changing around them.

This lesson requires a lot of set up time. In my example, I actually set up the gallery sets in our school library so the students would have more room to move. It also required the use of student controlled technology, time to create narrations for each exhibit, and time to accumulate and sort the sets of images into exhibitions. This took time. In this respect the lesson was difficult to create. However, it was easy to execute. Once the pieces were in place, it was a very fruitful time for teaching. Instead of teaching a whole class, I spent my time in individual conversations with students, asking and listening. This lesson is easy to scale down. Instead of galleries and voice recordings, I have taught this lesson using only a few images and small group discussions. I have also had students create their own galleries based on themes they have noticed as we studied the West. The point of this lesson was to show students what the taming of the west was like, not just tell them. A teacher needs just a few resources for this. A good source for images on a few different subjects is digitaldocsinbox.com.

Bonus

Student Samples are included...

IP Address

170.185.224.17
Westward Expansion Visual Response

Quote A: "My logic teaches me that land cannot be sold. The Great Spirit gave the land to his children to live upon. . . . Nothing can be sold but such things as can be carried away."

- Black Hawk, Chief of the Sac and Fox

Quote B: "It is America's right to stretch from sea to shining sea. Not only do we have a responsibility to our citizens to gain valuable natural resources we also have a responsibility to civilize this beautiful land."

- Attributed to Thomas Jefferson, President of the United States of America

Using what you know about Westward Expansion, please complete the following tasks:

A. Compare and contrast the differing understandings of American westward expansion expressed in Quote A and Quote B.

B. Explain how the Native American way of life was challenged by the process of westward expansion between 1800 and 1890?

Term Bank:
- Homestead Act of 1862
- Louisiana Purchase
- Manifest Destiny
- Indian Removal Act of 1830
- Dawes Act of 1880
- Gold Rush
A) Black Hawk and Thomas Jefferson both agree that land is given to us by God. But black hawk doesn't believe that the land can be sold. He doesn't believe in manifest destiny. Thomas Jefferson, however, does. Thanks to the Louisiana purchase Thomas could expand America even farther because they believe in civilizing the beautiful land.

B) The Native Americans typically lived a life where the land their ancestors lived on is where they lived and thrived. They didn't believe in selling their land. But the Indian removal act of 1830 changed their lives. The act forced them off their land farther west so the Americans could expand and thrive. Then the Dawes act of 1880 gave Indians who accepted the allotments US citizenship, splitting up the Indian territories. This caused rival tribes to be closer to each other which caused tensions between the Indians, for they didn't like each other. These acts, also, went against the Indians belief. They believed that the land could not be bought and was for everyone but the American acts say that the land can be bought and sold and traded. So this challenged their thought of the land is for everyone and is free. All in all this wasn't a good experience for the Indians.
A. Quote A and B are extremely different opinions. Quote A is the ideas of all the Indians. The Indians were living in America before the Europeans founded it. When the Europeans came, they basically kicked them out and forced them to customize to the American ways. In their eyes it's okay, but in the Indians eyes it was not. Manifest destiny says Americans have the right to explore from the Atlantic to the Pacific Ocean (from sea to shinning sea). The Indians believed god but the land on the earth for people to just live on and be free. The Europeans agreed that the land was made by god for man, but they thought they needed to explore it all so they had the right to it. In quote B the Europeans are basically saying they have the god given right to explore the land. They thought whoever exploded it got to keep it. The Indians didn't agree with anything they said at all. There are tons of differences between these two people but there's also some similarities.

B. Before the Europeans came, Indians lived free in the Americas. As Europeans came in and moved westward their live started to change. It all started when they discovered the Mississippi River was the western frontier. The Europeans decided to get new land so they got the Louisiana purchase. This doubled the size of America. They discovered more and more Indians so they made the Indian removal Act. They forced the Indians to the east so they could explore the west. The homestead act came into position and they gave free land to anyone that wanted it! Not only did it help the Indians out a little but more races started coming to America (Chinese, African American, etc.). This helped them out because they gained the land they lost. Then things started getting bad again and Europeans wanted all the Indians to be and act the "American" way. This meant putting them to work and putting children into schools, learn about the America ways. Overall the discovery of America have been a bad adventure for the Indians.
A. The biggest difference between the American and Native American belief is the dispute on owning land. Another good difference is that the Native Americans believe that all of their land belongs to their great spirit as shown in quote A from Black Hawk. While the American view shown in quote B is that their God believes that the American people deserve to own the land the Natives have. A similarity between the two include that both peoples believe they have a right to something, like the Americans believing that they have a right and that the Natives believe their God owns the land. The final similarity is that the two people have included a God for their reasoning and are willing to fight.

B. Native Americans lived a spiritual life, and a life that told them the land they lived on belonged to their great spirit. This land was not to be sold, or taken, and Natives held true to this. The Natives way of life were being challenged more than ever. Their land which they believe their God has a right for is on the verge of being taken. Their people are being forced to change all beliefs. And it seems that Americans are causing deep war on the land the Natives have lived on for as long as any Native can remember. The life that the Natives knew and cherished are being destroyed, and soon will no longer exist. An example of the Natives lives being changed could be the Dawes act. The Native people are given an amazing offer that most people couldn’t resist. The this offer was something completely against their way of life, which is taking land, and leaving there’s. This isn’t directly told to the Natives but was given to them to slowly alter their ways of life. The last example of this was the Indian removal act. This wasn’t like the Dawes act in any way, besides it involving land. The natives were given the choice in the Dawes act. But the Indian removal act was forced on them, and it killed thousands of Natives. This was a change of life to the Natives, they were being forced out of the land they called the great spirits land. All of this was being put upon the Native Americans because of an idea developed long ago by Europeans which Americans gave a real name, manifest destiny. The idea that the American people have a divine right to expand west till they reach the Pacific Ocean.