

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title: Westward HO!

Subject(s): Social Studies: Geography & History

Intended Grade Level(s): 5

Description:

Objective: The learner will demonstrate positive and negative effects of Western Expansion in the United States.

Project:

- Groups of 4 - each assigned one of the 7 major land acquisitions of the United States during the Western Expansion period.
- Each member will research a significant person or event of that acquisition period, and design and present his/her own PowerPoint slide.
- Group responsibilities will include:
 1. Introduction slide
 2. Folksong
 3. Plan for presentation
 4. Wrap-up slide
- Culmination - group presentation

The purpose of this Unit is to have students learn about the western expansion of the United States and the positive and negative effects of such expansion. Students will individually research a significant individual or event connected with their assigned acquisition/time period, providing information included in activity outline. They will be responsible for designing and presenting at least one PowerPoint slide highlighting their information during a group presentation. In addition, the group will be responsible for researching and preparing an introduction slide and a conclusion slide providing general information about their acquisition also included in the activity outline. Students will be required to use technology as well as traditional reference materials for both their research and creation of their presentation project. The final grade will be based on the presentation including performance of a folksong as well as a hardcopy of the PowerPoint project including notes used for presentation and bibliography.

Curriculum Benchmarks:

MI.SOC.I.1.LE.3 Place major events in the early history of the United States in chronological order.

MI.SOC.I.1.MS.2 Describe major factors that characterize the following eras in United States history: Revolution and the New Nation (1754-1815), Expansion and Reform (1801-1861).

MI.SOC.I.2.MS.1 Use narratives and graphic data to describe the settings of significant events that shaped the development of the United States as a nation during the eras prior Reconstruction.

MI.SOC.I.2.MS.4 Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.

MI.SOC.I.4.MS.4 Select historic decisions and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.

MI.SOC.II.1.LE.2 Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.

MI.SOC.II.1.MS.3 Explain why people live and work as they do in different regions.

MI.SOC.II.3.LE.4 Describe some to the major movements of goods, people, jobs, and information with the United States and explain the reasons for the movement.

MI.SOC.II.4.LE.6 Describe the geography of major United States regions, compare the regions, and explain the processes that created them.

MI.SOC.V.1.MS.2 Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.

MI.SOC.VI.3.LE.1 Compose a short essay expressing a decision on a local, state, or national policy issue.

Materials/Hardware/Software:

To complete this project, the students should have access to the following:

- Internet and the World Wide Web
- Encarta, Bookshelf, Worldbook, and/or other computer reference materials

- Network files (Project could be saved to the hard drive or to a disk but network files are preferable)
- Microsoft PowerPoint
- Video Presenter
- Library reference and research materials
- Printed instructions, Activity outline, and Preparation checklist

Activities/Procedures:

Teacher preparation:

1. Teacher needs to be familiar with procedures for using PowerPoint.
2. Prepare and copy instructions, outline, and preparation checklist for each student (A letter to parent to explain project is recommended).
3. Divide students into groups (four is optimal, three or five acceptable).
4. Prepare an example of a PowerPoint presentation for a model.
5. Choose several folktales to present that give a flavor of the country following the Revolutionary War.
6. Have available a list of significant events and people for each acquisition for students who have difficulty choosing a research subject.
7. Prepare large covered wagons for hallway display of projects (optional).

Activities:

1. Introduce project to students by first reading several folktales from the 1800's followed by a discussion of what life could have been like following the Revolutionary War. Using the Video Presenter, show an example of a PowerPoint presentation similar to what will be expected from them and discuss expectations and rationale for project.
2. Students are divided into groups and assigned a land acquisition/time period to research. Individual students are randomly selected to do either a person or an event of that time period. A group leader is selected.
3. Distribute written instructions, outline, and preparation checklist and review each in detail.
4. Using the Video Presenter, briefly demonstrate importing, choice of format, choice of background, font size and style, building effects, use of the Internet, and other technology tools.
5. As each group meets to discuss plans for presentation, team leader from each group meets with teacher for more detailed instruction of technology tools. This student will be the "technology troubleshooter" for the group.
6. As work progresses, presentation will need to be saved in **one** file. If network student files are used, one student in each group (usually the

“troubleshooter”) will be designated to save file to his/her file. Screen name and password must be given to teacher for access to presentation in case of absence.

7. Teacher circulates during research as facilitator and “head troubleshooter”.
8. Depending on resources available, research and creation of presentation will take 2-3 weeks. Because traditional research resources are required as well as technology based reference materials, limited computer time can be dealt with by having a small group on computers and the rest in the media center.
9. Presentations will last 10-15 minutes so plan accordingly. It is preferable that presentations be given all on the same day.
10. Audience should be informed beforehand that they are responsible for information presented so they can take notes.
11. Teacher will present information on the acquisition of Alaska and Hawaii.

Assessment/Evaluation:

Evaluation will be by Rubric assessment. Information requirements are very specific but creativity within the presentation is limited only by the imagination.

Rubric - Westward Ho! / PowerPoint Presentation

Name _____ Area Studied _____

Requirements	Points Possible	Points Earned
Introduction Slide (group)		
• How land was acquired		
• Why people moved there		
• Landforms and terrain		
Event Slide (omit if you did person or group)		
• time		
• place		
• activity		
• people		

• significance (importance)		
Person or Group Slide (omit if you did event)		
• born / died		
• circumstances growing up		
• circumstances as an adult		
• action of significance		
1. details		
2. significance (importance)		
Presentation (group)		
• Volume and clarity		
• Evidence of practice		
• Folksong		
Total		
Grade for Project		

Follow-up Activities:

- Type 2 writing - List 5 things you learned about Western Expansion.
- Write all you know about _____.
(fill in acquisition)
- Use clues and hallway wagontrains to play “Where in the United States??” game.
- Write a position paper in response to, “Should the settlers have moved west after the Revolutionary War?”.
- Write a three day prompt on Western Expansion (included).
- Complete a map of the United States including each of the acquisitions and the people and events connected with them.

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Westward Ho!!!

Western Expansion Project

Power Point Presentation

1. You will present 6-7 slides.
2. Each member of the group will **research, design, and present** his or her own slide.
3. Grades will be based strictly on **individual efforts and project results**.
4. A hard copy of the Power Point presentation (notes format) will be turned in along with **bibliography**.
5. Slides will be used to finish hallway wagon train. Other decorations for wagon optional.
6. A **folksong** will be learned and practiced to present at the time of your presentation. Folkmusic may be used as background during your presentation.

Preparation Checklist

Choose folksong (group)	
Gather information - Note sources	
Group plan for presentation (folksong, background music, costumes or props, order, responsibilities)	
Teacher OK for plan	
Design slide	
Group OK for slide	
Teacher OK for slide	
Group design and prepare introduction slides	
Design and prepare wrap-up slide	
Any extra material for wagon (optional)	
Prepare bibliography (group)	
Practice individually	
Group practice	

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PowerPoint Slides

Introduction slide(s)

1. How land was acquired
2. Why people moved there
3. Landforms and terrain

Event Slide

1. Details of event
 - time
 - place
 - activity
 - people
2. Significance to United States

People or group slides

1. Biographical sketch
 - born/died
 - circumstances growing up
 - circumstances as adult
2. Activity or action(s) of significance
 - details
 - significance

Group responsibilities

1. Introduction slide
2. Folksong
3. Overall plan for presentation
4. Wrap-up slide (optional)

Northwest Territory

Event: _____

Event: _____

Person or Group: _____

Person or Group: _____

Louisiana Purchase

Event: _____

Event: _____

Person or Group: _____

Person or Group: _____

Florida Cession

Event: _____

Event: _____

Person or Group: _____

Person or Group: _____

Texas Annexation

Event: _____

Event: _____

Person or Group: _____

Person or Group: _____

Oregon

Event: _____

Event: _____

Person or Group: _____

Person or Group: _____

Mexican Cession

Event: _____

Event: _____

Person or Group: _____

Person or Group: _____

Gadsden Purchase

Event: _____

Event: _____

Person or Group: _____

Person or Group: _____

Westward Expansion Assessment Prompt

Thinking About the Topic

- What was the reason or motivation for people to go west?
- What kind of challenges did pioneers face as they moved west?
- Did they have to leave anyone or anything behind?
- Was the place they went exactly like they thought it would be?
- What conflicts were a part of the westward movement?

Writing About the Topic

People moved west for a variety of reasons. As they crossed the country, they faced many challenges and changed the lives of the people who lived there. Write about this westward movement.

You might write about one of the following:

- Describe the journey itself as a member of a wagon train.
- Choose a particular territory, and tell about its history.
- Pick a particular person, and explain what they did.
- Point out conflicts that arose as people moved west.
- Write about this westward movement in any other way.

United States Westward Expansion

The following are suggestions for students having trouble choosing a person/group or event.

Acquisition	Person or Group	Events
Northwest Territory-1785	Eli Whitney	Northwest Ordinance
	Daniel Boone	Wilderness Road
		spinning mill
		railroads
		Cumberland Gap
		cotton gin
		Constitution
Louisiana Purchase - 1803	Thomas Jefferson	War of 1812
	Lewis & Clark	L. & C. Expedition
	Sacajawea	steamboat
	Robert Fulton	
Florida Cession - 1819	Andrew Jackson	Indian Removal Act of 1830
	Osceola	Seminole Revolt
	Sequoyah	Cherokee Alphabet
		Trail of Tears
Texas Annexation - 1845	Stephen Austin	Texas Fever
	Davy Crockett	The Alamo
	Jim Bowie	Independence
	Sam Houston	
Oregon - 1846	Mountain Men	Oregon Trail
	Brigham Young	Oregon Fever
Mexican Cession - 1848	James K. Polk	Mexican War
	49ers	Gold Rush
		Manifest Destiny
Gadsden Purchase - 1853		Transcontinental RR
		Southern Pacific RR
Alaska - 1867	William Seward	Seward's Folly
Hawaii - 1898	Queen Liliuokalani	Overthrow Queen
	James Cook	Farmers, traders, whalers

Westward Ho!! - Folksongs

“Buffalo Gals”

“Casey Jones”

“Clementine”

“The Cowboy’s Lament”

“Down by the Riverside”

“Down in the Valley”

“The Erie Canal”

“Git Along Little Dogies”

“Go Tell Aunt Rody”

“Home on the Range”

“If I Had a Hammer”

“I’ve Been Working on the Railroad”

“Oh, Susanna!”

“Mockingbird Song”

“On Top of Old Smokey”

“She’ll Be Comin’ ‘round the Mountain”

“There’s a Hole in the Bucket”

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