Christina Kearns Page 1

TITLE – Heading West

SUBJECT AREA/GRADE LEVEL – Language Arts – 4th grade  Interdisciplinary – Reading, Writing, and Math

INVESTIGATIVE QUESTION – What were the economic hardships, jobs, and land opportunities that created a rush upon the west?

 PENNSYLVANIA ACADEMIC STANDARDS

**R5.A.1.3.1:** Make inferences and/or draw conclusions based on information from text.

**R4.A.1.4.1:** Identify and/or explain stated or implied main ideas and relevant supporting details from text.

**R4.A.2:** Understand nonfiction appropriate to grade level.

**R4.A.2.5:** Summarize a nonfictional text as a whole.

**R4.B.3.1:** Differentiate fact from opinion in nonfictional text.

**M4.A.2.1:** Use operations to solve problems (includes word problems).

**8.1.4.B:** Distinguish between fact and opinion from multiple points of view and primary sources as related to historical events.
LEARNING OBJECTIVES –

- Using primary sources students will view photographs to piece together clues to uncover the main idea presented by photographs.

- Students will be able to list and describe various reasons the discovery of gold and moving out west was alluring to Americans.

- Students will be able to describe different forms of transportation in getting out west.

- Students will be able to describe various hardships of traveling out west.

- Students will analyze and compare lyrics of two songs that reflect the personal experiences of miners during and after the Gold Rush.

- Students will compare the expectations of people as they arrived in the west with the realities of living in the west.
-Students will be able to describe various effects the Gold rush had on the future of the United States.

**DURATION** – This lesson will take place during a two week period of time.

**MATERIALS AND CITATION OF RESOURCES –**

-Primary resources include the following
  Lee, Russell. Prospector Panning for Gold. c 1940
  Washington DC
  http://hdl.loc.gov/loc.pnp/fsa.8a28434

  http://memory.loc.gov/cgi-bin/query/r?ammem/pso@field(DOCID+1017)#10170001


- Poster board – for presentations

- CD player
- Wadding pool, sand, gravel and fake gold

**INQUIRY-BASED INSTRUCTION** – I will use an Inquiry-Based Instructional Model with the following components:

**Questioning** – Students will be asked primary, secondary and tertiary questions. They will work in pairs and discuss questions with each other and later as a whole class.

**Researching** – Students will read a letter from a pioneer out west and will also read a text book selection. Students will listen to songs about the west. Students will look at photographs.
Discussing – Teacher will start the discussion by asking students to give reasons why people move to or from a particular place. Discuss the letter from a man who went out west in the 1800’s.

Creating – Students will work in pairs and will create a poster about heading west. They can focus on transportation, hardships, jobs or land opportunities that brought people west. The poster must contain a simile, alliteration and a word math problem.

Reflecting – Students will read narratives to the class. Students will also create a poster about Americans heading west in the 1800’s. Students will present the information to the class.

Assessment – Narratives will be graded by a rubric. The poster will also be graded by a rubric. Students will get a copy of the rubric so they know what is expected of them.
DESCRIPTION OF PROCEDURES

The students will be asked why people move to or from a particular place. Together students and teacher will read the letter from Uriah W. Oblinger to Mattie V. Thomas. Students will find this letter on the Library of Congress web site. Students will have an open discussion about the letter. Students will be asked to pretend that they are pioneers out west. They are to write a letter home about their experiences. Students will read their letters to the class. Next, Students will listen to “Songs of the California Gold Rush”. The class will discuss the following questions:

- What do you think the old settler means when he says, “I have been frequently sold?”
- Why do you think he gave up mining?
- How does the environment of Puget Sound differ from other places the man had been?
- To what do you think ”the end of the jumping off place” refers?
- What does it mean that he couldn’t “get down to the soil?”
- How was farming on the frontier similar to mining? How was it different?

- How did his life on Puget Sound compare to his life in the diggings?

- How would the Old Settler have described “the elephant” in his later years?

- Why did the old settler claim to be so happy on Puget Sound?

- How old do you think the narrator was when he arrived on Puget Sound? How old do you think he is now?

- What do you think might be the world’s “shams” to which the old settler refers in the last verse? How were they manifest in the gold fields?

- What conditions do you think are necessary to be happy?

- How do you think the Gold Rush affected the “character” of the west and the nation as a whole?

   Students will pair up and read the textbook selection “Gold Rush”. After reading the selection students will create two lists. One list will answer the following question: What was enticing about the Gold Rush? The other list will answer the following question: How did the
Gold Rush change America? Teacher will list student ideas under the appropriate categories on the board. Students will work with their partner and answer the following questions:

- Why did people give up their lives, homes and everything they know to travel so many hard miles?
- How did the discovery of gold in California change America?
- Do you think going west would have been an adventure? Why?

Students will go to the Library of Congress prints and photographs. Students will view a photograph by Lee, Russell. The title of the photograph is “Prospector Panning for Gold” Students will work in groups and answer the following questions:

- What time period does this picture take place?
- Where is the location of this picture?
- What is this man doing?

Next, Students will complete a panning for gold activity. Teacher will ask for a student volunteer to describe the process of panning for gold. Class will discuss how miners pan for gold to separate the rocks, sand, and gravel from the gold nuggets and pieces. The teacher will
demonstrate this process at the wading pool. Teacher will allow students to pan for gold in groups of 4-5.

Students will write a narrative or story that moves through a logical sequence of events and includes details to develop the plot, characters, and setting, beginning with familiar subjects and expanding to other areas. Students will read narratives to the class.

Students will work in pairs to create a poster about Americans heading west in the 1800’s. Students can focus on transportation, hardships, jobs, or land opportunities that brought people west. Posters will contain content that focuses on math, reading and history. Posters must contain a Simile. Example: The West was as wild as a bull. The poster must contain one alliteration. Example: The wild, wonderful west. The poster must also contain a math word problem. Example: After a long, difficult cattle drive the cowboys sold 100 cows for $30 a head. How much did the cowboys make? After students have created their posters they will present their work to the class. Students will be able to ask questions to the presenters. Listening to the presentations will give the teacher feedback on student’s learning. The teacher will be
able to check for understanding. Posters will be placed in the hallway for the other grades to see.
ASSESSMENT RUBRIC FOR NARRATIVE WRITING.

4  - engaging, creative and thoughtful
   - Used varied patterns and lengths of sentences
   - Organized structure
   - Developed 4 complete paragraphs
   - Followed the 4 paragraph format
   - Contained less than 3 grammatical errors

3  — Clear and thoughtful
   - Used varied patterns and lengths of sentences
   - Logical organization
   - Developed 3 complete paragraphs
   - Contained less than 5 grammatical errors

2  — Developed and somewhat detailed
   - Obvious organization
   - Sentences are simple and short
   - Developed 3 complete paragraphs
   - Contains less than 7 grammatical errors

1  — Confusing and difficult to understand
   - Developed less than 2 paragraphs
   - Not organized
   - Contains more than 7 grammatical errors
ASSESSMENT RUBRIC FOR HEADING WEST POSTER

4 – Student has a clear focused topic
   - Student has accurate information
     - Student has a simile
     - Student has an alliteration
     - Student has a math word problem

3 – Student has a clear focused topic
   - Student has accurate information
     - Student has at least two of the requirements in figurative language and math

2 – Student has a clear focused topic
   - Student has accurate information
     - Student has at least one of the requirements in figurative language and math

1 – Student has a somewhat clear topic
   - Student’s information is not 100% accurate
     - Student is missing the required figurative language and math