

Lesson one

Title: "Singing the Way West"

Lesson author: Julie Haddix

Key words: Westward migration, Irish, Chinese, Mormons, Cherokee, African Americans, Mexican, immigration, settlement

Grade Level: 5 or 6

Time Allotted: 60 minutes (1 block)

Lesson overview	During this whole class activity students will explore and analyze a song and documents pertaining to peoples found along the Mexican-Texas border in the 19 th century. The teacher led exploration will model the analysis of primary source documents using organizers that will be incorporated into lessons two and three. With teacher guidance, students will draw conclusions about this particular cultural/nationality group and write a diamante poem to demonstrate their learning and understanding.
Guiding questions	1. Can we learn the motives of immigrant groups through the use of songs and primary source documents? 2. Can these documents provide information as to the immigrant experiences of different cultural/nationality groups? 3. What conclusions can we draw about a particular group of people based on analysis of songs and other primary source documents?

Learning Objectives (SWBAT)

- Students will be able to identify the group of people represented by the song(s) and documents they are given.
- Students will be able to describe the motivations of the group represented.
- Students will be able to describe the experience of the group represented.

Standards of Learning & Essential Historical Skills Taught

Virginia Standards of Learning

USI.1 The student will develop skills for historical and geographical analysis, including the ability to
a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.
- b) identifying the geographic and economic factors that influenced the westward movement of settlers.

OAH National History Standards/OAH Historical Inquiry Skills

Historical Comprehension

Students will read historical narratives in the form of folk songs to determine what the narrative reveals about the individuals involved: their motives, fears, opinions, and position in life. Students will also use other primary source documents and illustrations to help develop their comprehension of the narrative.

Historical Analysis and Interpretation

Students will use folk songs and other primary sources to consider multiple perspectives of various groups of people in the past, comparing the experiences of different groups based on what they have interpreted from the songs and documents. They will use historical analysis and interpretation of the song to describe the past through the eyes of the people who experienced it.

Assessment Tool

- Informal observation of students as the activity progresses.
- Diamante poem incorporating information from analysis during the lesson about the Mexican-Tejano peoples.

Materials/Resources

Primary source documents: All documents are contained within one file. Files are presented in both word document and pdf formats.

Files for immigrant groups:

Mexican primary source documents

Student handouts

- Guided analysis handout (one per student for practice purposes)
- Diamante poem organizer/format

Modifications (to meet needs of diverse learners)

- Students will be scaffolded during this lesson through teacher modeling of materials and skills.
- Students may use dictionaries, thesauruses as needed, as they create their poems.
- Word lists may be provided to students of lower abilities.

Instructional Procedures/Process

1. Opening discussion: Westward migration and primary source documents

Possible questions:

- What is a primary source document?
- What can we learn from looking at documents and songs that people have left behind them?
- What people helped to settle and develop the American west?

2. Primary source analysis

Today we will look at primary source documents related to one particular group of people who were present in the American West. Our goal is to learn about these people and answer these questions:

- a. Who were these people? (What nationality or cultural group do they represent?)

- b. Why were these people present in the American West? Why did they come to the American West?
 - i. Where their motivations due to
 1. conditions at home?
 2. dreams of a better life?
 - c. Was their decision to come to the West their own or forced upon them?
3. Explain how songs relate to the people who wrote or sang them, and are a primary source.
 - Share the lyrics to the corrido “Joaquin Murieta” with the students. Project the lyrics using a smartboard or document camera. Read the lyrics as students follow along.
 - Ask students what they can infer about this group of people based on this song.
 - As discussion about the lyrics progresses, point out words and phrases in the song that provide information about the Mexicans. Model recording the information learned on the guided analysis handout.
4. Additional primary source analysis
 - Use the additional primary sources provided to further model analysis skills and help students to build a more complete understanding of this particular cultural group.
 - Have students use their copy of the guided analysis handout to attempt to analyze one of the documents or photographs to practice the skills. Give students a limited time to work independently, then discuss the document/photograph, inviting students to share their observations.

Closure: Diamante poem

Students will create a diamante poem using the organizer that identifies the cultural group analyzed, and what they have learned about motivations and immigrant experiences.

Assess for student comprehension by scoring the diamante poem.

- Look for correct identification of the group.
- Check for student understanding of motivation and correct identification of at least one reason this group was present in the American West.
- Check for student understanding of the group’s experiences by looking for at least one description of the experience the group had.

Students should retain the guided analysis sheets used today. The sheets can be used as a reference for method during lesson two.