

Lesson two

Title: "Singing Our Lives"

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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	Students will work in cooperative groups to analyze primary sources that deal with the settlement of the American West by different cultural or nationality groups. They will use these sources to identify different groups, and evaluate the motivations and experiences of these groups. This lesson provides the prerequisite information for Lesson three in this series.
Guiding questions	What can songs tell us about the different cultural groups or nationalities that settled the American West? How can primary source documents help to build understanding of these different groups?

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.1The 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.
- Completed exit ticket (one per student)
- Completion of the guided analysis sheet.
- Completion of portion of comparison matrix related to the group analyzed.

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:

African American primary source documents

Song lyrics 'The Land that Gives Birth to Freedom'
Song lyrics 'Extending Our Voices to Heaven'
Poster "Ho for Kansas!"
Letter promoting African American Migration
Photograph of exodusters
Political cartoon – "The Union as it Was"
Newspaper article – Nicodemus

Cherokee primary source documents

Song lyrics Cherokee songs
Song lyrics "Amazing Grace"
Transcript of Andrew Jackson's message to Congress/Indian Removal
Quote from Private John G. Burnett
Letter from Chief John Ross
Image "The Trail of Tears"
Map of the Indian Territories in the West
Photo: Drawing rations

Chinese

Songs of Gold Mountain
Woodblock Prints/Images of Famine
Document – Starvation
Document – Sawyer dictations
Newspaper adds: Chinese laundry
Photo – Chinese miner with sluice
Photo – miners
Political cartoon and editorial "Is it right...."
Letter Stillwell

Irish

Song – Drill Ye Tarriers Drill
Song – Give an Honest Irish Lad a Chance
Document – Famine
Political cartoon – The Problem Solved
Photo Irish laborers working on the railroad
Photo – Irish working laying rails
Document – Newspaper excerpt

Mormons

Song – The Handcart Song
Song – Come all my good people
Image – Salt Lake City 1847
Photo – handcart reenactment
Memoir – Joseph Smith on Nauvoo
Excerpt from Newspaper: *The Omaha Daily Bee*
Diary entry E. H. Verney
Excerpt from newspaper: *The Great Salt Lake Valley*

Student handouts

- Guided analysis handout
- Comparison matrix handout (print front and back)
- Student exit tickets (color coded to immigrant groups)

Modifications (to meet needs of diverse learners)

- Students can analyze more than one document each within their groups.
- Students of lower reading levels can work with images or photographs rather than the lengthier documents.
- Students can work in pairs to analyze the more difficult documents.
- Modified guided analysis handout can be used to provide more scaffolding.

Instructional Procedures/Process

1. Opening discussion: Westward migration and primary source documents

Possible questions:

- a. What group did we focus on yesterday?
- b. What did yesterday's primary sources tell us about Mexican participants in the American west?
- c. How did we use the documents to learn this about this group? (*Using document camera or smartboard, project document and/or guided analysis sheet that was completed as a class. If use of technology is not feasible, provide students with paper copies of appropriate documents.*)

2. Primary source analysis

Today we will look at primary source documents that reflect other groups of people who helped settle 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 did these people come to the American West?
 - i. Were 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?
- Divide students into groups. Groups may be decided based on ability (Documents for the Chinese and Mormons are more difficult to access, while documents for the Irish and African-Americans are easier to access). Differentiation within the groups can also occur by guiding students' choice of the documents they analyze.

- a. Each document analyzed should generate one guided analysis sheet. Students may work together or singly with their groups to analyze the documents. You may use open-ended handouts for higher ability students if you choose, and scaffolded handouts for lower ability students.
- b. As students work in their groups, float among the groups, monitoring progress. Be prepared to ask guiding questions to help students who have difficulty.
- c. Make sure students share within their groups to complete a section of the compare/contrast matrix for the cultural group they analyzed. Students will need the information for Lesson 3.

Closure: Exit Ticket

Students will complete an exit ticket (see handout) that identifies the cultural or nationality group they analyzed, and what they have learned about motivations and immigrant experiences.

Assess for student comprehension by reviewing the exit tickets.

- Look for correct identification of the group (Does their identification match the color coding for the cultural/nationality groups?)
- Check for student understanding of motivation and correct identification of at least one reason this group came to the American West.
- Check for student understanding of the group's experiences as an immigrant, by looking for at least one description of the experience the group had.

Use this information to decide on jigsaw groups for Lesson 3, putting a mix of student ability levels together to provide support for less analytical students in the next lesson.