

Lesson three

Title: "Singing the Way Home"

Lesson author: *****

Key words: Westward migration, Irish, Chinese, Mormons, Cherokee, African Americans, Mexican, Immigrant, emigrant, immigration, settlement, exodus, transcontinental railroad, mining

Grade Level: 5 or 6

Time Allotted: 60 minutes (1 block)

Lesson overview	Students will share their understanding of primary source documents and American settlers in jigsaw groups. Working together to share information about the different groups of the American West, students will complete a comparison matrix. Students will apply what they have learned by writing a free verse poem focused on the westward experience of these different groups.
Guiding questions	What can songs tell us about the different cultural groups or nationalities that settled the American West? What can we learn about the differences in immigrant and settler experiences and motivations by using their songs and primary source documents related to them?

Learning Objectives (SWBAT)

- Students will be able to name five different cultural or nationality groups that played a part in the settlement of the American West.
- Students will be able to compare the motivations of the different cultural groups that are identified.
- Students will be able to compare the experiences of the different cultural groups that are identified.

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

Final assessment will be the creation of a free verse poem. They may choose to focus on

- the total experience of all westward immigrants;
- the identity of different cultural or nationality groups; or
- the motivations that drove immigrant groups, in general, to the American West.

Poems must include evidence from their analysis.

Materials/Resources

Student handouts

- Comparison matrix handout (found in lesson two)
 - Students should have completed one row of the matrix with information about the cultural/nationality group they analyzed in lesson two.
- Guided analysis handout – completed in lesson two. Put all guided analysis handouts in folders in a central location so that students from different jigsaw groups can refer to them if needed.
- Writing graphic organizer (not included in lesson materials/use organizers your students are familiar with)

Teacher materials

- rubric for assessment purposes

Modifications (to meet needs of diverse learners)

Comparison matrix can be modified to provide support for lower ability students.

Guided analysis handout can be open-ended or scaffolded.

Use of writing supports as needed by students.

Instructional Procedures/Process

Begin with class discussion of the previous day's activity.

- Using the previous day's information, create a web as a class, centered on the groups studied. Explain to students that today they will be working in different groups using the information they gathered yesterday. Students will share the analysis of the different cultural/nationality groups to complete their compare/contrast matrixes.
- Students will be grouped based on the exit tickets from lesson two. Jigsaw groups should include one student from each cultural/nationality group from lesson two. Try to group students so a variety of skill levels are in each jigsaw group. Have students gather in today's work groups with their compare/contrast matrix charts.

- Show students where the guided analysis sheets and documents are in case students need to refer to these items.

Students will work together to complete the compare/contrast matrix by sharing information on the groups they analyzed in Lesson 2.

Closure: Generalization and Independent Practice

Closure to lesson will come through end of class summary focusing on making generalizations about the identification, motivations and experiences of immigrants and settlers of the American West. Use these generalizations to complete the web begun at the start of the lesson.

Students will then independently write a free verse poem about the American West immigrant experience.

Students may focus on:

- generalizations about the overall experience of westward immigrants;
- identify one particular immigrant group and describe in detail the experiences of that particular group; or
- compare and contrast the motivations that drove immigrant groups, in general, to the American West.

Poems must include evidence from their analysis.

Poems should address the following requirements:

1. Correct identification of group or groups;
2. Generalizations are supported with evidence from analysis activity
3. Supporting details and evidence are accurate.

Assess poems using Rubric for free verse cultural groups.