

<b>Topic</b>	<b>Westward Expansion</b>
<b>Lesson Title:</b>	<b>Examining the Westward push</b>
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. Students will examine how the government might have pushed people westward through primary sources and government deals on land.</li> <li>2. Students will be able to correctly identify a primary source from a secondary source.</li> <li>3. Students will be able to list the positive and negative aspects of using primary sources.</li> </ol>
<b>Mississippi Social Studies Framework Connections</b>	<p><b>SS 8.2.c: Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' —Trail of Tears, settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</b></p> <p><b>US History from Post-Reconstruction to Present 7.a: Examine cultural artifacts (including but not limited to visual art, literature, music, theatre, sports) to contextualize historical developments.</b></p>
<b>NCSS Theme (2)</b>	<b>Time, Continuity, and Change</b>
<b>CCSS ELA or CCSS ELA SS</b>	<b>CCSS.ELA-LITERACY.RH.6-8.1, 6-8.2, 6-8.7, 6-8.8,</b>
<b>Assessment</b>	<p><b>Formative:</b> Response to discussion about the primary documents, &amp; identification of secondary and primary sources at the end of class</p> <p><b>Summative:</b> Student's paragraph will be evaluated to see if they understand the positive and/or negative impacts of moving west, as well as the use of primary documents</p>

**Procedures:**

**1. Before**

TTW show the "American Progress" picture on the projector. Students will be asked to dissect this and determine what it means and the things it may portray.

TTW ask questions like: "What does the Angel represent?" – "Who is she leading?" – "Where is she leading them?"

TSW answer with different thoughts and ideas, showing what knowledge they previously have of American iconography and symbolism, as well knowledge of the early American West.

TTW then move to direct lecture on federal acts such as the Homestead Act and discuss the basic principles of such. TSW partake in note taking on the acts and discuss population implications of them.

TTW prompt the students to consider their homes, and whether or not they would be willing to take part in the Homestead Act if the choice was theirs. TTW ask why the students why they think that people living on the east coast might want to move to the West. Students will answer with things like overpopulation, pollution, promise of starting over. TTW let them toss around answers on this questions for a minute or so, then jump directly into the song.

**2. During**

TTW hand out the sheet music of "I Will Go West!" Students will be given 5 minutes to read over/develop thoughts on this song. TTW then ask students what their favorite current song is. Song choices will be written on the board, with tally marks by ones that appear multiple times. The song that has the most tally marks will be chosen and then discussed.

TTW ask questions about who sings the song and who wrote it. TTW then move to deeper questions about messages the song may be trying to convey or possible motives from the singer/songwriter. (Lyrics may be looked up if need be). The students should be gently led to the discovery that the song has no political meaning behind it (it is unlikely, but be sure

to choose a song that DOES NOT have a political message). The teacher will then go back to the board and determine how many of the selected songs have any political meaning at all (help will be needed from the students for this). TTW then ask the students "If it is clear that songs with no political message gain popularity, then why was "I Will Go West!" written?"

The class will then discuss the author and the songwriter of "IWGW", and motives they might have said. TTW will then facilitate a class discussion initiated by the question, "Did the government use this song as a way of enticing people to move from east to West?" TTW ask about how the song and the Homestead Act are connected.

TTW then hand out copies of the Oblinger letter. Students will be given 5 minutes to read over/ develop thoughts on the letter. TSW summarize the generalities of the letter, writing what the students suggest on the board. TSW then make a similar list about "IWGW" on the other side of the board. TTW then guide students in discussion of comparing the message of the song with the realities of the Oblinger letter.

### **3. After**

TTW ask what these primary documents teach us about westward expansion. TTW ask the students to suggest what they think are positives and negatives to using primary documents.

### **4. Assessment**

- a. students will write a paragraph explaining why they would or would not choose to move their family west in the conditions of the lesson's time period and situation
- b. students will be shown 2-3 different primary and secondary documents and be asked to identify which is primary and which is secondary
- c. students will collaborate as a class to create a list of reasons why primary documents can be good as well as why they have to be used cautiously