

Teacher: Felectia Johnson
 Title: From Open Range to Total
 Enclosure

Subject: Barbed Wire

Topic: Western Growth

Grade: 5th

Lesson Duration:

School: Irving Elementary

Education Designs Lesson/ Unit Plan		
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This lesson is about barbwire and the transition from open range to total enclosure. This lesson will be delivered with visual aids from the teacher, and using web sites with the LCD projector.	
National Standards for History Era: Link	Era 4 Expansion and Reform (1801-1861) Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans	
Standard(s): <i>State, Local or National</i>	Demonstrate an understanding that people in different times and places view the world differently	
Themes/Concept:	Students will know about the open prairie to enclosures of barbed wire in the west.	
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ul style="list-style-type: none"> • Why was barbed wire a threat to job security? • Why was barbed wire the only solution some people thought there was to be able to continue living in the west? • Why barbed wire and not something like wooden fences? • What type of problems came with barbed wire (range wars)? 	
Elements <i>(What you want the students to understand)</i>	At the end of the lesson students will be able to write a well organized paragraph about the history of before there was barbed wire. Students will understand why barbed wire brought such turmoil to the west.	
Launch Activity (Hook)	Teacher will bring in examples of barbed wire for the students to see. Teacher will also dress as a cowboy or cowgirls would have dressed during this time.	
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do.</i>	Barbed wire Enclosures Job security Solution cowboy Open prairie(open range) Shotguns	Skills: Activate prior knowledge about the west.

<p><i>What skills will they use?)</i></p>	<p>Horses Vigilance committees Ranches Fences pistols</p>		
<p>Lesson Methodology (<i>How will you conduct the lesson; activities... ?</i>)</p>			
<p>Teacher will review vocabulary, and show barbed wire to students. Teacher will pull up web site www.americanmemory.gov using LCD projector and in the search engine type barbed wire this will show different pictures of barbed wire. Then access www.barbwiremuseum.com to show students. After showing web sites pass out to student's colored pipe cleaners and construction paper. Students will replicate the types of barbed wire they saw on the two web sites and then glue them to the construction paper.</p>			
<p>Assessment Evidence: <i>What evidence will show that students met the learning goal?</i></p>			
<p>Traditional Assessment (<i>Quizzes, Test, Selected Responses</i>)</p>			
<p>Students will write 5 well organized paragraphs about barbed wire. Students may use the two web sites or search for their own site to help write their paragraph.</p>			
<p>Authentic Assessment (<i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i>)</p>			
<p>Student Self-Assessment</p>			
<p>Edit their paragraphs using six trait rubrics. Then have a peer review of paragraphs using Six trait rubrics.</p>			
<p>Differentiation Associated with this unit</p>			
<p>Students will be grouped in Kagan groups (high, medium, medium low, low).</p>			
<p>Resources and instructional tools: (<i>Including Video Sources, Text Resources, Research Strategy</i>)</p>			
<p>www.barbwiremuseum.com, www.americanmemory.com barbed wire, clothing of cowboy or cowgirl</p>			