

Teacher: Darin Serfoss

Title: Westward Movement

Subject: U. S. History

Topic: Homestead Act

Grade: 11th

Lesson Duration: 2 90 minute periods

School: Florence High School

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 allows students to analyze the impact of the Homestead Act on American society. The students will create a time line that illustrates the technology used on this newly acquired land. They will create a Venn Diagram that compares and contrasts lifestyles of Western pioneers to Easterners. The students will also write a persuasive essay expressing their opinion about the Homestead Act from the perspective of one of the following: ranchers, farmers, miners, or Native Americans.
National Standards for History Era: Link	Era 6 The Development of the Industrial United States (1870-1900) Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity
Standard(s): Colorado Standards <i>State, Local or National</i>	Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. Benchmarks: 1.1,1.2,1.3 Standard 2: Students know how to use the processes and resources of historical inquiry. Benchmarks: 2.2, 2.3 Standard 3: Students understand that societies are diverse and have changed over time. Benchmarks: 3.2 Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. Benchmark: 4.1
Themes/Concept:	Expansionism- Homestead Act 1862 Understanding cultural diffusion Analyzing human interaction with the environment Using primary and secondary sources
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	1. Why did the U.S. government enact the Homestead Act? 2. How did the Homestead Act affect Native Americans, whites, and blacks? 3. What were the long lasting effects of the Homestead Act?
Elements <i>(What you want the students to understand)</i>	1. Analyze the impact of the Homestead Act on American society. 2. Understand the reasons that led to the creation of the Homestead Act. 3. Understand the correlation between the Homestead Act and Manifest Destiny, or expansionism. 4. Understand how geography of the West played a major role in homesteading.
Launch Activity (Hook)	Show students movie clips of the Oklahoma land rush. Show students real-estate listings for land today with current prices.

	Discuss with students whether they would move to Cuba/Iraq if the U.S. government promised them free land.		
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	Andrew Johnson Abraham Lincoln Homestead Act Exodusters Sod busters soddies Railroads Cattlemen/cattle drives	Inventions: harrow, seed drill, barbed wire, reaper, windmill Morrill Act 1862 John Deere Cyrus McCormick Henry D. Washburn Nathaniel P. Langford The Frontier	Skills Analyze cause and effect relationships. Assess the importance of the individual in history. Utilize primary/secondary sources
Lesson Methodology <i>(How will you conduct the lesson; activities...?)</i>			
<ol style="list-style-type: none"> 1. Give brief background on topic and then introduce the hook 2. Handout vocabulary on the topic and have students research with a partner the definitions 3. Have students complete the computer assignment that shows the different views of the homestead act 3. have students pair share their views on homestead act 4. wrap up the unit with multiple choice question exit quiz 5. collect student portfolio and persuasive essay 			
Assessment Evidence: <i>What evidence will show that students met the learning goal?</i>			
Traditional Assessment <i>(Quizzes, Test, Selected Responses)</i>			
Multiple choice and fill-in-the-blank test. Include a short-written response that explains the reasons pioneers moved west? Did U.S. citizens have the right to move west? What were the positive and negative results of the Homestead Act?			
Authentic Assessment <i>(Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,)</i>			
Students will write a persuasive essay expressing their opinion about the Homestead Act from the perspective of one of the following: ranchers, farmers, miners, or Native Americans.			
Student Self-Assessment			
Students write a self reflection paper on what they learned and what they liked about the Homestead Act.			
Differentiation Associated with this unit			
<ol style="list-style-type: none"> 1. Students may research a specific individual or event from this time period in American history. 2. Students can be given shortened or modified assignments 3. Oral reports 4. Research one of the topics more in depth (become an expert on that topic) 5. Complete more task in groups wherein students are given specific group roles. 6. Students could use more visual aides and or artifacts to enhances the lesson for upper and lower level students. 			
Resources and instructional tools: <i>(Including Video Sources, Text Resources, Research Strategy)</i>			
Internet http://lcweb2.loc.gov/ammem/today/may20.html http://www.42explore2.com/pioneer.htm different webquests			
Textbook			

Primary Sources
Power Point notes