

Teacher: Donna Klun	
Title: The Transcontinental Railroad	Subject: History
Topics: Changes in geographical features, Technology, lives of the Plains Indians, Culture and business	Grade: 9-12 (modified lesson for ESS students)
Lesson Duration: 2 weeks	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>	The Transcontinental Railroads effects on America Socially, Technologically, geographically and Culturally.
National Standards for History Era: Link	Era 4 Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions
Standard(s): <i>State, Local or National</i>	The student will describe the economic, social and geographic impact of the growth of big business and technological innovations
Themes/Concept:	The building of the railroad and the social, technological and geographical impact on the cultures and country.
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ol style="list-style-type: none"> 1. Why was the railroad built? 2. Who helped build it? 3. What were some of the problems during the construction of the railroad? 4. Where and when did the railroad begin/end? 5. How long did it take to travel across the continent by land/ railroad? 6. What were the two railroad companies the built the railroad? 7. What impact did the railroad have on western development? 8. What impact did the expansion of the railroad have on American Indian nations?
Elements <i>(What you want the students to understand)</i>	<ol style="list-style-type: none"> 1. Students will understand people can come together through adversity. 2. The positive impact that come with the ability to travel across the continent. The negative effects of traveling across the continent. 3. Students will explain how the Plains Indian’s lives changed. 4. Students will complete a semantic mapping of major technological advances due to the railroad expansion

	5. Students will identify major geographical terrains that will make the task difficult. (i.e. Crossing the Sierra Nevadas)		
Launch Activity (Hook)	KWL: Chart		
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	<u>Vocabulary</u> keelboat transcontinental spike transport parcel settlers railroad owners People Charles Crocker African Americans (ex-slaves) Plains Indians Asa Whitney Chinese Irishmen German	California Nevada Utah Wyoming Nebraska Missouri Illinois Indiana Ohio Pennsylvania New York	<u>Skills</u> Map *** Drawing conclusion *** Cause and effect *** Categorizing *** Time line skills
Lesson Methodology <i>(How will you conduct the lesson; activities...?)</i>			
Assessment Evidence: <i>What evidence will show that students met the learning goal?</i>			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Multiple choice and fill in the blank			
Portfolio Assessment			
Completed time line of major events. Completed time line of progress of the railroad, Completed mobile of states the transcontinental crossed			
Authentic Assessment <i>(Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,)</i>			
Using the Deal or No Deal game: Students will complete a timeline of events as a whole class activity. Dividing the class into three groups, play the Jeopardy game with questions from the categories listed in the knowledge and skills area of this lesson plan.			
Student Self-Assessment			
Students complete the KWL chart filling in the area of what they learned, and what they would like to learn more about.			
Differentiation Associated with this unit			
Groups will be multi-level, verbal cues for answer games, time line pictures and event cards will be cut in jig saw fashion to fit together correctly for self-correcting, multiple choice answers will be 50/50 choice. Fill in the blank letter cues will be provided with a word bank.			
Resources and instructional tools: <i>(Including Video Sources, Text Resources, Research Strategy)</i>			

internet, maps, text book , DVD form the public library on the Building of the Transcontinental Railroad: a worksheet will be filled out during the viewing to reinforce key elements. Copy of the states to color and label. Semantic map for notes and assignments. Activity cards of timeline that includes pictures, maps and documents for the Deal or No Deal Game. Interactive computer game of Jeopardy , with questions generated from the Knowledge and skills area of this lesson plan.