

Lesson Plan
CCISD Workshop June 19-21, 2012
Westward Movement

Lesson Overview:

Students explore primary sources to explore push and pull factors in the movement of people within the United States.

Objectives:

Students will be able to:

- Analyze primary source photos and letters
- Understand the factors that caused movement and migration

Standards:

4 - *G1.0.1*: Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).

4 - *G4.0.1*: Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

Time Required: 2-3 class periods

Recommended Grade Level(s): 4th Grade

Topic(s): Westward Movement

Era: Westward Expansion

Preparation:

Materials:

Student Primary Analysis Worksheet:

http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

Teacher Copy Photo Analysis:

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

Teacher Copy Printed Materials Analysis:

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf

Printed copies of primary sources pictures and correspondence letters from Resource Table

Document Camera and Projector

Student notebook or journal

Dandelions by Eve Bunting (see Resource Table)

Procedure:

Activities

Introduction of Vocabulary

- Movement
- Push and pull factors
- Migration
- Primary source

Primary Source Analysis

- Model photo analysis using any of the three photos from Resource Table. Use the photo analysis format from library of congress worksheet.
- Have students use the other two photos to analyze photos- use printed copies
- Discuss written correspondence with family members:
 - How do you connect in a written form with family members (letters, e-mail)
 - What do you tell family members in these letters?
- Use correspondence letters primary sources to analyze in groups and discuss- use printed copies

Read Aloud: *Dandelions* by Eve Bunting

- Discuss the following questions:
 - Who was migrating, or moving, in the book?
 - From where were they leaving?
 - To where were they moving?
 - When were they moving?
 - Why were they moving?
 - What push factors were described?
 - What pull factors were described?

Examine more primary sources artifacts on Push and Pull Factors

- Compare maps of exploration and settlement
Explain that these maps show the expanding areas of settlement from between 1800 and 1850. Use the following questions to further discuss the map:
 - How are these maps related to the theme of movement?
 - What direction of movement do these maps show?
 - What do you think a similar map showing the population in 1880 would have looked like?
- Primary sources artifacts-newspapers
 - Analyze and discuss article on population movement and discuss what it means
 - Analyze and discuss ads of farmland for sale in 1904
 - Compare real estate then and now

Extension Activities:

- Timeline of western expansion
Using a large paper timeline marked in 50 year increments from 1800 to 2000 explain that the westward movement described in this section of the lesson was roughly between the

years 1820 and 1860. Note that you may wish to have students create their own timeline on large white paper and add to the timeline throughout the lesson.

- Poster to convince others to come to their state thinking about the pull factors of the state
- Write a letter back to family if you moved out west
- Journal writing over a 3-5 day period of your daily life in a new place

Evaluation:

Analysis of primary source worksheets

Timeline



Poster

Letter


Journal Writing

Resources:

Resource Table

Image	Description	Citation	Permanent URL
	<p>George O. Waters (or Watters), Dry Valley, near Comstock, Nebraska.</p> <p>DATE 1887</p> <p>SUMMARY Notes on the back of the print states: " Geo. Waters, 4 mi. from Comstock in Edge of Dry Valley" Note that the woman in this photograph appears pregnant</p>	<p>REPOSITORY Nebraska State Historical Society, P.O. Box 82554, 1500 R Street, Lincoln, NE 68501</p> <p>SOURCE COLLECTION Butcher, Solomon D. (Solomon Devore), 1856-1927</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/pbib:@field(DOCID+@lit(p10619))</p>
	<p>Willis Marsh, West Union, Custer County, Nebraska.</p> <p>DATE 1903</p>	<p>REPOSITORY Nebraska State Historical Society, P.O. Box 82554, 1500 R Street, Lincoln, NE 68501</p> <p>SOURCE COLLECTION Butcher, Solomon D. (Solomon Devore), 1856-1927</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/pbib:@field(DOCID+@lit(p12399))</p>

	<p>The David Hilton family near Weissert, Custer County, Nebraska.</p> <p>DATE 1887</p> <p>SUMMARY Note: Photographer's annotation: "We did not want to show the old sod house to friends back east, but the young lady and mother wanted to prove they owned an organ." See NEBRASKA HISTORY magazine. Vol. X No. 4, Oct.-Dec. 1927, Pg. 323.</p>	<p>REPOSITORY Nebraska State Historical Society, P.O. Box 82554, 1500 R Street, Lincoln, NE 68501</p> <p>SOURCE COLLECTION Butcher, Solomon D. (Solomon Devore), 1856-1927</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/psbib:@field(DOCID+@lit(p14567))</p>
	<p>Letter from Stella Oblinger to Rhoda Bacon, Lucy Bacon, Sadie Oblinger, and Nettie Oblinger, April 24, 1887</p> <p>CREATOR Stilgebouer, Estella (Sabra Estella Oblinger), 1875-1912</p>	<p>REPOSITORY Nebraska State Historical Society, P.O. Box 82554, 1500 R Street, Lincoln, NE 68501</p> <p>SOURCE COLLECTION Oblinger, Uriah Wesley, 1842-1901</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/psbib:@field(DOCID+@lit(l216))</p>
	<p>Letter from Stella Oblinger to Laura I. Oblinger, Sadie Oblinger, and Nettie Oblinger, April 24, 1887</p> <p>CREATOR Stilgebouer, Estella (Sabra Estella Oblinger), 1875-1912</p>	<p>REPOSITORY Nebraska State Historical Society, P.O. Box 82554, 1500 R Street, Lincoln, NE 68501</p> <p>SOURCE COLLECTION Oblinger, Uriah Wesley, 1842-1901</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/psbib:@field(DOCID+@lit(l217))</p>
	<p>Zoe and her family find strength in each other as they make a new home in the Nebraska territory</p>	<p>Bunting, Eve. <i>Dandelions</i>. San Diego: Voyager Books, 1995</p>	
<p>MC3 Michigan Social Studies Curriculum</p>	<p>4th Grade United States Studies Unit 3: Human Geography in the United States Lesson 2: Movement – Push and Pull Factors</p>	<p>Current Developing Partners</p> <ul style="list-style-type: none"> • Kent ISD • Oakland Schools • Ottawa Area ISD 	<p>http://members.scope.oakland.k12.mi.us/lesson.aspx?lesson=1247</p> <p>Social Studies ► 4th Grade ► Human Geography in US ► Movement-Push and Pull Factors</p>

	<p><i>Exploration and Settlement: 1800-1820</i> Map. 13 November 2008</p>	<p>University of Texas at Austin United States Historical Maps - Perry-Castañeda Map Collection</p>	<p>http://www.lib.utexas.edu/maps/histus.html ► Exploration and Settlement: 1800-1820 http://www.lib.utexas.edu/maps/united_states/exploration_1800.jpg></p>
	<p><i>Exploration and Settlement: 1835-1850</i> Map. 13 November 2008</p>	<p>University of Texas at Austin United States Historical Maps - Perry-Castañeda Map Collection</p>	<p>http://www.lib.utexas.edu/maps/histus.html ► Exploration and Settlement: 1835-1850 http://www.lib.utexas.edu/maps/united_states/exploration_1835.jpg</p>
	<p>Population growth in 1900s</p>	<p>The Washington herald., July 23, 1911, LITERARY SUPPLEMENT AND MAGAZINE SECTION, Image 39</p>	<p>http://chroniclingamerica.loc.gov/lccn/sn83045433/1911-07-23/ed-1/seq-39/</p>
	<p>Farm land for sale in 1904</p>	<p>The Minneapolis journal., September 17, 1904, Page 14, Image 14</p>	<p>http://chroniclingamerica.loc.gov/lccn/sn83045366/1904-09-17/ed-1/seq-14/</p>