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## Unit Plan Overview for Traveling Interdisciplinary Literacy Trunk

Title of Unit: Headin' West Grade Level: 4th Duration: 2-3 weeks

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Alignment with Common Core and/or South Carolina Academic Standards for two or more content areas:

<b>Science</b> <b>Standard:</b> 4-4.4 Summarize the conditions and effects of severe weather phenomena (including thunderstorms, hurricanes, and tornados) and related safety concerns.	<b>Math</b> 4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	<b>ELA</b> 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 4.RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 4.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<b>Social Studies</b> <b>4-5:</b> The student will demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery. 4-5.1 Summarize the major expeditions that played a role in westward expansion including those of Daniel Boone, Lewis and Clark, and Zebulon Pike. 4-5.2 Explain the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country's belief in Manifest Destiny. 4-5.3 Explain the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession. 4-5.4 Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830.
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Connections to Exploratories:

<b>Art</b> Students will create an authentic looking pioneer journal including illustrations of their journey.	<b>Music</b> Students will sing songs sung by pioneer children.	<b>Technology</b> Students will conduct research to gather information about the experiences of actual pioneers. Students will create a PowerPoint presentation of severe weather safety.	<b>PE</b> Students will play various games that pioneer children played (sticks and hoops, marbles, knee tag, etc)
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<b>Summary of activities showing connections between content areas</b>	Fourth graders will step back in time to explore the history of Westward Expansion in the United States. Students will conduct research using both print and non-print resources to gather information about the pioneers' motivations for traveling west, what the journey was like, and how their lives as well as the country were impacted. Students will also participate in a Pioneer Simulation. They will "travel" in wagon families and make decisions on their journey so they can experience the hardships and daily life of the pioneers who traveled west. The class will also read <i>Dear Levi: Letters from the Overland Trail</i> , a historical fiction novel about a 10 year old's journey west during this time. In Art, students will create an authentic looking pioneer journal including illustrations of their journey. In Music, they will sing songs sung by pioneer children. In PE, they will play games that pioneer children played, such as sticks and hoops, marbles, and knee tag. The unit culminates with a research project and a Pioneer Day celebration.
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>- What motivated pioneers to settle west?</li> <li>- What methods did pioneers use to reach their destination?</li> <li>- How were various groups (Native Americans and African Americans) impacted by westward expansion?</li> <li>- How can gathering information from several resources help us to speak and write about a topic more knowledgably?</li> <li>- What safety precautions should be taken in the event that severe weather should occur?</li> </ul>
<b>Pre-Writing and Writing Activities</b>	<ul style="list-style-type: none"> <li>- Brainstorm with graphic organizers</li> <li>- Research using guide</li> <li>- Note taking</li> <li>- Journal Entries</li> <li>- PowerPoint Presentation</li> </ul>
<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>• Generating ideas (brainstorming)</li> <li>• Think-Pair-Share</li> <li>• Observation</li> <li>• Small/whole group</li> <li>• DLIQ</li> <li>• Hands-on activity</li> <li>• Inquiry based</li> <li>• Problem Solving Scenarios</li> <li>• Integrating Technology</li> <li>• Role Play</li> <li>• Journaling/ Notebooking</li> </ul>

<p><b>Text Set</b> (This might include children's literature, magazines, films, maps, brochures, websites, and other resources)</p>	<p><b>Books:</b>  <u>Easy Simulations: Pioneers</u> by: Tim Bailey  <u>Dear Levi: Letters from the Overland Trail</u> by: Elvira Woodruff  <u>If You Traveled West in a Covered Wagon</u> by: Ellen Levine  <u>Flash, Crash, Rumble and Roll</u></p> <p><b>Videos:</b>            United Streaming Videos "<i>Severe Weather Safety: Watch for the Warning</i>", "<i>Weather Smart: Tornadoes</i>", "<i>Weather Smart: Hurricanes</i>"</p> <p><b>Websites:</b>            Kid Info: Pioneers and Westward Expansion  <a href="http://www.kidinfo.com/American_History/Pioneers.html">http://www.kidinfo.com/American_History/Pioneers.html</a>            PBS: <a href="http://www.pbs.org/wets/thewest/people/">http://www.pbs.org/wets/thewest/people/</a>            The Oregon Trail: <a href="http://america101.us/trail/Hadships.html">http://america101.us/trail/Hadships.html</a>            Weather Wiz Kids: <a href="http://www.weatherwizkids.com">http://www.weatherwizkids.com</a></p>
<p><b>Accommodations, Modalities of Learning, Differentiating Instruction</b></p>	<p><b>Accommodations:</b></p> <ul style="list-style-type: none"> <li>• seating (group with assistance)</li> <li>• notes already copied</li> <li>• role play</li> <li>• oral presentations</li> <li>• extended time to complete assignments</li> <li>• extended time to complete assessments</li> </ul> <p><b>Modalities of Learning:</b></p> <ul style="list-style-type: none"> <li>• auditory (verbally explain concepts and scenarios)</li> <li>• visual (illustrations and charts)</li> <li>• kinesthetic (physical movements)</li> <li>• tactile (manipulatives)</li> </ul> <p><b>Differentiating instruction:</b></p> <ul style="list-style-type: none"> <li>• book levels</li> <li>• grouping by student interests (Student role choice)</li> <li>• varied assessments (observations, journal entries, Exit Slips, student drawings, discussion)</li> </ul>
<p><b>Daily Lesson Plans</b></p>	<p>Week 1: Students will each select a pioneer (English settler, Native American, or African American) to research. They will gather information from nonfiction books, as well as internet resources to explain the pioneers' motivations for and method of going west. They will also research the climate and weather conditions of various regions in the United States.</p> <ul style="list-style-type: none"> <li>- Day 1: The teacher will introduce the activity and review how to use text features and the internet to conduct research.</li> <li>- Day 2: The students will preview the resources available and choose the pioneer they wish to research.</li> <li>- Days 3, 4, and 5: The students will conduct their research using the print and non-print resources filling out their research guide as they gather related information.</li> </ul>

Weeks 2-3: Students will research severe weather and safety precautions related to each type in science. They will then create a PowerPoint of severe weather safety. Students will also participate in the simulation activities with their wagon families using the knowledge they gained through their research and the related Social Studies lessons to make decisions and journal about their experiences along the way while adjusting their pioneer budget accordingly using various numerical operations.

- Day 1: **Setting the Scene** The teacher will set the scene and divide the class (wagon train) into wagon families. Students will choose the role they wish to portray as they travel west (banker, blacksmith, doctor, farmer, hunter, scout). The students will set up their journals and record the attributes of the role they assumed.
- Day 2: **Getting Ready for the Journey** The teacher read about traveling the Oregon trail to the class and tape off the dimensions of a wagon in the classroom. The class will discuss the wagon dimensions and what they think they can reasonably fit inside. Students will work in their wagon families to decide which supplies they will need to take with them (type of wagon, food, hunting materials, clothing, toys, etc) and use their math skills to keep track of their budget and the weight they are adding to the wagon.
- Day 3: **Westward Ho!** Students get ready to leave from Independence, Missouri and go west to a new life. The students will come across their first challenge and must decide as a group how they will cross Big Blue River. The students will then decide if they will buy any of the optional supplies when arriving at Fort Kearney.
- Day 4: **Crossing the Plains** The students will attempt to cross the Platte River and undergo severe weather while on the open prairie.
- Day 5: **Journey to South Pass** Students will travel along the treacherous Rocky Mountains. This part of the journey they will meet a stranger whom they find out is actually infected with cholera, and have an encounter with the Shoshone Indians. They will find out if it is a friendly one or a deadly one based on their decisions as a family.
- Day 6: **Into the Oregon Territory** Students will be faced with the dilemma of deciding to take a short cut on their way to Fort Hall or stop in order to resupply at Fort Bridger. They will take a dangerous trail through Snake River and the Blue Mountains. They will see how this impacts their wagons.
- Day 7: **The Final Leg of the Journey** As students near the homestretch they are faced with even more challenges to overcome. They will face severe winter storms in the mountains, and decide to take the overland route or float down the Columbia River
- Day 8: **Building a Cabin and Planting a Farm** The students will begin setting up their new homes as they have now reached their destinations.
- Day 9: **Journal** The students will combine all of their journal entries to create their own pioneer journal documenting their experiences throughout the journey.
- Day 10: **Pioneer Day:** The students will participate in various pioneer activities to celebrate the end of their demanding journey.