

**Instructional Plan**  
**Created by Laureen Laumeyer & Susan Dyer**  
**Meadow View Elementary, Hardin County**

**Title: Westward Ho!**

**Number of Days:**

**Academic Expectations:**

- 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
- 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- 2.8 Students understand various mathematical procedures and use them appropriately and accurately
- 2.10 Students understand measurement concepts and use measurements appropriately and accurately.
- 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
- Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

**Essential Content:**

- Role of land ownership to the Westward movement
- Geography needs (water, soil) for settlement development
- Required elements (tools, seeds, etc) to begin a home in the west

**Essential Questions:**

- How would tools and natural resources influence your survival and settlement choices if you were a pioneer in the early 1800's?
- What would your social and work life be like if you lived in the Middle West region of the United States during the 1800's?
- How did tools of measurement and work differ during pioneer times compared to life today?

**Enabling Knowledge:**

- Map skills (reading, making)

**Enabling Skills and Processes:**

- Mathematical skills (e.g., measuring, estimation, computation, graphing, mapping)
- Cooperative Skills
- Reading a map

### Activity 1

**Determining what you will need to survive and where you will settle in Kansas.**

#### Materials:

- Maps of Kansas in the early 1800's
- <http://darkwing.uoregon.edu/~atlas/america/maps.html>
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### WATER IMPACT OF SETTLEMENT

1. You and your group will use at least three maps of Kansas developed during the 1800's. As a group, you will plot five major settlements that developed near water sources.
2. In your journal, brainstorm reasons why settlements may have developed near water sources.
3. (water activity goes here!)

### Activity 2

**Mapping your Route to your New Homestead**

#### Materials:

- Research materials (computers, maps, web sites, library)
  - [http://www.ksls.com/about\\_surveys.htm](http://www.ksls.com/about_surveys.htm)
  - <http://members.aol.com/iseli/letter.htm>
  - <http://users.rcn.com/deeds/homestead.htm>
  - <http://www.loc.gov/exhibits/african/images/hofokan.jpg>
  - [http://www.nps.gov/home/homestead\\_act.html](http://www.nps.gov/home/homestead_act.html)
  - <http://bixbyrose.com/dykstra/davejenniememories.htm>
  - <http://www.kshs.org/genealogists/land>
  - <http://library.thinkquest.org/J001587/>
  -
- Kansas newspaper advertisement
- Maps of the early 1800's

You will work in groups of four and be assigned to map out the path you and your group will take from the Northeastern United States to your new homestead in Kansas in the Middle West region of the United States. Using the Kansas newspaper advertisement and maps of the early 1800's, you must complete the following:

- Map your trip from the Northeast region to Kansas
- Decide what supplies you will bring with you

- Calculate the distance in miles
- Determine how long it will take your group to travel to Kansas based on transportation methods of the early 1800's

You will record your information in your journal using recording devices (Clarify what recording devices we want them to use—primitive pencils, ink and wells, etc.) of the early 1800's. You will present your journal to the class.

### Activity 2 Scoring Guide

|          |  |
|----------|--|
| <b>4</b> | I made a journal entry that contained a map from the Northeastern United States to my homestead in Kansas. I also included a list of more than ten appropriate supplies. I gave a correct calculation of the distance in miles and the time duration of the journey. All of my information was correct. I gave elaborate details to support my findings. |
| <b>3</b> | I made a journal entry that contained a map from the Northeastern United States to my homestead in Kansas. I also included a list of eight to ten appropriate supplies. I gave a correct calculation of the distance in miles and the time duration of the journey. All of my information was correct. I gave brief details to support my findings.      |
| <b>2</b> | I made a journal entry that contained a map from the Northeastern United States to my homestead in Kansas. I also included a list of five to seven appropriate supplies. I gave a calculation of the distance in miles and the time duration of the journey. Most of my information was correct. I gave few details to support my findings.              |
| <b>1</b> | I made a journal entry that contained a map. I also included a list of less than five supplies. I gave a calculation of the distance and the time duration of the journey. No details were given to support the findings.  |
| <b>0</b> | I turned in a journal that contained incorrect, incomplete information.  |

No answer: My journal was lost in the crossing and is floating down the Mississippi...

### Activity 3

#### Comparing Navigational Tools of the 1800's to present Day Tools.

##### Materials:

- Present day navigation tools (GPS system, maps, satellite images)
- Early 1800's navigation tools (maps, constellation charts, etc.)

##### Resources:

- <http://www.ab.mec.edu/jamestown/gljnt.html>
- <http://www.mariner.org/age/earlynav.html>
- <http://www.boatsafe.com/kids/navigation.htm>
- [http://www.kitefarm.com/compass\\_museum/nautical.htm](http://www.kitefarm.com/compass_museum/nautical.htm)

You and your group will be responsible for showing the navigational tools of the 1800's versus the navigational tools of today. You and your group will need to present your

findings on a poster board to be displayed in the hall. You may use T-chart or any other visual format to report your findings. Include descriptions and pictures (drawn or cut out) on your poster.

### Activity 3 Scoring Guide

|          |   |
|----------|---|
| <b>4</b> | Your group constructed a poster that correctly presented more than seven navigational tools of both time periods. You included names, pictures, and elaborate descriptions of each. |
| <b>3</b> | Your group constructed a poster that correctly presented five to seven navigational tools of both time periods. You included names, pictures, and brief descriptions of each.       |
| <b>2</b> | Your group constructed a poster that correctly presented two to four navigational tools of both time periods. You included names, pictures, but lacked descriptions of each.        |
| <b>1</b> | Your group constructed a poster that presented less than two navigational tools of both time periods. You included names and pictures for most.                                     |
| <b>0</b> | Your group constructed a poster. The information on the poster was incomplete/incorrect.  |

No answer: My poster got lost due to lack of navigational tools.

### Activity 4

#### Measure and Plot an Acre of Land

#### Academic Expectations

##### 1.5

Students use mathematical ideas and procedures to communicate, reason, and solve problems.

##### 2.10

Students understand measurement concepts and use measurements appropriately and accurately.

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#### Program of Studies

##### M-4-GM-7

Students will measure and find area and perimeter of a rectangle.

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#### Core Content for Assessment

##### MA-E-2.2.5

Use nonstandard and standard units to measure weight, length, perimeter, area (figures that can be divided into rectangular shapes), and angles

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#### National Standards

##### NSM6

Standard 6 Problem Solving Instructional programs from prekindergarten through grade 12 should enable all students to— · build new mathematical knowledge through problem solving; · solve problems that arise in mathematics and in other contexts; · apply and adapt a variety of appropriate strategies to solve problems; · monitor and reflect on the process of mathematical problem solving.

##### NSM7

Standard 7 Reasoning and Proof Instructional programs from prekindergarten through grade 12 should enable all students to— · recognize reasoning and proof as fundamental aspects of mathematics; · make and investigate mathematical conjectures; · develop and evaluate mathematical arguments and proofs; · select and use various types of reasoning and methods of proof.

#### **NSM8**

Standard 8 Communication Instructional programs from prekindergarten through grade 12 should enable all students to— · organize and consolidate their mathematical thinking through communication; · communicate their mathematical thinking coherently and clearly to peers, teachers, and others; · analyze and evaluate the mathematical thinking and strategies of others; · use the language of mathematics to express mathematical ideas precisely.

#### **NSM9**

Standard 9 Connections Instructional programs from prekindergarten through grade 12 should enable all students to— · recognize and use connections among mathematical ideas; · understand how mathematical ideas interconnect and build on one another to produce a coherent whole; · recognize and apply mathematics in contexts outside of mathematics.

#### **NSM4**

Standard 4 Measurement Instructional programs from prekindergarten through grade 12 should enable all students to— · understand measurable attributes of objects and the units, systems, and processes of measurement; · apply appropriate techniques, tools, and formulas to determine measurements.

#### **NSM10**

Standard 10 Representation Instructional programs from prekindergarten through grade 12 should enable all students to— · create and use representations to organize, record, and communicate mathematical ideas; · select, apply, and translate among mathematical representations to solve problems; · use representations to model and interpret physical, social, and mathematical phenomena.

#### **Materials:**

- Field area to mark off an acre of land
- Red and blue flags to mark off an acre of land
- Measuring tools – yardsticks, etc.

#### **Resources:**

- <http://www.rootsweb.com/~usgenweb/pa/indiana/land.htm>
- <http://www.creighton.edu/~dsmithsj/JRSdeeds.html>
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Since you are about to Homestead a 40-acre plot of land, you and your group will measure and mark off an acre of land. After marking your acre of land, your group will need to devise a method of describing the boundary lines of your homestead so other settlers will know where your land begins and ends when they read your deed. Map out your settlement and record your description in your individual journal.

1. Join two other groups for this activity!
2. Read the deeds from the Internet resources above. How were they able to describe where their land is located? What types of landmarks were used in the deeds you read? Discuss your findings with the group.
3. Use red flags to mark the acre of land you measured using nonstandard measurement tools.
4. Use blue flags to mark the same acre of land when you measured with standard tools of measurement.
5. In your journal, compare and contrast the two methods of measuring the acre. Afterward, describe the location of your acre so that others will know where it is located.

### **Activity 4 Scoring Guide**

|          |  |
|----------|--|
| <b>4</b> | Each member of my group cooperated and participated in marking off the acre using nonstandard and standard tools of measurement. I have a journal entry that compares and contrasts the two forms of measurement and describes the location of the acre with elaborate and accurate details. |
| <b>3</b> | My group marked off the acre using nonstandard and standard tools of measurement. I have a journal entry that compares and contrasts the two forms of measurement and describes the location of the acre with brief, accurate details.   |
| <b>2</b> | My group marked off the acre using nonstandard and standard tools of measurement. I have a journal entry that describes the location of the acre with no details.  |
| <b>1</b> | My group marked off some land using either nonstandard or standard tools of measurement. I have a journal entry. It is missing information and the information I do have isn't quite correct.  |
| <b>0</b> | My group tried but couldn't work together. I wrote a journal entry. It wasn't correct because my group didn't finish the project.  |

No answer: My group is renting.

## **Activity 5**

### **Kansas Game**

#### **Core Content:**

#### **Materials:**

- Kansas game (Kansas game supplies) (SEE ATTACHED)

You and your group will play three (3) rounds of the Kansas Game. Using your journal, you will need to record your group's holdings at the end of each game. Upon completion of the third round (3 years), you and your group will need to determine if your choice to move west was successful or not and write a paragraph in your journal defending your choice.

Kansas Game –

- Determining what types of crops to plant.

- Determining what type of livestock to keep.
- Determining how much money to save or to spend.
- Determining what items on which to spend money

### Activity 5 Scoring Guide

|          |   |
|----------|---|
| <b>4</b> | I played three rounds and recorded in detail the results of the Kansas Game. I wrote at least a paragraph with elaborate details telling about whether my move west was successful or not.  |
| <b>3</b> | I played three rounds and recorded in detail the results of the Kansas Game. I wrote a paragraph with some details telling about whether my move west was successful or not.                |
| <b>2</b> | I played three rounds and recorded in detail the results of the Kansas Game. I wrote a paragraph telling about whether my move west was successful or not, but I didn't support my opinion. |
| <b>1</b> | I played three rounds of the game, but my paragraph doesn't agree with the game results.  |
| <b>0</b> | I couldn't write about it because I didn't understand the game.   |

No Answer: I don't think we're in Kansas anymore, Toto.

## Activity 6

### Art – Making a Quilt

#### Materials:

- The Log Cabin Quilt by Ellen Howard (five copies)
  - The Keeping Quilt by Patricia Polacco (five copies)
  - The Josefina Story Quilt by Eleanor Coerr (five copies)
  - The Patchwork Quilt by Valerie Flournoy (five copies)
  - The Quilt Story by Tony Johnston and Tomie DePaola (five copies)
  - Technology assess (computers, Internet, etc.)
- <http://www.womenfolk.com/historyofquilts>  
<http://www.thecraftstudio.com/qwc>  
<http://www.historyofquilts.com>  
<http://www.thecraftstudio.com/qwc/93quilt.htm>  
<http://www.thecraftstudio.com/qwc/97quilt.htm>  
<http://www.thecraftstudio.com/qwc/01quilt.htm>  
<http://library.thinkquest.org/J001587/>
- Scraps of material, thread, quilting supplies
  - Guest speaker on quilting
1. Read each book within your group and then pass your set of books on to the next group.
  2. Pick your favorite book and write a summary of it in your journal.

3. Listen to the guest speaker share his/her quilts and knowledge of how to make them.
4. You and your group need to make necessary bedding to survive in the cold plains of Kansas. After learning about the art of quilting (through guest speaker, books, and Internet research), you and your group will be responsible for completing a handmade section of a quilt through an old-fashioned quilting bee. Each group will combine their quilt section to the class as a whole to complete a quilt.
5. Write a journal entry telling why quilting was an important craft during the Westward Expansion period.

### **Activity 6 Scoring Guide**

|          |  |
|----------|--|
| <b>4</b> | I did additional extensive research on the art of quilting. I contributed to the group quilt by actively and appropriately participating in a quilting bee. I helped greatly to combine our quilt section with the class quilt. I wrote a journal entry detailing the importance of quilting and telling about my additional research. |
| <b>3</b> | I contributed to the group quilt by actively and appropriately participating in a quilting bee. I helped to combine our quilt section to the class quilt. I wrote a journal entry briefly detailing the importance of quilting   |
| <b>2</b> | I participated in a quilting bee. I helped to combine our section to the class quilt. I wrote about our quilting project in my journal. I used few details.  |
| <b>1</b> | I contributed to the group quilt by participating in a quilting bee.   |
| <b>0</b> | I attempted to quilt but not sure what I made.   |

No Response: I chose to be a hermit and live alone on the plains of Kansas. I didn't participate in the quilting bee and I'm going to freeze this winter.

## **Activity 7**

### **Music & Dance**

- Demonstration on the difference between “fiddle” and “violin”
- Instruction on the Art of Square Dancing  
<http://members.tripod.com/~noriks/ENGLISH/English-Index3.html>  
<http://www.dosado.com/articles/hist-maca.html>  
<http://www.southwinddulcimer.com/fvmusic.html>

#### **Materials:**

- Area to perform a square dance

You and your group are invited to a square dance as a social gathering to socialize with your neighbors. The local “fiddler” will be providing entertainment with his fiddle music. Each member in your group will need to attend and participate in the square dance. A new settler from back East has just arrived in the Kansas territory and has brought along her violin. She entertains the gathering with her violin playing. Upon returning home from the gathering, you will write an entry in your journal comparing and

contrasting the differences between the “fiddle” and the “violin.” You will need to evaluate and justify which type of music you preferred in your journal.

## Activity 8

### Reading

#### Materials:

- Copies of:  
*Little House on the Prairie* by Laura Ingles Wilder  
*Farmer Boy* by Laura Ingles Wilder

<http://www.joyfulcostumes.com/littlehouse.htm>

<http://ghs.bcsd.k12.il.us/projects/Students/banned/LITTLE.HTM>

<http://www.littlehouseonprairie.com>

<http://webpages.marshall.edu/~irby1/laura/almanzo.html>

[http://www.eduplace.com/tview/pages/f/Farmer\\_Boy\\_Laura\\_Ingalls\\_Wilder.html](http://www.eduplace.com/tview/pages/f/Farmer_Boy_Laura_Ingalls_Wilder.html)

Two people in your book will read *Little House on the Prairie* and two will read *Farmer Boy*. Upon completion, you and your group will form a literary group to compare and contrast the books. Included items need to be:

- The difference between an autobiography and a biography
- Where each book took place
- Time Era of each book
- Point of View of Each book
- Basic summary of each book
- How the books related to each other
- Would you recommend this book? Why or why not?

You will take an AR test on the book you read.

*NOTE: START WITH ACTIVITY 7 and 8—that’s where we left off on 2/28/04. We also need to add in the AE, core content, etc as in activity 4 (use the “teaching to prof.” website. Susan needs to find a water activity for #1. Lauren needs to get some sleep.*