

Westward Expansion: The Transcontinental Railroad

Unit

Created by

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Waynesburg University TPS Unit Outline



Title of Learning Unit: Westward Expansion – The Transcontinental Railroad

Subjects: Geography, History, Reading, Writing, and Music

Grade Level/Range: 3rd

Overarching Goal or Concept for the Learning Unit:

The students will understand what the transcontinental railroad is and how it impacted people in America.

Overview:

This unit is to teach students about the transcontinental railroad. They will learn about places along the route of the railroad. They will also learn how the construction and operation of the transcontinental railroad impacted different groups of people in America.

Written By: E Burns

Date: 12/6/2016



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Pre-instructional Assessment/Introduction:

1. Show students the book *Locomotive* by Brian Floca. Ask them what they think the book will be about based on the cover.
2. Explain that “locomotive” is another word for train and that the book is about an important railroad line.
3. Lead a picture walk through the story; allow students to look at the pictures and tell what they are seeing and what they think is happening.
4. Use the information the students present to gauge how much background knowledge they have on the railroad.
5. Then read the story aloud; discuss the pictures in relation to the text and ask questions after every page to see that the students are connecting what they are hearing to the pictures.

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Title of Lesson/Activity: Places on the Railroad

Created By: E Burns

Overview of Lesson: The students will look through the book “Locomotive” and mark with tab sticky notes the places that are shown. They will then post these location markers onto a map of the railroad and choose one location to write about.

PA Standards:

- **CC.1.2.3.B.** Ask and answer questions from the text and make inferences from text; refer to text to support responses.
- **7.1.3.B.** Identify and locate places and regions as defined by physical and human features

Investigative Question for this activity: *What is the path of the transcontinental railroad?*

Objectives:

- After identifying places shown in the books and discussing how to find the places on a map, the students will collaborate with a partner to correctly place two locations from the book on a map with no teacher prompting.
- After reading about and discussing places from the book, the students will draw a picture of and write one sentence about a location from the story with no factual errors.

Materials:

- “Locomotive” by Brian Floca
- Tab sticky notes
- Coloring worksheet
- Crayons
- Pencils

Print Sources:

- Coloring worksheet
- New trans-continental map of the Pacific R.R. and routes of overland travel to Colorado, Nebraska, the Black Hills, Utah, Idaho, Nevada, Montana, California and the Pacific Coast. <https://www.loc.gov/item/98688757>

Student Learning Process:

1. Show the students the book, “Locomotive,” and ask what they remember from the book.
2. Tell them that we will be investigating the question, “*What is the path of the transcontinental railroad?*”
3. Walk through the pages of the book and mark with a tab the locations that are mentioned throughout the book. For the two locations work as a class, then have each student search the book for the next location. While the other students keep an eye to make sure the student searching does not miss a location.

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4. Turn to the front cover of the book and ask the students what they can tell from the map about the path of the transcontinental railroad.
5. Have a large copy of the primary source map and have the students find the start and on the map and in the book to see that they are the same. Then have them find the tabs for the two locations (Omaha, NE and Sacramento, CA) and place them on the primary source map.
6. Pick another location from the book and find it on the map in the book, then on the primary source map. Stick the tab where it belongs.
7. Pick another location and ask the students how they would figure out where to put it on the primary source map.
8. Put the students in pairs and have them place a tab from the book on the primary source map. Continue rotating through the pairs until each tab has been placed on the map.
9. Show the students the new, labeled map and discuss how this shows the path that people would take on the railroad.

Closure: Have each student pick one location on the railroad to draw a picture of. Have them reference the book when drawing their pictures. Then have them write one sentence, based on the book, about the location.

Modifications/Accommodation Techniques for Students with Special Needs:

- Use lots of repetition when going through the steps of placing the location on the map and when discussing the path that the railroad takes.
- Pair struggling students with a higher performing student who would be able to assist them without doing all of the work.
- Have students who struggle with writing tell about their picture in addition to or instead of writing a sentence.
- If needed take a short brain break by having the students make a human locomotive and walk around the room.

Informal Assessment: Observe if the students are able to find locations mentioned on the pages of the book and transfer the locations to the map. Check the coloring worksheets to see that the students correctly identified and wrote a fact about a location from the story.

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Name: _____

Date: _____

My Place: _____

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Title of Lesson/Activity: Native People

Created By: E Burns

Overview of Lesson: The students will identify the different tribes of native people mentioned in the book and see where they lived before the transcontinental railroad. Then they will look at a political cartoon and discuss what it shows about the way the railroad impacted native people. The students will then look at a map to see the impact of the railroad of the amount and location of reservations and write and draw a comparison about what it was like before and after the railroad.

PA Standards:

- **7.1.3.A** Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.
- **8.1.3.C** Conduct teacher guided inquiry on assigned topics using specified historical sources.
- **CC.1.5.3.A** Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Investigative Question for this activity: *How did the transcontinental railroad change life for native people?*

Objectives:

After looking at the map of where native people lived, where the railroad was built, and a political cartoon about the relationship between the two, students will present one idea about the impact on native people, with at least one reference to the primary sources.

After discussing the impact of the railroad on native people as a class, the students will illustrate and write one sentence about what life was like for native people both before and after the construction of the transcontinental railroad with no teacher prompts.

Materials:

- *Locomotive* by Brain Floca
- Map with tabs from lesson 1
- Before and after picture paper
- Pencil
- Crayons

Print Sources:

- New trans-continental map of the Pacific R.R. and routes of overland travel to Colorado, Nebraska, the Black Hills, Utah, Idaho, Nevada, Montana, California and the Pacific Coast. <https://www.loc.gov/item/98688757> from lesson 1.
- Does not such a meeting make amends
<https://www.loc.gov/resource/cph.3b48647/> (primary source)
- National atlas. Indian tribes, cultures & languages: [United States]
<https://www.loc.gov/resource/g3701e.ct003648r/> (primary source)

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- Map showing Indian reservations with the limits of the United States: 1883
<https://www.loc.gov/item/2009579475> (primary source)
- “Before and After” picture paper (attached)

Student Learning Process:

1. Explain to the students that they will be investigating the question: “*How did the transcontinental railroad change life for native people?*” Ask them what they know about native people and where a good starting place to look for information about the railroad's impact them would be (the book, *Locomotive*).
2. Show the pages that show the native people and their tribe's names. Teach the students the proper pronunciation of the tribe names and have them repeat the names a few times.
3. Show the students the National atlas primary source. Ask them what the different colors mean. If they do not know explain the key of the map and how it can be used to find information about the map.
4. Have the students find the territories that belonged to the tribes mentioned in the books. Lead the students in discussing the amount of land and what the land may have looked like before the railroad.
5. Have the students look at the map of the railroad that they used in lesson 1 to see where the railroad and native lands overlap.
6. Show the political cartoon “Does not such a meeting make amends” primary source. Ask the students to tell you what they see in the picture. Have them only tell you what they see (no guesses about meaning yet). Record their responses on the board.
7. Ask what they know about different things that they saw in the picture from what they have been learning. Record these responses on the board in a separate section.
8. Discuss with the students what they think the meaning of the picture is and how it could help us find how what impact the transcontinental railroad had on the native people.
9. Next, show the students the “Map of Indian reservations with the limits of the United States: 1883” primary source. Ask them what they notice about this map compared to the map of native lands before the railroad.
10. Ask the students what they think the native people had to do when their land was used for the railroad and how the native people might have felt.

Closure: Give each student a before and after picture paper. They will draw what it was like for native people before and after the construction of the railroad and write at least one sentence to accompany each picture. As the students finish call them up one at a time to have them explain what they drew.

Modifications/Accommodation Techniques for Students with Special Needs:

- Allow students to verbally explain what they drew and wrote about.
- Prompt students to refer to the maps and prior knowledge when they are responding.

Assessment: Students should demonstrate an understanding that the construction of the transcontinental railroad moved native people from their homes as they complete the Before and After assignment.

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Name: _____

Date: _____

The Transcontinental Railroad and Native People

| Before | After |
|--------|-------|
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Title of Lesson/Activity: I Will Go West!

Created By: E Burns

Overview of Lesson: The students will listen to a song that gives reasons for going west, then they will discuss different people who were affected by westward expansion. They will then write a paragraph about how one group of people may have felt about moving west.

PA Standards:

8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.

CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.D Explain the point of view of the author.

CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Investigative Question for this activity: *How did different groups of people feel about westward expansion?*

Objective(s):

The student will orally identify one detail from the song about why the author is moving west when prompted by the teacher.

After class discussion about expansion, the student will write a paragraph with three details explaining how a certain group of people would feel about moving west in a small group.

Materials:

- *Locomotive* by Brian Floca
- Large paper for brainstorm
- Highlighter

Sources:

- I will go west! <https://www.loc.gov/resource/sm1875.10352.0>
- Circle of Viewpoints (attached)
- Train Publishing Paper (attached)

Online Collections/Exhibits/Websites:

“I Will Go West!” <https://www.youtube.com/watch?v=9N23e6S4Xp0>

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Student Learning Process:

1. Open with having the students tell what they remember from the book *Locomotive*. Ask the students to share some of the people mentioned in the book. (Conductors, engineers, passengers, Native Americans, etc.)
2. Play the song *I Will Go West* to the class and have them listen to the words.
3. Give the students the lyric sheet from the LOC primary sources and listen to the song again, this time following along with the words.
4. Ask the students what is happening in the song, how does the writer feel about moving west, and how do you know that.
5. Have the students get out their highlighters. Read the song aloud pausing after each stanza. Discuss how this stanza shows how the author feels about moving west and highlight the words that show this feeling.
6. Give each student a circle of viewpoints worksheet.
7. Ask the students who else would have been affected by westward expansion. As groups are listed, fill in the circle (ex. Native Americans, conductors, railroad builders, earlier settlers, etc.). If the students are having trouble finding groups, picture walk through the book to find people.
8. As groups are mentioned ask the Investigative Question: *How would this group of people feel about westward expansion?*
9. Break students into groups of 3 or 4 and allow each group to pick a group of people from the circle of viewpoints to focus on.
10. Explain that they will work together to write about how their chosen people would react to westward expansion and give three reasons why they think that.
11. Have students work as a group to fill out the westward expansion brainstorm.
12. Walk around the groups, guiding discussion as necessary.
13. As the groups finish their brainstorm paper, edit it with the group for any spelling, capitalization, or punctuation errors.
14. After it is edited, give them a train publishing paper to write their final copy on.

Closure:

Have groups present their train writing to the class and hang the final copies of the trains in hallway.

Modifications/Accommodation Techniques for Students with Special Needs:

- The groups may need more teacher guidance with the writing process.
- As discussion occurs, write words that may be helpful in the writing on the board for reference.
- Refer the students to the book or song when looking for people who may be affected by westward expansion.
- When presenting, do not make the students read what they have written, but rather have them tell about what they wrote.
- Have one higher level writer in each group.

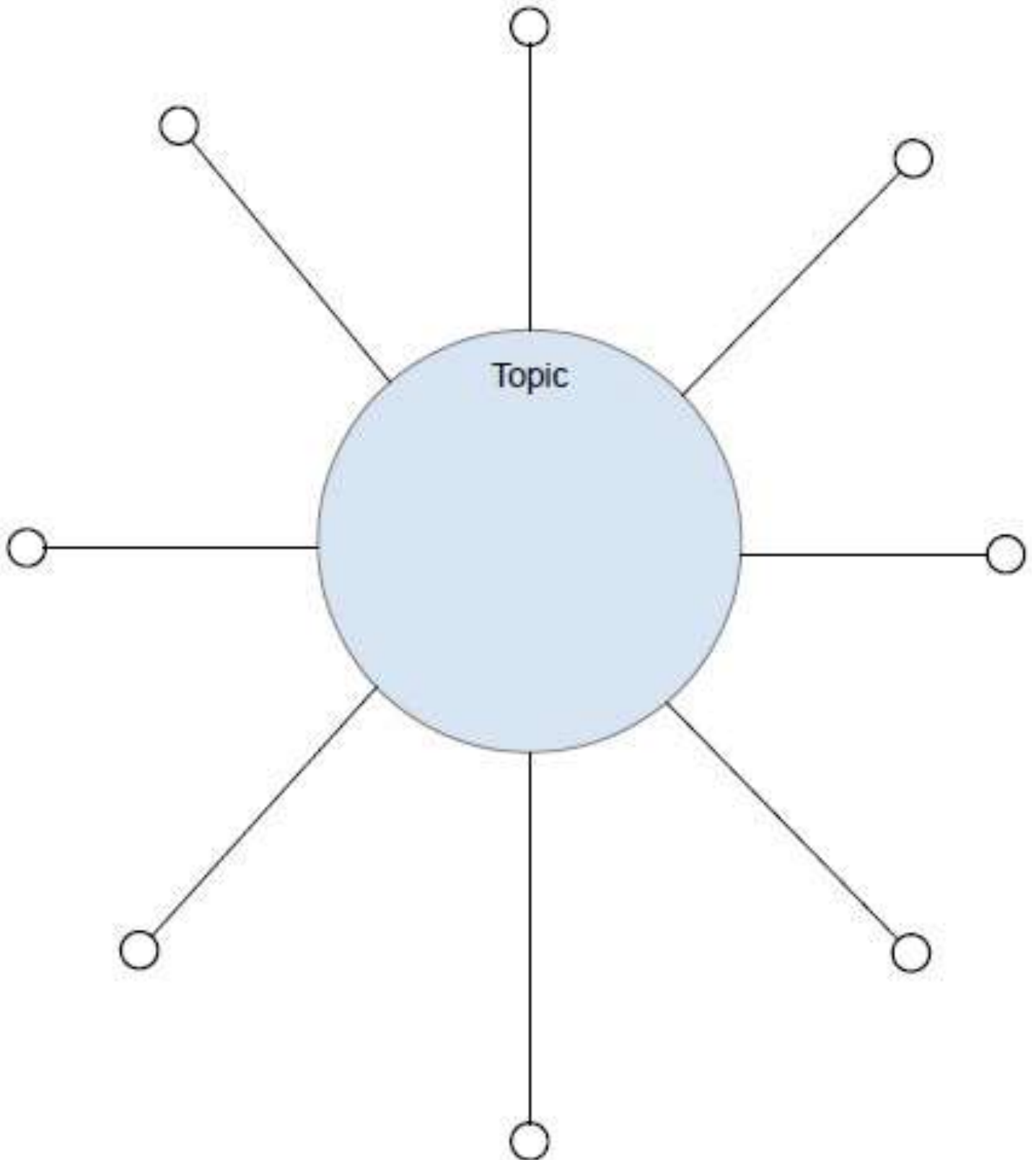
Assessment: Participation in class discussion and group work. Also, the final copy of the train writing will be checked for restating the question, giving three details, and wrapping up with a restate.

Post-instruction Assessment: The closing activities for the unit will be the final copy of the Point of View writing.

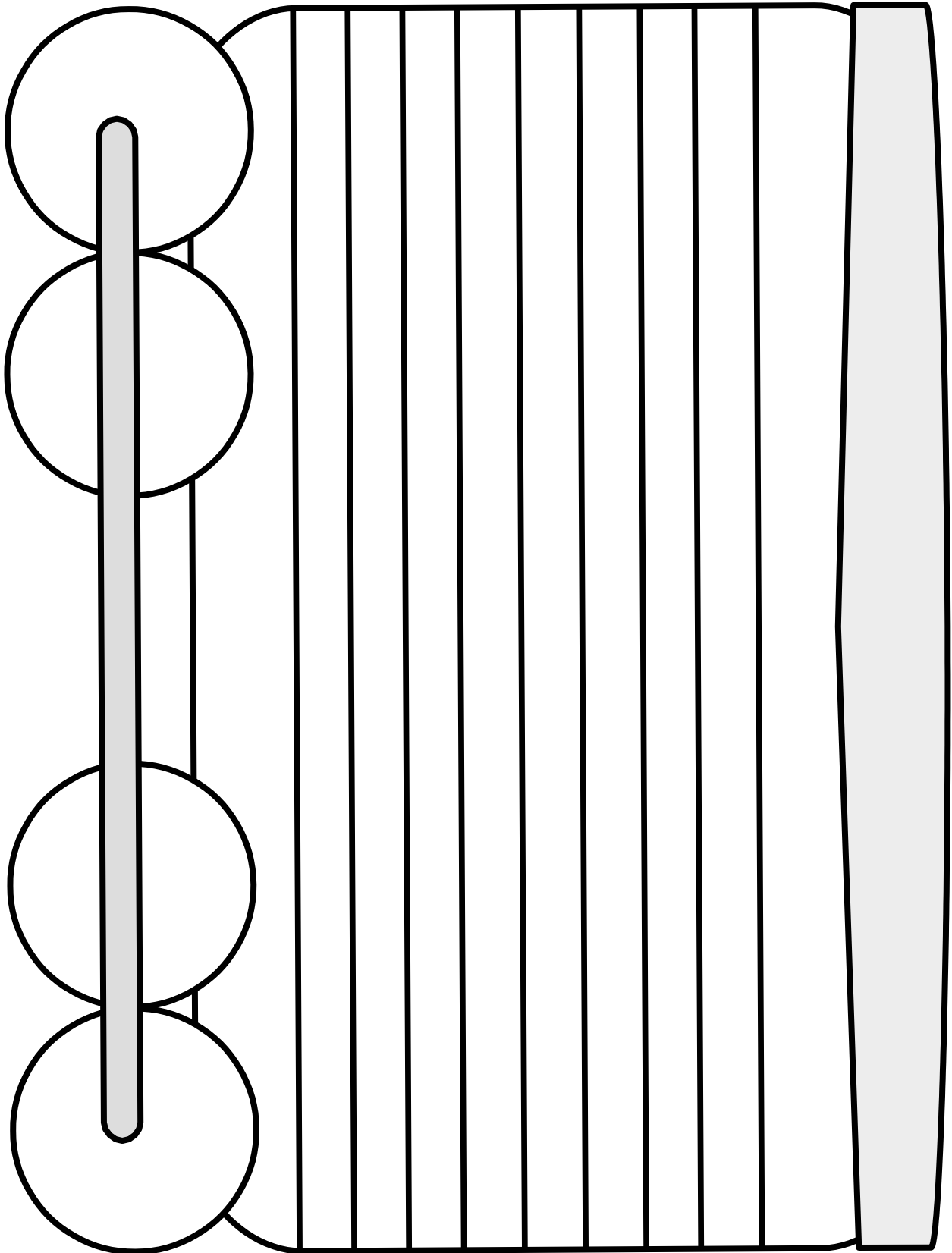
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Circle of Viewpoints: Westward Expansion

Idea from: <http://lamonte-bird.com/v2/wp-content/uploads/2014/04/Circle-of-Viewpoints-CO-LaMonte-Bird.com-v1.pdf>



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Names: _____

What would _____ have thought about westward expansion?

Restate:

Reason 1:

Reason 2:

Reason 3:

Restate: