

Domain-Based Unit Overview

Title of Domain: Westward Expansion After the Civil War

Big Idea

- Throughout the 1800s, Americans continued to move west, displacing Native Americans who were already living there and settling these lands themselves.

What Students Need to Learn

- The possibility of discovering gold and silver continues to draw pioneers westward; boom towns
- Homestead Act (1862); many thousands of Americans and immigrants start farms in the West
- “Go West, young man.” (Horace Greeley’s advice)
- Railroads, transcontinental railroad links east and west, immigrant labor
- Cowboys and cattle drives
- The “Wild West,” reality versus legend: Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill
- “Buffalo soldiers,” African American troops in the West
- United States purchases Alaska from Russia, “Seward’s folly”
- 1890: the closing of the American frontier (as acknowledged in the U.S. Census), the symbolic significance of the frontier

MN Academic Standards (2011)

- 5.4.1.2.2
- 5.4.4.16.1
- 5.4.4.16.2

Pre-Assessment

- 1) Why would someone want to settle in the American frontier?
- 2) Who helped build the railroad?
- 3) What does a census measure?

Domain Chapter 1	The Mining Frontier
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ✓ Explain how the lure of silver and gold spurred migration to and economic growth in the West. ✓ Describe what life was like in mining camps and boom towns.
Vocabulary	immigrant, boom town, and swarm; and of the phrases “stake a claim” and “vigilante justice.”
Procedure	<ol style="list-style-type: none"> 1. As a class, create a Know, Learn, Wonder chart on the white board. Leave the chart up and add to it throughout the unit. 2. Distribute copies of Important Physical Features of the United States 1.1. Have students find the Appalachian Mountains and Mississippi River on the map. Remind them that, before the Civil War, American settlers pushed west across the Appalachians to the Mississippi River. Remind students of the California Gold Rush and how people raced to California to find gold and get rich. 3. Introduce chapter vocabulary and the big question: How did mining affect the development of the American West?. 4. Popcorn read and pause to ask class comprehension questions. 5. On a postit note, have students answer how mining affected the development of the West?
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 2	Railroads Come to the West
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ✓ Identify key events in the construction of the transcontinental railroad. ✓ Summarize reasons behind the construction of the transcontinental railroad. ✓ Identify the immigrant groups who worked on the transcontinental railroad.

Vocabulary	transcontinental, Great Plains, prairie, and telegraph; and of the phrase “railroad ties.”
Procedure	<ol style="list-style-type: none"> 1. Review with students and add to the Learn portion of the KLV chart on the whiteboard from the previous class. 2. Display Important Physical Features of the United States and invite students to remember how miners and settlers traveled from the Eastern part of the U.S. west. (Remind students that people traveled overland on foot, by horse, by stagecoach, in wagon trains, and on flatboats and steamboats and train travel was challenging.) 3. Go over vocabulary and focus on transcontinental. and ask the Big Question: What were the benefits and drawbacks of the transcontinental railroad? 4. Popcorn read and pause asking comprehension questions. 5. Exit Ticket: have students list a benefit OR drawback on a post it note and have students place the note on a T chart on the white board. Discuss students' findings.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 3	The Cattle Frontier
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ✓ Explain the rise of the cattle industry and the long drive in the American West. ✓ Describe what life was like for cowboys during the era of the long drive. ✓ Explain how cattle drives affected society and the environment.
Vocabulary	graze, open range, brand, and stampede
Procedure	<ol style="list-style-type: none"> 1. Review with students and add to the Learn portion of the KLV chart on the whiteboard from the previous class. 2. Display a picture of cattle drive and ask students to remember some jobs people had out west. Inform students, people also raise cattle.

	<ol style="list-style-type: none"> 3. Go over vocabulary words and definitions and the Big Question for the lesson.: How did the rise of the cattle industry shape the use of land? 4. Students will read chapter independently. 5. When students finish reading they should write on a post it notes what the daily life of a cowboy was like and post it on the white board. 6. Students should then choose a vocabulary word and write a complete and detailed sentence with it as an Exit Ticket. 7. Homework with be map and questions: Cattle Drives and Railroads 3.1
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 4	Farmers move West
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ✓ Describe the geography of the Great Plains. ✓ Explain the terms and significance of the Homestead Act. ✓ Describe the influence of technology on farming in the American West.
Vocabulary	precipitation, till, credit, and homestead; and of the phrase “weather pattern.”
Procedure	<ol style="list-style-type: none"> 1. Review with students and add to the Learn portion of the KWL chart on the whiteboard from the previous class. 2. Have students recall the various jobs settlers held out west. Display a picture of wheat fields and invite students to think of another career settlers might hold. 3. Read vocabulary words and definitions and the ask big question: What attracted farmers to the Great Plains? 4. Popcorn read the chapter, pausing asking comprehension questions. 5. Students will be paired up and share their thoughts on the big questions and then be invited to share thoughts as a larger group. 6. Homework: Vocab Matching (4.1)
Poetry	<i>If Applicable</i>

Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 5	Adjusting to Life on the Plain
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ✓ Describe what life was like for farmers living on the Great Plains. ✓ Explain how farmers adapted to the environment of the Great Plains. ✓ Identify effects of the grasshopper plagues.
Vocabulary	ditch, evaporation, and hardship
Procedure	<ol style="list-style-type: none"> 1. Review with students and add to the Learn portion of the KLW chart on the whiteboard from the previous class. 2. Introduce vocabulary words and ask the Big Question for the lesson.: How did farmers adjust to the hardships of the Great Plains? 3. Popcorn read and pause to ask comprehension questions. 4. Have students reflect on the lesson and pair students up. Have pairs write a short paragraph answering the big question.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 6	Remembering the Wild West
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ✓ Explain how notions of “the West” changed over time. ✓ Summarize events leading up to the Oklahoma Land Rush. ✓ Explain how and why the frontier “closed” in 1890.
Vocabulary	foolhardy, ore, census, irrigation, stagecoach, and scout.

Procedure	<ol style="list-style-type: none"> 1. Review with students and add to the Learn portion of the KLW chart on the whiteboard from the previous class. 2. Play video <i>The Buffalo Soldiers</i>. 3. Introduce vocabulary and ask the Big Question: How did the legends of the Wild West come about? 4. Students will read the chapter in pairs. 5. Pairs will be assigned a “legend” and write a short paragraph on that legend. 6. Pairs will share their paragraph with other pairs. And another pair, if time allows.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 7	The United States gains Alaska
MN Academic Standards	
Objectives	<ul style="list-style-type: none"> ✓ Explain why Russia wanted to sell Alaska. ✓ Explain why U.S. officials wanted to buy Alaska. ✓ Summarize events leading up to the Alaska Purchase.
Vocabulary	treaty
Procedure	<ol style="list-style-type: none"> 1. Review with students and add to the Learn portion of the KLW chart on the whiteboard from the previous class. 2. Display a picture of Alaska. Ask students to remember from previous domains what they remember about Alaska’s relationship with Alaska. (Catherine the Great set up trading ports there). 3. Introduce vocabulary and ask the big question: What were the events leading to America’s purchase of Alaska? 4. Popcorn read the chapter. 5. As a class, list the events that lead to the purchase of Alaska. 6. Students can start on their homework: Domain Vocabulary: Chapters 5–7 (7.1)
Poetry	<i>If Applicable</i>

Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>