

**Domain-Based Unit Overview**

**Title of Domain: Americans Moving West, Grade 2**

**Learning Time: 11 days**

**Big Idea**

*The development of major transportation systems accelerated westward expansion and contributed to the demise of Native American way of life.*

**What Students Need to Learn**

- **Pioneers Head West**
  - New means of travel: Robert Fulton, invention of the steamboat; Erie Canal; transcontinental railroad
  - Routes west: wagon trains on the Oregon Trail
  - The Pony Express
- **Native Americans**
  - Forced removal to reservations: the Trail of Tears
  - The effects of near extermination of bison on the Plains Native Americans
  - Some Native Americans displaced from their homes and ways of life by railroads (the “Iron Horse”)
  - Sequoyah and the Cherokee alphabet

**MN Academic Standards**

*2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States.*

*2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.*

*2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.*

*2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.*

**Pre-Assessment**

<b>Domain Lesson 1</b>	Going West by Land and By River
<b>MN Academic Standards</b>	2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.
<b>Objectives</b>	-Understand that early American settlers began to move west once the initially settled areas along the East Coast of the United States became more populated. -Understand that early American settlers who moved west traveled in many different ways, including by land and on rivers.
<b>Vocabulary</b>	Settlers, frontiers, trails, oxen, flatboats, motors, sails, and keelboat.
<b>Procedure</b>	- Read “Chapter 1: Going West by Land and by River” from the Student Book. Follow along with the teacher manual, asking students questions as you read from the student book. - After reading the chapter, show students images of patchwork quilts. Tell students they will each be creating patchwork quilts for the entire unit. Each lesson a new quilt square will be created based on the chapter read. For this chapter, the quilt square should be based on settlers going west. Encourage students to write vocabulary words or important terms or people from the chapter. The center drawing should be of a flat boat.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 2</b>	Going West by Steamboat and Canal
<b>MN Academic Standards</b>	2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.
<b>Objectives</b>	-Identify Robert Fulton as the inventor of the steamboat. -Understand how the invention of steamboats and canals enabled more people to move west.
<b>Vocabulary</b>	Steam engine, invented, canal, governor, canal locks, barrel, and crops.
<b>Procedure</b>	-Read “Chapter 2: Going West by Steamboat and Canal” from the Student Book. Follow along with the teacher manual, asking students questions as you read from the student book. - Quilt square: Encourage students to write vocabulary words or important terms or people from the chapter. The center drawing should be of a steam boat. -Show students the following videos: “200 Years on the Erie Canal” and “Story of Us: Steamboats” which are found on CKHG online resources.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>

<b>Writing</b>	<i>If Applicable</i>
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<b>Domain Lesson 3</b>	The Oregon Trail
<b>MN Academic Standards</b>	<i>2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States.</i>
<b>Objectives</b>	-Explain what the Oregon Trail was and where it was located. -Describe what life was like on the Oregon Trail.
<b>Vocabulary</b>	-Midwest, Great Plains, fur traders, route, wagon trains, and supplies.
<b>Procedure</b>	-Read “Chapter 3: The Oregon Trail” from the Student Book. Follow along with the teacher manual, asking students questions as you read from the student book. - Quilt square: Encourage students to write vocabulary words or important terms or people from the chapter. The center drawing should be of a wagon train. -Show students the video “Oregon Trail - Story of Us” from CKHG online resources. -Play the Oregon Trail Game as a class.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 4</b>	The California Gold Rush
<b>MN Academic Standards</b>	<i>2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.</i>
<b>Objectives</b>	-Explain what the California Gold Rush was.
<b>Vocabulary</b>	Gold, sawmill, businesses, mine, gravel, and denim.
<b>Procedure</b>	-Read “Chapter 4: The California Gold Rush” from the Student Book. Follow along with the teacher manual, asking students questions as you read from the student book.- Quilt square: Encourage students to write vocabulary words or important terms or people from the chapter. The center drawing should be of a miner panning for gold. -Show students the video “The California Gold Rush Cartoon” from CKHG online resources. -Play ‘The Experience the Gold Rush’ as a class.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 5</b>	The Pony Express
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<b>MN Academic Standards</b>	<i>2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time. 2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.</i>
<b>Objectives</b>	-Explain the purpose of the Pony Express and how it worked.
<b>Vocabulary</b>	Businessmen, record time, and telegraph.
<b>Procedure</b>	-Read "Chapter 5: The Pony Express" from the Student Book. Follow along with the teacher manual, asking students questions as you read from the student book. - Quilt square: Encourage students to write vocabulary words or important terms or people from the chapter. The center drawing should be of a rider on a horse.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 6</b>	The Arrival of the Railroad
<b>MN Academic Standards</b>	<i>2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time. 2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.</i>
<b>Objectives</b>	-Explain what the transcontinental railroad was and why it was important.
<b>Vocabulary</b>	Tracks, transcontinental railroad, immigrants, spike, and Iron Horse.
<b>Procedure</b>	-Read "Chapter 6: The Arrival of the Railroad" from the Student Book. Follow along with the teacher manual, asking students questions as you read from the student book. - Quilt square: Encourage students to write vocabulary words or important terms or people from the chapter. The center drawing should be of a locomotive/train. -Play "I've Been Working on the Railroad" and "The Ballad of John Henry" and "The Brave Engineer" from CKHG online resources. Discuss the legends/tall tales of Casey Jones and John Henry.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 7</b>	Life Out West
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<b>MN Academic Standards</b>	2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time. 2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.
<b>Objectives</b>	-Explain the different type of work cowboys did out west.
<b>Vocabulary</b>	Cattle, ranches, cowboys, corral, and saddle.
<b>Procedure</b>	-Read "Chapter 7: Life Out West" from the Student Book. Follow along with the teacher manual, asking students questions as you read from the student book. - Quilt square: Encourage students to write vocabulary words or important terms or people from the chapter. The center drawing should be of a cowboy. -Watch the video "Pecos Bill Read Aloud" from the CKHG online resources.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 8</b>	The Trail of Tears and the Death of the Bison
<b>MN Academic Standards</b>	2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time. 2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.
<b>Objectives</b>	-Describe the Trail of Tears. -Describe how bison were important to Native Americans who lived on the Great Plains. -Explain why the bison disappeared. -Explain what effect the settlers had upon the Native Americans.
<b>Vocabulary</b>	March, bison, hides, tepees, fuel, leather, and reservations.
<b>Procedure</b>	-Read "Chapter 8: The Trail of Tears and the Death of the Bison" from the Student Book. Follow along with the teacher manual, asking students questions as you read from the student book. - Quilt square: Encourage students to write vocabulary words or important terms or people from the chapter. The center drawing should be of the Trail of Tears. -Watch the video "The Cherokee Trail of Tears" from CKHG online resources.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 9</b>	Sequoyah and the Cherokee Language
<b>MN Academic Standards</b>	2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time. 2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.
<b>Objectives</b>	-Explain Sequoyah's invention of the written Cherokee language.
<b>Vocabulary</b>	Communicate, symbols, system of writing, and syllables.
<b>Procedure</b>	-Read "Chapter 9: Sequoyah and the Cherokee Language" from the Student Book. Follow along with the teacher manual, asking students questions as you read from the student book. - Quilt square: Encourage students to write vocabulary words or important terms or people from the chapter. The center drawing should be of symbols of the Cherokee alphabet. -Students will copy the Cherokee Alphabet to take home. Students will attempt to write their own names using the alphabet.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 10</b>	Domain Review
<b>MN Academic Standards</b>	2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States. 2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located. 2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time. 2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.
<b>Objectives</b>	-Students review information in preparation for the domain test.
<b>Vocabulary</b>	Vocabulary from the entire domain.
<b>Procedure</b>	- Assemble the patchwork quilts for students to use to study for their assessment.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 11</b>	Domain Test
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<b>MN Academic Standards</b>	<p>2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States.</p> <p>2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.</p> <p>2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.</p> <p>2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.</p>
<b>Objectives</b>	-Students will demonstrate knowledge of domain.
<b>Vocabulary</b>	All domain vocabulary.
<b>Procedure</b>	Students will take the assessment.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>