**Section 6. Detailed lesson Plan**

**Title:** Reasons for and Ways of Moving West

**Grade and Subject: 6th Grade US History to 1865**

**Time Allotted: 54 min**

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| **SOL #:** | 8b | **NCSS Theme:** | III People, Places, and Environments  |

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| What is the **guiding question** for this lesson?Must be presented in the lesson to students | Why and how did people move West? |
| How will student understanding be **assessed**?-include assessments.  | Questions during lesson, Frame, Manifest Destiny Values Continuum |

**Key Concepts (no definition necessary):**

Manifest Destiny

**SWBAT (as many as required by lesson):**

**#1** Students will be able to understand the reasons and ways people moved West.

**Materials (List and attach primary sources and additional materials-ppt and question frames /concept maps/ Frames etc.):**

*Our America* Textbook

PowerPoint with pictures of Oregon Trail, Santa Fe Trail, Erie Canal

Frame

Manifest Destiny Video: <http://www.youtube.com/watch?v=YLmUhT9QOlE>

Manifest Destiny Values Continuum

**Just Do It (hook):** Territorial Gains Quiz-10 min

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| **Obj #** | ***Description of Lesson Procedure*** | **Check for Evidence of Understanding** |
| 1 | Guided Reading 15 min- Our America textbook pg. 132-133 | Asking questions during reading |
| Transition: Pictures of Erie Canal, Oregon Trail, Santa Fe Trail 5 min |
| 1 | Reasons and Ways of moving West Frame 15 min | Asking questions during Frame Activity |
| Transition: Manifest Destiny video 5 min |
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**Closure (How does this come back to the guiding question):** Manifest Destiny Values Continuum (students finish for homework). This comes back to the guiding question because Manifest Destiny was a major reason why people moved west.

**Modifications/Differentiation:** Some students or classes may need completed Frames.

**Section 6. Detailed lesson Plan**

**Title:** Manifest Destiny Trail Stations

**Grade and Subject:** 6th Grade US History to 1865

**Time Allotted:** 4 full class periods

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| **SOL #:** | 8b-8d | **NCSS Theme:** | III People, Places, and Environments |

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| What is the **guiding question** for this lesson?Must be presented in the lesson to students | How is Westward Expansion, Women’s Suffrage, and Inventions connected? |
| How will student understanding be **assessed**?-include assessments.  | Student understand will be assessed through the completion of the worksheet activities at the trail stations  |

**Key Concepts (no definition necessary):**

Manifest Destiny Inventions

Women’s Suffrage

**SWBAT (as many as required by lesson):**

**#1** Students will be able to analyze documents from the text set in order to complete the activity sheets.

**Materials (List and attach primary sources and additional materials-ppt and question frames /concept maps/ Frames etc.):**

Manifest Destiny Text Set

**Just Do It (hook):**

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| **Obj #** | ***Description of Lesson Procedure*** | **Check for Evidence of Understanding** |
| 1 | Students go to stations-All Class | Answers students put of activity sheets. |
| Transition: |
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| Transition: |
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**Closure (How does this come back to the guiding question):**

**Modifications/Differentiation:** Some students may need assistance at the stations, and partially completed activity sheets.