

Teacher's Guide: Conflict Over Western Lands

Recommended Grade Level: 5-8

(also applicable to grades 9-12 for students requiring significant support in learning)

Suggested Time: About 50-60 minutes spread over one or more class periods, plus additional time to complete a writing assignment

Goals

Following are the big ideas that students should take away after completing this lesson:

- Problems arose between settlers and Native Americans over land in the mid-1800s
- The concept of Manifest Destiny influenced the westward expansion of the United States
- Settlers' ideas about land led to problems for Native Americans

Vocabulary

(See definitions on page 6.)

- coexist
- continent
- ownership
- perspective
- reservation
- transform

Key Literacy Strategies

Following are the primary literacy strategies students will use to complete this activity:

- Comparing and contrasting ideas (screens 7 and 9)
- Making inferences (screens 4, 5, and 6, writing assignments 1 and 2)
- Determining important information (screens 6 and 7, writing assignments 1 and 2)

Note: In addition to using the key literacy strategies listed above, students will use each of the strategies below to complete this lesson:

- Monitoring comprehension
- Synthesizing
- Making predictions
- Developing vocabulary
- Connecting prior knowledge to new learning
- Developing a topic in writing
- Identifying and using text features (photographs, captions, diagrams, and/or maps)

Overview

Conflict Over Western Lands is a student-directed learning experience. However, while students are expected to work through the lesson on their own, teachers should be available to keep the lesson on track, organize groupings, facilitate discussions, answer questions, and ensure that students meet all learning goals.

The following is a summary of the lesson screens:

- Screen 1: Students learn that they will explore the differences between the ways Native Americans and settlers thought about and used land.
- Screen 2: Students read text that compares and contrasts the Native Americans' and white settlers' perspectives on the land.
- Screen 3: Students learn what the goals are for the lesson, which strategies they will be using to complete the lesson, and the important vocabulary words they will use during the lesson.
- Screen 4: Students watch a video that explains the Native American perspective on land and how fundamentally different it was from the perspective of Europeans and settlers. They then write one to two sentences to describe conflicts that might arise if settlers moved into this land.
- Screen 5: Students read about the concept of Manifest Destiny and how settlers implemented it as they moved west, changing the land radically as they went. Students write two to three sentences how this painting tells the story of what happened when the settlers moved into the Great Plains.
- Screen 6: Students answer three multiple-choice questions to show their comprehension of both Native American and settler perspectives on the land.
- Screen 7: Students read a passage about the impact of white settlement of the West on Native Americans and on the land itself, culminating in the removal of Native Americans to reservations. After they have finished reading, they write down at least one way in which Native Americans and settlers differed in their view of the land.
- Screen 8: Students complete an interactive vocabulary activity, and then choose two words from the vocabulary list and write a new sentence for each word. These tasks demonstrate their understanding of the meanings of the words.
- Screen 9: Students use an interactive activity to compare Native American beliefs and American settler beliefs by assigning descriptive phrases to the correct category.

Final

Assignment: Students select and complete a writing assignment about the lesson topic.

Before the Lesson

- Go through each screen of the lesson, including all the interactive activities, so that you can experience ahead of time what students will be doing. As you go through each screen, jot down your own expectations for students' responses.
- Determine if students will be working individually or in pairs on the lesson. Some students may be able to work independently with little or no support. Students who are less familiar

with the subject area or who struggle with literacy skills may benefit from working with another student. An effective way to do this is to pair a stronger student with a less able reader. You can also have students work individually on certain tasks and in pairs on others, depending on their experience and needs. If students will be working in pairs on any portion of the lesson, let them know if they will be expected to type in their notes individually or together.

- ❑ Provide instruction on key vocabulary (vocabulary words are defined in the lesson on screen 3, and on page 6 of this guide).
- ❑ Determine what students already know about Manifest Destiny, white settlement of the West, and Native American ways of living. You may want to use specific questions to start the discussion, such as: Why might people need or want new land? What do you know about attitudes and beliefs Native Americans had about land before the arrival of settlers? What happened to the Native Americans' land when settlers moved west? Record their ideas on a chart. This will give you a sense of the background knowledge and possible misconceptions that students have before beginning this lesson. If time allows, return to the chart after students have completed the lesson to add new learning and correct misconceptions. Note: You may want to record their new learning in a different-colored ink so they can see how much they've learned.
- ❑ Arrange computers with Internet access so students can work individually or in pairs.
- ❑ Before students begin, suggest a timeline for completing the lesson, mention the different types of media they will encounter, and let them know how you expect them to submit their work. You may want to provide an outline of this information on a chart, chalkboard, or whiteboard, or as a handout.

Lesson Assessments

The following are descriptions of the lesson features that will be part of the packet of materials that students will submit. Students will use the packet for reference when writing their final assignment. It also serves as a formative assessment tool to monitor students' work as they're progressing through the lesson.

- **Notes** - Students take notes on screens 4 and 5. If time allows, review their notes before students begin their writing assignment.
- **Multiple-choice questions** - Students complete the three questions on screen 6. Walk around to make sure students answer all three questions in the quiz before they move on. If students click to go to the next page before they finish, their work on the quiz will not be saved.
- **Match It!** - Students complete an interactive vocabulary activity on screen 8. They begin by placing the vocabulary terms into the correct sentences. After they finish and save their work, they will be able to check their answers against an answer key. When they are done, they will be asked to choose two vocabulary words and write a new sentence for each word. Sentences should demonstrate a clear understanding of the meaning of each word. An inappropriate response would be "Native Americans had a perspective." An appropriate response would be "The Native American perspective on land was that it belonged to everyone."

- **Compare It!** - Students complete the comparison activity Compare It! on screen 9. Students determine whether given phrases represent the beliefs of Native Americans or American settlers. Students will not be able to check their answers online, so you will need to provide them with correct answers when they are finished with the lesson. You can choose to review the answers as a class or return the corrected packet of materials to students before they begin the final assignment.

Following are the appropriate categories for each phrase:

Native American Beliefs

- People should adapt to their environment.
- Moving from place to place with the seasons is a normal part of life.
- Resources need to be used carefully and protected.

American Settler Beliefs

- Land is property to be purchased.
 - Nature must be changed to suit people's needs.
 - Only the owner can decide who uses his or her land.
- **Final Assignment** - Students complete one final writing assignment. You can choose to let students make their own selection, or assign one according to your goals for the lesson. Use the rubric on page 7 to assess the writing assignments.

Lesson Aids and Extensions

Use the following suggestions to help students if they are stuck on a particular screen, to prepare students for completing their writing assignments, or as follow-up discussions to reinforce learning.

- **Watching Videos** - Encourage students to watch the video more than once. After the initial viewing, provide students with a specific content focus to frame their next viewing(s) of the video. This will help them draw connections between the main topic and the information that the video has to offer.
- **Participating in Discussions** - Organize class discussions or encourage students to talk about their questions in pairs. You may want to use the following discussion starters.
 - o Why was it so hard for people who came from a tradition of scarce land to change their views when living in a huge, open continent?
 - o Why did settlers keep the tradition of buying and owning land—rather than sharing it—when that practice had brought so much hardship to their own ancestors?
 - o How were Native American ways of living on the land hard for settlers to accept for a variety of cultural reasons?
- **Reading the PDF Text** - Before they read the PDF text on screen 7, ask students to make predictions about what would happen to Native Americans when a large number of settlers moved west.

- **Sharing Student Work** - It may be motivational, and a further learning opportunity, for students to post their final essays so that their classmates, peers, and/or parents can see them. This may also provide an opportunity for students to comment on and discuss each other's essays.

If you do not already have access to an online writing community, Teaching Matters™ provides TeXT, free classroom publishing tools that allow teachers and students to create and publish their own online eZine. More information and a free signup are available at Teaching Matters: TeXT (<http://text.teachingmatters.org>).

- **Reflection and Self-Assessment** - After students have turned in their writing assignments, you can choose to have them assess their learning. Bring students together as a whole class or in small groups to discuss the questions below. You may want to return to the chart of their ideas developed before the lesson and record their new learning. You may also have students respond individually to the questions and then convene the class to discuss the chart.
 - o What did you learn?
 - o What was surprising?
 - o What questions do you still have?
 - o What was the easiest for you to understand and do?
 - o What was the most difficult?

Vocabulary Definitions

coexist

When two or more people or groups of people from different backgrounds or with different beliefs live together in peace.

continent

One of several large land areas. Earth's total land area is divided into seven continents: Africa, Antarctica, Asia, Australia, Europe, North America, and South America.

ownership

Having a legal document that says you possess something. Having total control over something, often land, that no one else has the right to use or live on.

perspective

A way of thinking about something. A set of ideas or a viewpoint.

reservation

Land, usually not very good land, that is set aside for Native Americans to live on.

transform

To change someone or something completely, making it hard or even impossible to recognize the original place, thing, or person.

Final Assignment Rubric Conflicts Over Western Land

1. Imagine that you are a Native American watching the settlers arrive in your region. Write what you see, and then describe how you feel about these new arrivals and how you think they may change the way you live.
2. Imagine that you are an American settler traveling to the West. Write a journal entry describing some of the things you observe about the land, animals, and people along the way.

4	3	2	1
<p>Provides a clear and accurate response to the question. Ideas are elaborated, with three or more relevant supporting details from the reading passage, video, and other materials in the lesson.</p>	<p>Provides an adequate response to the question. Topic and ideas are generally well organized, with two relevant supporting details from the reading passage, video, and other materials in the lesson.</p>	<p>Provides a generally accurate response, with one supporting detail from the reading passage, video, and other materials in the lesson.</p>	<p>Provides an inaccurate response to the question or fails to address the question. May include misinterpretations. Understanding of the topic is not apparent.</p>
<p>Uses at least three vocabulary words (or a form of the vocabulary words) from the lesson, and uses them all correctly.</p>	<p>Uses two vocabulary words (or a form of the vocabulary words) from the lesson, and uses them both correctly.</p>	<p>Uses one vocabulary word (or a form of the vocabulary word) from the lesson, and uses it correctly.</p>	<p>Does not use any vocabulary words, or uses vocabulary words incorrectly.</p>

Scoring the Rubric

Here are two suggestions for scoring the final assignment rubric. Select the option that best meets your needs or develop your own grading system.

Option 1: This option provides one score for each submitted assignment.

Assign a score of 4 or below for the written response (first row of the rubric) and a score of 4 or below for the use of vocabulary (second row of the rubric), for a total maximum score of 8. The interpretation of scores is as follows:

Score	Grade	Narrative Interpretation
7-8	A	Excellent
5-6	B	Good
4	C	Adequate (Fair)
3 or below	D	Minimal

Option 2: This option provides two scores for each submitted assignment: one for written content and one for the use of key vocabulary. An advantage of separate scores is that you can weight students' comprehension and composition differently than you do their knowledge of vocabulary. It can also help you identify specific needs for future instruction.

Assign a score of 4 or below for the written response (first row of the rubric) and a score of 4 or below for the use of vocabulary (second row of the rubric) and then score them separately. The interpretation of scores is as follows:

Score	Grade	Narrative Interpretation
4	A	Excellent
3	B	Good
2	C	Adequate (Fair)
1	D	Minimal

The final grade may look like this: A/B (A for content and B for vocabulary use).