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## Using the Five Themes to Understand the Settlement of the West

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# Using the Five Themes to Understand the Settlement of the West

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|---|---|--------------|
| Grade Level (Req.): 7th grade   | Content Area (Req.): Human Geography, American History  | Unit (Opt.): |
| Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>  |   |              |
| Time Frame (Req.): 3 days   | Goal (Req.): Students will gain knowledge about the settlement of the West and how aspects of geography played a role in the journey.   |              |
|   | Objective (Req.): Students will understand how settlers from the East modify the environment to meet their needs as they settled the West. Students will understand the humans adapt in response to their environment as the settled the West. Students will be able to identify characteristics that distinguish historic time periods. Students will have an introductory understanding of the Transcontinental Railroad, the Oregon Trail, the Gold Rush, and the Homestead Act of 1862. |              |
| Materials Needed (Req.): <ul style="list-style-type: none"> <li>• Internet access</li> <li>• Glogster account or Poster board if a non-virtual poster is preferred</li> <li>• Recommended links provided</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>   | New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>   |              |
| Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How are the five themes of geography apparent in the world, as seen in images? 5 Themes in Photographs Practice – use the four photographs attached below to generate a class discussion on the ways that people are modifying the environment and how they are adapting to it. Also see if students can deduce what is happening in the pictures. Other themes of geography such as movement would be great to incorporate as well. I would do this by displaying the images one by one. On the first one I would probably directly show students examples and explain or refresh for them what modification and adaptation are and distinguish the two of them. For subsequent images I would ask them to Think/Ink/Pair/Share using what I call the reflection section of our notebooks. The pictures could easily be transferred into a PowerPoint for better display. |   |              |
| Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Day 1 – Start with the anticipatory set.</li> <li>2. Provide students with brief descriptions of the following historical items that played a major role in westward expansion: Oregon Trail, Transcontinental Railroad, Gold Rush, Homestead Act. These are 4 basic websites that touch on these topics listed below in the “Other Resources” section. Most textbooks also include something on the topic as well.</li> <li>3. Divide the students into jigsaw sharing groups. This will allow groups to become “expert” on one</li> </ol>  |   |              |

area but get exposure to all of these elements of Westward Expansion.

4. How Jigsaw works: Each student is a member of 2 different groups (an expert group and a sharing group). The procedure I follow goes like this. 1) Give each student a number and a color; the number and color will vary based on the number of students and the number of groups needed. In this case 4 groups are needed, I would use 4 colors to represent these groups, and within each color I would ascribe numbers to the members. The color groups are the experts. The numbers are the sharing groups. 2) Allow each student time to read the material required of them. 3) Put all the like colored groups together and have them agree on a written statement to make that explains their topic. 4) Split the groups into number groups to share the written statements.
5. Day 2 – Phase One: Students will return to their expert groups and be taken to the computer labs. Each group will be using Glogster to create a Human Environment Interaction and History Poster. They will be required to have 5 pictures on the Glog and an explanation of how the picture represents an example of modification, adaptation and/or movement.
6. Phase Two: Students will be given time to go on an Online Gallery Walk and see the workmanship of their classmates.
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Formative Evaluation (Req.): The teacher will also use these glogs as a formative evaluation to see if the students seem to be grasping the concepts, reteaching any student or groups that seem to have misconceptions.

Assessment (Req.): Students will be given a sheet with 4 images that represent the 4 historical periods from the lesson. They will be asked to identify in writing which of the time periods is represent and give an explanation of how they drew that conclusion. The students will also be asked to identify and explain one example of human modification of the environment, one example of humans adapting to the environment, and one example of movement of people, goods, or ideas. The difficulty could be differentiated by the images selected; for example, for students that struggle, the same images used in the anticipatory set could be used. For on-level students, a new set of similar images could be selected. For advanced students, they could be allowed to select images that they believe illustrate the theme and time period with an explanation of their rational.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 6-8: Understand how physical processes and human actions modify the environment and how the environment affects humans.
- Technology Literacy, grade 6-8: Demonstrate creative thinking in the design and development of innovative technology products and problem solving.

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Common Core Curriculum Standards Used (Opt.):

- Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Speaking and Listening, grade 6-12: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; make sure the organization, development, substance, and style are appropriate to purpose, audience and task.
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NGS Standards Used (Req.):

- How human actions modify the physical environment
- How physical systems affect human systems
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Five Themes of Geography Used (Req.):

- Place
- Human-Environmental Interaction
- Movement
- Region
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School District Standards and Benchmarks (Opt.):

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21<sup>st</sup> Century Universal Constructs (Opt.): Collaboration, Creativity

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

- Life on the Oregon Trail – a website should be researched for by the teacher

- The Gold Rush – <http://www.inn-california.com/articles/history/californiagold.html>
- Transcontinental Railroad – <http://bushong.net/dawn/about/college/ids100/history.shtml>
- Homestead Act of 1862 – <http://www.homesteadhomemaking.com/index.php/the-homestead-act-of-1862/>

