Jennifer W. Dolese
LEH/NOPS
Teaching American History
Lesson Plan: Fourth Grade

Title Of Lesson- Western Expansion: Building of the Railroad

Amount of time required- 5 days (90 minutes per day)

Objective- The students will be able to evaluate the effect the Railway had on the West, the growth of government, immigration and the growth of business.

* Standard- History- Time, Continuity, and change. Students develop a sense of historical time and perspective as they study the history of their community, state, nation and world.

* Benchmark-
  H-1A-E3- Identifying and using primary and secondary historical sources to learn about the past.
  H-1C-E1- Describing the people, events, and ideas that were significant to the growth and development of our state and nation.
  H-IC-E3- Describing the causes and nature of various movements of large groups of people into and with in Louisiana and the U.S. through out history.

* GLE-
  #53- Interpret historical information on a map, table or graph.
  #61 Identify the causes and effects of major historical migrations to and with in America.
Essential Question-

In what ways did the railway impact the lives of the Native Americans, the Chinese, and the Settlers?

Materials -

* Paper
* Pen
* Handout promoting the West
* Political Cartoon( [www.harpersweekly.com/theme](www.harpersweekly.com/theme))
* Map of the western plains
* Rubric for writing assignment/letter
* Cartoon Analysis sheet
* Chinese American Contribution To Transcontinental Railroad Handouts ([www.cprl.org/Museum/Chinese.html](www.cprl.org/Museum/Chinese.html))
* Markers

Instructional Strategies- Identifying similarities and differences, reinforcing effort and providing recognition, homework and practice, nonlinguistic representation, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, questions.

Lesson Steps-

**Day one** - Students will explore prior knowledge about the railroads. Discuss with students that prior to 1869 there were no railroads connecting the eastern and the far western U.S. Ask the students, How they think the railroads changed life in the West? In the East? Provide each student with the handout promoting the lands in the Western U.S. Guide them in their discussions using the following questions:

* How does the poster try to attract homesteaders?
* Why do you think the railroad company was eager for new settlers to come west?
* Who is benefiting from the ad?
* List three things that you feel are important about the Poster.
* Write a question that was left unanswered by the Poster.
Conduct a whole class discussion using examples from student responses. (Put examples up on the board)

Homework- The students will write their own persuasive poster, with the materials supplied.

**Day two** - Begin class by reviewing the previous day's lesson. Divide the class into three groups of mixed ability.
* Settlers
* Native Americans
* Central Pacific Railway Company

Each group will work together and discuss the poster with one another, and provide for the class their reason why or why not the poster will benefit them. On the chalkboard or overhead projector write "SETTLER'S POINT OF VIEW", "NATIVE AMERICANS POINT OF VIEW" and "CENTRAL PACIFIC RAILWAY'S POINT OF VIEW".

Afterwards, Conduct a whole class discussion, tap into students' prior knowledge and experience with Native Americans. Write the word reservation on the board and define it for the students. Lead a class discussion of the possible reasons for the creation of reservations.

**Day three** - Begin class by reviewing the previous day's activities. Provide students with a copy of the cartoon, "A School For Savages." Have the students critique the cartoon using the cartoon analysis sheet. Remind them to think about the word "reservation" and what it meant to the Native Americans. Engage students in a class discussion about the cartoon.
* What does the word savage mean?
* Who are they talking about? (Who is the savage)
* What is the white man doing to the Native American?
* What about peace treaties?

Homework- Have the students draw their own political cartoon about the whites and Native Americans

**Day four** - Engage the students in a class discussion about the Chinese immigrants. Discuss with the students how the Chinese were treated unfairly. (worked longer hours, paid less, seen as inadequate) Pass out handouts from the Chinese American Contribution to the Transcontinental Railroad website. Read together. The students will write a point of view essay. How would you feel if you were a Chinese laborer? Pretend that you are a Chinese immigrant
writing a letter to your family at home. Complete for homework.

**Day Five** - Conduct a whole class lesson on the growth the railroad had on all aspects of the United States: government, politics, economics, and society. List on board student’s analysis.

**Assessment**
Multiple-choice Questions

1. The Settlers faced many hardships after moving to their new land, among them were
   A. Fertile Land
   B. Large supply of water
   C. Dry, treeless areas

2. The Homestead Act allowed
   A. All women to vote
   B. Men over 21 to own land
   C. Native Americans to keep their land

3. During the 1800’s the government made treaties with the Native Americans promising
   A. Housing
   B. More land to hunt buffalo
   C. Promising not to take their land

**Constructed response**

1. What effects did the completion of the railroad have on the U.S. overall?

**Enrichment Activity**

* Have students write about property rights and the reservations.
* Which cities were connected to the transcontinental railroad? Label the map that has been provided.

**Attachments**

* Political Cartoon from *Harpers Weekly*
* Map of the Western Plains
* Rubric for writing assignment/letter
* Cartoon analysis sheet
* Poster promoting the western plains
A SCHOOL FOR SAVAGES: or Teaching the Young Idea not to shoot.

Beg Boys: "White man, hold us; we went to Big Taller."

General Sherman: "No, no. To White men first, then you can Big Taller afterward."

© 1901 HARPER
Transcontinental Railroad

Label railroads in the West using the information from the lesson.
## Letter-Writing: Western Expansion Building of the Railroad Writing Rubric

Teacher Name: Jennifer Dolese

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar &amp; spelling</strong> (conventions)</td>
<td>Writer makes no errors in grammar or spelling.</td>
<td>Writer makes 1-2 errors in grammar and/or spelling.</td>
<td>Writer makes 3-4 errors in grammar and/or spelling.</td>
<td>Writer makes more than 4 errors in grammar and/or spelling.</td>
</tr>
<tr>
<td><strong>Ideas</strong></td>
<td>Ideas were expressed in a clear and organized fashion. It was easy to figure out what the topic was about.</td>
<td>Ideas were expressed in a pretty clear manner, but the organization could have been better.</td>
<td>Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the topic was about.</td>
<td>The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the topic was about.</td>
</tr>
<tr>
<td><strong>Sentences &amp; Paragraphs</strong></td>
<td>Sentences and paragraphs are complete, well-constructed and of varied structure.</td>
<td>All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.</td>
<td>Most sentences are complete and well-constructed. Paragraphing needs some work.</td>
<td>Many sentence fragments or run-on sentences OR paragraphing needs lots of work.</td>
</tr>
<tr>
<td><strong>writing an essay</strong></td>
<td>Compiles with all the requirements for writing an essay.</td>
<td>Compiles with almost all the requirements for writing an essay.</td>
<td>Compiles with several of the requirements for writing an essay.</td>
<td>Compiles with less than 75% of the requirements for writing an essay.</td>
</tr>
</tbody>
</table>
# Letter-Writing: Letter Writing - Western Expansion

Teacher Name: Jennifer Doise

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salutation and Closing</strong></td>
<td>Salutation and closing have no errors in capitalization and punctuation.</td>
<td>Salutation and closing have 1-2 errors in capitalization and punctuation.</td>
<td>Salutation and closing have 3 or more errors in capitalization and punctuation.</td>
<td>Salutation and/or closing are missing.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Complies with all the requirements for a friendly letter.</td>
<td>Complies with almost all the requirements for a friendly letter.</td>
<td>Complies with several of the requirements for a friendly letter.</td>
<td>Complies with less than 75% of the requirements for a friendly letter.</td>
</tr>
<tr>
<td><strong>Sentences &amp; Paragraphs</strong></td>
<td>Sentences and paragraphs are complete, well-constructed and of varied structure.</td>
<td>All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.</td>
<td>Most sentences are complete and well-constructed. Paragraphing needs some work.</td>
<td>Many sentence fragments or run-on sentences OR paragraphing needs lots of work.</td>
</tr>
<tr>
<td><strong>Content Accuracy</strong></td>
<td>The letter contains at least 5 accurate facts about the topic.</td>
<td>The letter contains 3-4 accurate facts about the topic.</td>
<td>The letter contains 1-2 accurate facts about the topic.</td>
<td>The letter contains no accurate facts about the topic.</td>
</tr>
</tbody>
</table>
# Cartoon Analysis Worksheet

## Level 1

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words (not all cartoons include words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List the objects or people you see in the cartoon.</td>
<td>1. Identify the cartoon caption and/or title.</td>
</tr>
<tr>
<td>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
<td></td>
</tr>
<tr>
<td>3. Record any important dates or numbers that appear in the cartoon.</td>
<td></td>
</tr>
</tbody>
</table>

## Level 2

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Which of the objects on your list are symbols?</td>
<td></td>
</tr>
<tr>
<td>3. What do you think each symbol means?</td>
<td></td>
</tr>
<tr>
<td>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</td>
<td></td>
</tr>
<tr>
<td>5. List adjectives that describe the emotions portrayed in the cartoon.</td>
<td></td>
</tr>
</tbody>
</table>

## Level 3

A. Describe the action taking place in the cartoon.

B. Explain how the words in the cartoon clarify the symbols.

C. Explain the message of the cartoon.

D. What special interest groups would agree/disagree with the cartoon's message? Why?

---


**U.S. National Archives & Records Administration**

8601 Adelphi Rd, College Park, MD, 20740-6001 - 1-86-NARA-NARA - 1-866-272-6272

---

2,000,000 FARMS of Fertile Prairie Lands to be had Free of Cost

CENTRAL DAKOTA

30 Millions of Acres

Of the Most Productive Grain Lands in the World. The attached Map Shows the Locus of these Lands.

YOU NEED A FARM!

Here is one you can get simply by occupying it. It will be noticed that the

CHICAGO AND NORTHWESTERN

Has Two Lines of Road that run through to these Lands. It is the only Rail Road that reaches them.

In the Western and South of America, are many millions of acres that you can own by the CHICAGO & NORTHWESTERN RAILWAY. Among the laws of Illinois have been laid out a number of Towns in which are needed the Schools, Churches and Libraries; and these lands are now, for the first time, open to settlement. The Indians have been removed and their reservations offered in them who wish to occupy them.

HOW TO GET THERE

Any Ticket Agent will sell you Tickets in the CHICAGO AND NORTHWESTERN RAILWAY. In TRAVELER'S DISCOUNT, you will receive the same. By playing upon the CHICAGO AND NORTHWESTERN RAILWAY, you can get a description of New York and all the most important cities of America.

AT CHICAGO YOU CAN BUY TICKETS AT:

124 LAKE STREET; 75 CANAL STREET, Corner of Madison; at the WELLS STREET DEPOT, on Kinzie Street, north of Wells Street Bridge; and at KINZIE STREET DEPOT, on the Corner of Kinzie and Canal Streets.

BEAR IN MIND You can not get to the Lands by Rail Route, unless you go via the Chicago & North-Western R'y.