**UNITED STATES HISTORY**

**Unit #4: “The Western Frontier”**

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| Date | **Day** | **Classroom Content and Procedures** | **Materials** | **Standards** |
|  | 1 | * Return/discuss “Reconstruction” tests * Begin map work on the United States – physical and political sites * Maps must be completed by the end of the 2nd day | * Graded tests * Maps – blank & state outline; location list * Colored pencils |  |
|  | 2 | * Finish on maps use overhead projector/transparencies to locate/label on board * Announce quizzes: Physical—Day 6; Political—End of Learning Stations +1 | * US Maps * Colored pencils |  |
|  | 3 | * 4 x 6 “States and Neighbors” review * Use overhead projector/transparencies to locate/label on board * “The Western Frontier: A Look at the Wild West” * What is the Frontier? * What is Manifest Destiny? * Why Move Westward? | * 4x6 cards of states * Overhead * PPT of notes |  |
|  | 4 | * 4 x 6 “States and Neighbors” review * “Moving West” * Spread of the U.S. | * 4 x 6 cards of states * PPT of notes * Map of expansion * Colored pencils |  |
|  | 5 | * Pre-Quiz on the physical map * 3 x 5 “States and Capitals” review * “Moving West” * Government Legislation | * 3 x 5 cards of states |  |
|  | 6 | * Quiz on Physical Map * “Moving West” * People Who Moved West * Problems Facing the Settlers | * PPT of quiz * PPT of notes |  |
|  | 7 | * Finish “Problems” * “Farming in the West”   + Overcoming Problems | * PPT of notes |  |
|  | 8 | * “Farming in the West”   + Overcoming Problems   + New Farming Techniques   + Complaints of the Farmers | * PPT of quiz * PPT of notes |  |
|  | 9 | * “Farming in the West” * Responses of the Farmers   HW: 605.1-3 | * PPT of notes |  |
|  | 10 | Begin “Learning Stations” – Introduction and Station 1 | * Learning Stations |  |
|  | 11 | * “Learning Stations – 2 & 3” | * Learning Stations |  |
|  | 12 | * “Learning Stations – 4 & 5” | * Learning Stations |  |
|  | 13 | * “Learning Stations – 6 & 7” | * Learning Stations |  |
|  | 14 | * “Learning Stations – 8 & Wrap-up”   HW: Quiz “Political Map – States & Capitals” | * Learning Stations |  |
|  | 15 | * “Railroads and Mining”   + A Rush for Gold   + Mining Techniques   + Boom to Bust | * PPT of notes |  |
|  | 16 | * “Railroads and Mining”   + Mining: An Overview   + Railroaders   + Problems with the Railroad | * PPT of notes |  |
|  | 17 | * Quiz “Farming the West” * “Ranchers & Cowhands”   + Ranching in the West   + The Cattle Industry   HW: 592.1-3 | * Quiz “Farming” * Map of cattle trails |  |
|  | 18 | * Geography 18: “Indian Removal Continues” in class | * Geo 18 |  |
|  | 19 | * “Indians in the West” * “Who Am I?” Westward Expansion * Students write potential test questions as review   HW: Quiz “Railroads & Mining” | * PPT of notes |  |
|  | 20 | * Quiz “Railroads & Mining” * Review for test -- finish “Who Am I?” * Page 609 Standardized Test Practice | * Quiz |  |
|  | 21 | * Test “Western Frontier” | * Test |  |

United States History

Unit #4

WESTERN FRONTIER

In this unit we will address the following Pennsylvania Academic Standards:

* 1.1.11.D Identify, describe, evaluate and synthesize the essential ideas in text
* 1.1.11.F Understand the meaning of and apply key vocabulary across the various subject areas
* 1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text
* 1.1.11.H Demonstrate fluency and comprehension in reading
* 1.6.11.A Listen to others
* 1.6.11.D Contribute to discussions
* 1.6.11.E Participate in small and large group discussions and presentations
* 1.6.11.F Use media for learning purposes
* 5.2.9.C Analyze skills used to resolve conflicts in society and government
* 5.2.9.E Explain the importance of the political process to competent and responsible participation

in civic life

* 6.2.9.E Analyze how competition among producers and consumers affects price, costs, product

quality, service, product design, variety and advertising

* 6.2.9.H Analyze the economic roles of governments in market economies
* 6.3.9.C Explain how resources can be used in different ways to produce different goods and

services

* 6.4.9.D Explain how the location of resources, transportation and communication networks and

technology have affected United States economic patterns

* 6.4.9.G Describe geographic patterns of economic activities in the United States
* 8.1.9.A Analyze chronological thinking
* 8.1.9.B Analyze and interpret historical sources
* 8.1.9.C Analyze the fundamentals of historical interpretation
* 8.1.9.D Analyze and interpret historical research
* 8.2.9.A Analyze the political and cultural contributions of individuals and groups to Pennsylvania

history from 1787 to 1914

* 8.2.9.C Identify and analyze how continuity and change have influenced Pennsylvania history

from 1787 to 1914

* 8.3.9.A Identify and analyze the political and cultural contributions of individuals and groups to

United States history from 1787 to 1914

* 8.3.9.B Identify and analyze primary documents, material artifacts and historic sites important in

United States history from 1787 to 1914

* 8.3.9.C Analyze how continuity and change have influenced United States history from 1787

to 1914

* 8.3.9.D Identify and analyze conflict and cooperation among social groups and organizations in

United States history from 1787 to 1914

During this unit you can expect the following assignments:

* Physical Map of the United States
* Political Map of the United States
* 592.1-3
* 598.1-2
* 605.1-3
* Learning Station #1: “The Transcontinental Railroad”
* Learning Station #2: “The Western States”
* Learning Station #3: “The Railroads”
* Learning Station #4: “A Visit to the Arch”
* Learning Station #5: “The Homestead Act of 1862”
* Learning Station #6: “The Mountain States”
* Learning Station #7: “Populism”
* Learning Station #8: “Indian Chiefs”
* Geography 18: “Indian Removal Continues”
* Chapter Review, page 607, #1-6
* Standardized Test Practice, page 609, #1-6

At the end of this unit you should be able to do the following:

* Label the 50 states of the United States
* Identify the capitals of the 50 states of the United States
* Identify key geographic features of the United States
* Identify the contributions of the following people: Chief Joseph; Crazy Horse; George Armstrong Custer; Geronimo; James Oliver; Jesse Chisholm; Oliver Hudson Kelley; Sara Winnemucca; Sitting Bull; William Cody; William Jennings Bryan; William McKinley; Wovoka; Wyatt Earp
* Describe/map the growth of the United States from “coast to coast”
* Define the following terms: **BOOMERS**; **EXODUSTERS**; **HOMESTEADERS**; **SOLID FOLK**; **SOONERS**; **SPECULATORS**; **SQUATTERS**; **VAQUERO**; **FRONTIER**; **MANIFEST DESTINY**; **BONANZA FARMS**; **DRY FARMING**; **DEMONETIZING**; **COOPERATIVE**; **SUBSIDY**; **WHOLESALE**; **RAILHEADS; PLACER MINING; PATIO PROCESS; OPEN RANGE; LODE;** BOOM TOWN; RESERVATION; BUFFALO SOLDIERS;
* Explain why people moved west in the mid and late 19th century
* Describe the problems facing the western settlers
* Explain how a town could go from “boom to bust”
* Illustrate the expansion of the United States from coast to coast, labeling the specific steps of the changing frontier
* Describe government programs to encourage western settlement and solve western problems
* Identify solutions to the problems of western settlement