

**Standards:** *What do we want students to understand?*  
*Students will understand the difference between Westward Expansion for “Pioneers” and Native Americans.*

<p><b>SOLs/Standards:</b></p>	<p>USI. 8c: explaining the impact of westward expansion on American Indians;                  American Indians clashed with United States settlers and the United States government during westward expansion</p>		
<p><b>Learning Targets:</b>                  (student-friendly language)</p>	<p>I can compare and contrast the difference between a “pioneer” experience of westward expansion, to the experience of a Native American during the same time-period.</p>		
<p><b>Tools, Materials, Documents:</b></p>	<p><a href="#">Why Move West Google Slides (pioneer focused)</a></p> <p><a href="#">Native American Impact Google Slides</a></p> <p><a href="#">Compare &amp; Contrast Westward Expansion Monument Project</a></p>	<p><b>Lesson Duration:</b></p>	<p>3 Blocks                  (project-based)</p>

**Lesson Details:**

The room will be divided into two groups in an effort to facilitate parallel teaching. The teacher will also prepare materials associated with the “pioneer” perspective of Westward Expansion, the Native American perspective of Westward Expansion, and the necessary sources for students to review and plan their monument. This will be set up in a rotational station format.

Students will collaborate on the assignment in their pre-arranged groups. Each group will spend approximately 20 minutes on each “Objective”. Students will be either working on their graphic organizer or planning out what their monument will look like.

**Daily Agenda:**

1. Divide classes into two groups (based on parallel teaching model)
2. First Objective: “Pioneer Perspective”
  - a. 5 minute break
3. Second Objective: “Native American Perspective”
  - a. 5 minute break
4. Third Objective: Work on Monument

**Rigor:** *How will we increase cognitive demand for students?*

*Students will work collaboratively to create a monument designed for either “pioneers” or Native Americans moving west.*

<b>Communication</b>	Students will work collaboratively on their monument assignment in pre-established groups. Students will be required to communicate with one another about the relevant topics/standards, as well as critically think about what the monument will look like and how it relates to either the “pioneers” westward expansion experiences or that of Native Americans.
<b>Collaboration</b>	
<b>Critical Thinking</b>	

**Relevance: Why is this relevant to ALL students ?**  
 Students will practice their communication and collaborative skills in order to create a monument that leaves a legacy of those impacted by westward expansion; Students will learn that monuments and memorials are used to help us learn from the past.

**Targeted Small Group: What will we do if students got it/didn't get it?**

<b>EL</b>	<b>Special Needs</b>	<b>Intervention</b>	<b>Extension</b>
Visuals Anchor charts	Visuals Anchor Charts	“Parallel Teaching Model”. Equitable opportunities to learn for all students. Interventions will occur as needed through a small group format.	Students who finish early will evaluate and analyze other important US History and the different perspectives of people who were oppressed/ negatively impacted by those events. If time allows, students can create another monument representing other time periods.

**Assessment: How will we know if students got it?**

-Students will spend more than one block working on their Compare & Contrast Westward Expansion Monument. They will understand the material through a well-thought-out final monument project, as well as a completed graphic organizer focused on the standards addressed between why “pioneers” moved west and how Native Americans were impacted.

**Reflections:**