

Individual and Group Perspectives as Cultures Clash in the American West

A WebQuest for Grade 5,
Social Studies, Geography
and Language Arts

James F. Hassett

Created Summer 2008



[History of the American West 1860 - 1920](#)

How did the ambitions of the settlers clash with the rights and cultures of the Native Americans?

[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

#1 Introduction

So you want to start over, give yourself a second chance, find a place where you and your friends can be yourselves, explore, have adventures and make an exciting life for yourself? Well, read on!

The settling of the West from 1860 to 1920 provided tremendous opportunity for adventurous Americans at the same time providing tremendous pain and suffering for the cultures of some people and individuals.

You will be playing the role of one of those individuals and explaining from your perspective how the migration of Americans to the West changed your life forever and the lives of others forever.

You will engage in a small group discussion with other students who have picked a similar role and be part of a class discussion with other groups of students who have picked differing roles. You and your group will be expected to defend your position with the material you have learned during this WebQuest.

So jump on your pony, saddle up your horse, pack up your wagon, get out your journal, say goodbye to the neighbors, join up with others, report back to your tribe, meet with the council of elders and most of all get ready for the adventure of a life time!

How did the ambitions of the settlers clash with the rights and cultures of the Native Americans?

#2 Task

You are to complete the following in numbered order:

1. Research your role through the material provided and the Library of Congress, American Memory Collections.
2. Create a journal of your thoughts, experiences, questions, issues, likes and dislikes concerning the role of your character
3. Meet with others students who also picked the part you did, and be prepared to present orally your perspective on what issues you faced during the settlement of the American West.
4. Finally, you will defend the actions your group took during this time in history through a class discussion of this WebQuest.

How did the ambitions of the settlers clash with the rights and cultures of the Native Americans?

#3 Process

1. Begin your WebQuest by exploring these two general links to the Library of Congress American Memory Collection:

[History of the West 1860-1920](#) and [California as I Saw It](#)

2. Then select a role and explore your choice. Some of the roles have links to images in both of the collections to help you generate ideas.

Roles to pick from:

- [Young Men looking for Adventure](#)
- [Father of a family](#)
- [Mother of a family](#)
- [Children](#)
- [Native American Man](#)
- [Native American Woman](#)
- [Native American child](#)
- [Soldier](#)
- [Freed Slave Man or Woman](#)
- [Farmer](#)
- [Tradesman](#)
- [Prospector](#)

3. Once you have picked a role to assume in completing this WebQuest, create a description

of your personality to include the following points:

- who you are: your name, age, race
- where you live
- what you do-- what you want to accomplish
- other traits that make you a character in the West between 1860 and 1920.

Place this information as the first entry into your journal.

4. Then begin to explore the West by opening the Internet addresses provided above and exploring the information. Take the time to reflect on the pictures-- especially the picture of someone who is similar to the role you have chosen to play. Also, connect to other sites or information from this list to broaden your understanding of the character you are, how you might interact with other characters and what is important to you. Take notes and place them in your journal.

How did the ambitions of the settlers clash with the rights and cultures of the Native Americans?

[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

#4 Evaluation

You will be given a Rubric* which will outline the areas in which your presentations will be graded. The rubric will detail the points you receive in each of three categories:

1. Your depiction of the role you chose for your historical perspective investigation. (How well do you convince me and the other students you are who you chose?)
2. What knowledge did you gain through this WebQuest? (How well do you explain what you have learned? How well do you support your perspective in the group discussion?)
3. Did you meet all of the required elements of this WebQuest? (Did you visit the Library of Congress collections? Did you view some of the images provided? Did you participate in your group's discussions? Did you defend your perspective in the class discussion? Did you keep a written journal of you experiences as you play your role? Did you answer one of the concluding questions in essay format?)

[Link to Rubric](#)

*A rubric is an explicit summary of the criteria for assessing a particular piece of student work, plus levels of potential achievement for each criterion.

How did the ambitions of the settlers clash with the rights and cultures of the Native Americans?

[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

#5 Conclusion

Choose one of the questions below and answer in an essay format. Use the standard five-part essay format with an introduction paragraph, three paragraphs in the body and a

concluding paragraph.

1. Today there is much emotional talk about immigration, especially from Mexico and South America. How are the issues being faced by US citizens and the immigrants similar to what occurred when American settlers moved into the areas of the West controlled by Native Americans?
2. How could the issue of the influx of Americans into the West and the culture clash that resulted have been handled in a more fair manner so that both cultures could have grown and prospered?
3. How would the West be different today if the Native American Culture was as advanced as the settler culture that moved into the West?

How did the ambitions of the settlers clash with the rights and cultures of the Native Americans?

[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

#6 Credits and References

Designed by (James F. Hassett), June 18, 2008, (jhassett@cgsd.org) with (<http://www.cgsd.org> Central Green School District) in partnership with [Teaching with Primary Sources Program at Waynesburg University](#). Last updated (August 23, 2011).

Template updated April 2008 [Teaching with Primary Sources Program at Waynesburg University](#) based on a template designed by Lisa Bradshaw, [Teaching with Primary Sources - Colorado](#).

Many ideas for webquest content and worksheets were adapted by permission from [Primary Source Learning, Northern Virginia](#).

Individual and Group Perspectives as Cultures Clash in the American West

A WebQuest for Grade 5
Social Studies, Geography, and
Language Arts

James F. Hassett

Created Summer 2008



[History of the American West 1860 - 1920](#)

How did the ambitions of the settlers clash with the rights and cultures of the Native Americans?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Student Page](#)

#7 Introduction for Teachers

This WebQuest is a parallel learning experience for 5th graders. It also provides for differentiated learning for students-- those who are computer literate and those who are just beginning to learn how to conduct online research.

This WebQuest lesson provides the students the opportunity to experience the western regions of the United States as they developed during the period between 1860 and 1920 and compare them to today. These regions are part of the 5th grade Pennsylvania curriculum and covered in detail in the textbooks and workbooks associated with 5th grade social studies.

Additionally, this WebQuest meets PA Geography standards and Language Arts Standards.

Students can acquire the skills to search through the Library of Congress-- a valuable resource for completing learning experiences.

How did the ambitions of the settlers clash with the rights and cultures of the Native Americans?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Student Page](#)

#8 About the Learners

This WebQuest is for fifth grade social studies, geography and language arts in reading, writing and oral presentations. This lesson can be extended to fourth and sixth graders.

This WebQuest is designed to challenge fifth graders to stretch their thinking on the

interpersonal interactions between people of differing cultures.

This WebQuest is adaptable for all learners. As an example, a debate format could be used to accommodate gifted students. Other adaptations for the student product might include to explore just the culture of the people, explore what it would be like to travel to a new area of the USA, or to do an oral presentation on just the role of a person during this time period. The written assignment could be adapted to a fill in the blank format with a word bank to provide specific support.

Prerequisite skills and knowledge:

The students need to know the continents of the world, where the USA is located, an understanding of what a region is, and how the USA is divided into regions. The students should also have basic computer skills and search abilities. The students should be able to take notes in a journal and transfer those notes to an oral presentation and written essay. Basic map skills will also be needed.

How did the ambitions of the settlers clash with the rights and cultures of the Native Americans?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Student Page](#)

#9 Pennsylvania Academic Standards

The student will locate, describe and compare the western regions of the United States.

Geography

7.1.6.B.

- Describe and locate places and regions.
- Coordinate systems (e.g., latitude and longitude, time zones)
- Physical features
- In the United States (e.g., Great Lakes, Rocky Mountains, Great Plains)
- In Pennsylvania (e.g., Coastal Plain, Piedmont, Appalachians)

7.2.6.A.

- Describe the physical characteristics of places and regions.
- Comparison of the physical characteristics of different places and regions (e.g., soil, vegetation, climate, topography)

7.3.6.A.B.C.

- Describe the human characteristics of places and regions by their population characteristics.
 - Spatial distribution, size, density and demographic characteristics of population at the county and state level.
- Describe the human characteristics of places and regions by their cultural characteristics.
 - Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages, religions)
- Describe the human characteristics of places and regions by their settlement characteristics.
 - Current and past settlement patterns in the local area
 - Factors that affect the growth and decline of settlements (e.g., immigration,

transportation development, depletion of natural resources, site and situation)

The student will research images, letters, music and documents from the Library of Congress American memory collect to be able to explain chronological thinking, analyze and explain historical sources, explain the difference between fact and opinion, and identify causes and results.

History

8.1.6.A.B.C.D.

- Understand chronological thinking and distinguish between past, present and future time.
- Calendar time
- Time lines
- People and events in time
- Patterns of continuity and change
- Sequential order
- Context for events
- Explain and analyze historical sources.
- Literal meaning of a historical passage
- Data in historical and contemporary maps, graphs and tables
- Author or historical source
- Multiple historical perspectives
- Visual evidence
- Mathematical data from graphs and tables
- Explain the fundamentals of historical interpretation.
- Difference between fact and opinion
- Multiple points of view
- Illustrations in historical stories
- Causes and results
- Author or source of historical narratives
- Describe and explain historical research.
- Historical events (time and place)
- Facts, folklore and fiction
- Historical questions
- Primary sources
- Secondary sources
- Conclusions (e.g., simulations, group projects, skits and plays)

Reading

The student will read independently and/or with assistance in reviewing the information discovered through this WebQuest.

1.1.5.A.D.

- Establish the purpose for reading a type of text (literature, information) before reading.
- Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.

1.2.5.A.

- Read and understand essential content of informational texts and documents in all academic areas.
- Differentiate fact from opinion across texts.
- Distinguish between essential and nonessential information across a variety of texts,

- identifying stereotypes and exaggeration where present.
- Make inferences about similar concepts in multiple texts and draw conclusions.

Writing

The students will keep journals of their thoughts, information, opinions, and group discussions; prepare written descriptions of their roles in there journal to present to their groups; and answer in an essay format one of the three concluding questions.

1.4.5.B.C.

- Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
- Include cause and effect.
- Develop a problem and solution when appropriate to the topic.
- Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).
- Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
- Include cause and effect.
- Develop a problem and solution when appropriate to the topic.
- Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).

1.5.5.B.

- Write using well-developed content appropriate for the topic.
- Gather, organize and select the most effective information appropriate for the topic, task and audience.
- Write paragraphs that have a topic sentence and supporting details.

Speaking

The student will contribute to the group discussions and will defend their roles and perspectives during the class discussion summary.

1.6.5.C.D.

- Speak using skills appropriate to formal speech situations.
- Use complete sentences.
- Pronounce words correctly.
- Use appropriate volume.
- Pace speech so that it is understandable.
- Adjust content for different audiences (e.g., fellow classmates, parents).
- Speak with a purpose in mind.
- Contribute to discussions.
- Ask relevant questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust involvement to encourage equitable participation.
- Give reasons for opinions.
- Summarize, when prompted.

How did the ambitions of the settlers clash with the rights and cultures of the Native Americans?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Student Page](#)

#10 Process for Teachers

This lesson is designed to be included in the study of the western regions of the United States, which are usually covered during the last nine weeks of the school year in our local curriculum. This is multidisciplinary, as it will also be part of the language arts curriculum.

The WebQuest will be completed during the weekly computer lab time, which is one period per day. During this time students will working independently and in groups, wiht the teacher observing and assisting as necessary.

Some homework assignments will also be part of this lesson, especially conducting research using the Library of Congress American Memory collections.

Students will divide work among group members when possible, such as doing the research. They will also participate in small group and class discussions. The students will summarize their learning by answering in essay format a concluding question.

The teacher should have a basic familiarity with the [Library of Congress](#) web site and how to find, select, copy and paste images and documents.

The teacher should also be comfortable assisting students on the computer, running small groups and a whole class discussion.

This lesson can be conducted in the classroom, a computer lab or as part of a long term project. The combination of the three is seen as the means to achieve the most student learning.

How did the ambitions of the settlers clash with the rights and cultures of the Native Americans?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Student Page](#)

#11 Resources for Teachers

These resources will be needed:

- Internet access for teacher and students
- e-mail accounts for teacher and students
- computer or each student or pair of students
- floppy or jump drive (electronic memory device) for each student
- social studies set of textbooks
- atlases
- Class set of language arts books

[Biographical Organizer](#)(used to collect citation information for references and sources used)

[The Library of Congress American Memory Collection](#)

[Western U.S.](#)

[California As I Saw It](#)

How did the ambitions of the settlers clash with the rights and cultures of the Native Americans?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Student Page](#)

#12 Evaluation for Teachers

The rubric provided is the evaluation tool to determine if the student met the objectives of this lesson. Should adaptations be needed, the rubric can be modified to fit those adaptations.

Rubric

Throughout the lesson the teacher should conduct informal assessments as the students research through the Library of Congress, use their journals and prepare their perspective statements for the class discussion. Encouragement should be given to students who want to dress in costume, present a small skit or invite a guest speaker.

The teacher should be listening in to the group discussion to determine if all students are participating, on task and developing a perspective. Are essential issues of culture, values, right and wrong, compromises and solutions being discussed?

How did the ambitions of the settlers clash with the rights and cultures of the Native Americans?