**INQUIRY BASED LESSON PLANS**

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| **Teacher: 5th Grade** | **Expected length of lesson:**  **6-7 days** | **Lesson Topic: Bigger, Better, Faster: The Changing Nation** | **Unit: 3** |

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|  | **Standards-Based Instructional Focus** | **Targeted Content Standards/**  **Element:**  (Include the entire standard) | **SS5H1 -Describe how life changed in America at the turn of the century.**  a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail. | | |
|  | **Targeted Literacy Skills or Standards:** (include as many as your lesson incorporates) | Compare similarities and differences.  Identify issues and/or solutions and alternative solutions. | | |
|  | **Targeted SS Matrices:** (include as many as your lesson incorporates) | Use a compass rose to identify cardinal directions  Use intermediate directions.  Use graphic scales to determine distances on a map. | | |
|  | **Inquiry Question (or what you would like the students answer)?**  (\*Teachers may present the question or require students to develop questions and narrow down to this one). | Supporting Questions:   1. What was the role of the cattle trails in the late 19th century? 2. What was life like for Black Cowboys of Texas? 3. What was the route of the Chisholm Trail? 4. What was the route of the Great Western Trail?   **INQUIRY QUESTION:**  What is the significance of cattle trails in the settling/development of the West? | | |
|  | **Key Vocabulary:**  Words important for understanding content and skills (ex: Tier 2 and 3 words) | **Cattle**  **Trails**  **Cowboys**  **Great Western Cattle Trail**  **Chisholm Trail** |  |  |
|  | **Learning Targets**  (I-Can Statements)  \*\*\*At the end of the week, what will students know and what will students be able to do?  (I-Can Statements)  I can describe how life changed in America at the turn of the century. | | **Foundational:**  I can locate Texas, the Chisholm Trail and the Great Western Trail on a map.  **Mastery:**  Read about the life of a Black Cowboy.  I can describe the role of the cattle trails in the late 19th century.  **Extension:**  Compare similarities and differences between cowboys of the 19th century to cowboys of today.  Identify and use primary and secondary sources.  **Directions for the 5E Portion:** Attach all 5E resources to the back of this plan in order of use. Please indicate how long you plan for each session to take. Include in your description a notation of the literacy standards or Social Studies Matrices for the activity which they align with. | | |
|  | **ENGAGE**  Describe how the teacher will capture students’ interest.  What kind of questions should the students ask themselves after the engagement? | | **Day 1 (20-25 minutes)**  Students will be shown pictures (see images attached) of Nat Love (black cowboy), map of Chisholm Trail and Great Western Trail, Longhorn Cattle and Railhead. Students will Think, Pair, Share to develop questions they have about the pictures. Using the Question Formation Technique, students will develop a range of different questions and as a class we will discuss which questions are closed (having yes or no answer) and which questions are open (having more than one correct answer).  **OR**  Students will listen to the song “Home, Home On the Range” while developing questions. Students will do “Hear, Think, Wonder”.  Teacher and students evaluate the questions, looking for the question(s) that the students most want to learn about. Teacher will choose target questions that will guide students to the role of the cattle trails. The teacher would like to get them to a question or a combination of questions that resemble: “What is the significance of Black Cowboys and cattle trails in the settling/development of the West?” | | |
|  | **EXPLORE**  Describe what hands-on/minds-on activities students will be doing.  List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration | | **Day 2 (30 minutes)**  Students will watch the following video: “The Real American Cowboy” <https://app.discoveryeducation.com/learn/videos/516e7874-c9a2-4735-a2b9-524ca9b084b4?hasLocalHost=false>. Students will write one question they have about the topic of this lesson. This can be something for which they know the answer or for which they want an answer. Students will watch video. After video students will form an inner and outer circle. Students will share questions with the person in from of them and see if they know the answer, students will then switch who is asking question. Teacher will rotate through students and listen to conversations. | | |
|  | **EXPLAIN**  Student explanations should precede introduction of terms or explanations by the teacher. What questions, resources, or strategies will the teacher use to help students connect their exploration to the concept under examination?  List higher order thinking questions which teachers will use to solicit *student* explanations and help them to justify their explanations.  Describe how the teacher will clarify the content or skill. | | **Day 3-4 (45 minutes)**  Teacher will read background information on life of cowboys and how and why the cattle trails were used. The teacher will point on a map while reading to show the students the places he/she is talking about – or have the students point on their map when the teacher uses words like “East,” “West,” “North,” “New York,” “Texas” etc.  For example (teacher and/or students point all bolded words out on a map when read aloud):  Between 1865 and 1900, states in the **East** needed more food for their growing populations. Because of the growing populations, the demand for beef skyrocketed! Sadly, ranchers in **Texas** had no way to get their cattle to markets in the **East**. Why? Because railroads did not reach their part of the **prairie.** Also, shipping cattle by steamboat from **Texas** all the way to markets in **New York** or **Philadelphia** in the **Northeast** was not practical.   1. With your partner think of a plan ranchers could use to get their cattle to the East. 2. On a sheet of computer paper draw out your plan for ranchers in Texas to get their cattle to the East. Under each picture, write a sentence to describe what is happening, step by step.   **Day 4 - TEACHER Continue…**  There, cattle would be loaded into train cars and shipped **East**.  This helped the American economy a lot. People could buy beef for less. Businesses that sold beef, such as eat packing plants and restaurants, had a greater supply to offer their customers.  In 1867, the first cattle trail was blazed from the Red River in **north Texas** to Abilene, **Kansas.** It was named the Chisholm Trail. Other trails were established later, including the Great Western Cattle Trail. It took more westerly route from **Texas** up to railheads in **Nebraska, Wyoming, Montana**, and the **Dakota Territory.**  About 35,000 cowboys worked the trails. Roughly 9,000 were black cowboys who had been freed from slavery and were looking for a new life in the **West.** Black cowboys were not always treated fairly, but it was better than a segregated life in the **East**. They worked side-by-side with white and Indian cowboys, and were often treated with respect.  Students will read the following passage “American West Cowboys” using the website <http://www.ducksters.com/history/westward_expansion/cowboys.php>.  a. Students will complete quiz at the end of reading.  b. Students will complete Tree Map using information from Ducksters.com. (see attached) | | |
|  | **ELABORATE**  Describe how students will develop a more sophisticated understanding of the concept.  What vocabulary will be introduced and how will it connect to students’ observations?  How will students make real-life connections? | | **Day 5 (45 minutes)**  1. Read aloud or in partners excerpts from “Journal of Joshua Loper: Black Cowboy on the Chisholm Trail” for the students to get more of an idea of what life was like for Black Cowboys. Think –Pair-Share about what life was like for a Black Cowboy.  **Day 6: (30 minutes)**  2. Map Work!  a. With your partner devise a route to get Longhorn Cattle from the ranches in Texas to one of the following states in the east. (New York, New Jersey, Pennsylvania, Virginia, Chicago  b. Estimate how long it will take to get your cattle to your state. (days, months)  c. Use the scale to find the actual number of miles it will take to drive your cattle to the East  d. Color your state. Draw a line from San Antonio, Texas to your state in the East. | | |
|  | **EVALUATE**  How will students be evaluated THROUGHOUT the lesson?  How will students demonstrate that they have mastered the learning target(s)? | | **Day 7 – Can incorporate with an ELA writing lesson for time purposes.**  Students will imagine he or she is a cowboy. Students will write a letter to a family member about their life on the trail. Students will include what life was like (what they had to take on the trail, what they ate, what their nights and days were like, and the dangers faced on the trail). They must also explain to their family member how they (cowboys) are significant/important for the United States (settling the west, befriending American Indians, creating important trade routes, getting food to the East, etc).  The letter must be 1 page in length and include information they learned from the readings and maps worked on in class. | | |

Other resources to use:

“Justin and the Best Biscuits” by Mildred Pitts Walter for literacy tie in. http://www.littleworksheets.com/worksheets/reading/grade4/cowboy.pdf

“The Journal of Joshua Loper: A Black Cowboy on the Chisholm Trail” by Walter Dean Myers.