

*Design Document: Situated Learning Environment for Middle School
Westward Expansion: Looking at the Past to Understand the Present
Noamie Sullivan – May 3, 2004*

| INSTRUCTIONAL STRATEGIES Promoting: | LEARNING ACTIVITIES | ASSESSMENT |
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| <p>Authentic Learning</p> <p>Problem-solving</p> <p>Collaboration & Social Negotiation</p> <p>Articulation</p> <p>Reflection</p> <p>Self-directed Learning</p> | <p>Using hypertext links for art, historical documentation, maps, political cartoons, literature, statistical information, and texts to scaffold learning, students will construct an understanding of the interrelationship and impact of governmental, geographic, and economic factors, as well as cultural factors and traditions on society, drawing parallels between the past and present to help guide thinking toward the future.</p> <p>Student teams will select a challenge from the list of scenarios (see Appendix A) and design a solution demonstrating synthesis and evaluation of complex, multidisciplinary material.</p> <p>Oral presentations of the team “manifest destiny” plan will support a jigsaw scaffold for peers since each challenge deals with a different set of factors around which the group must plan.</p> <p>Following the presentations, peers will pose questions to the group which will provide students with an opportunity to defend their decisions in the plan.</p> | <p>Evaluation Rubric see Appendix B</p> <ul style="list-style-type: none"> • Students will keep a journal to formulate their thoughts about the influence of these factors on societal development. • Students will draw conclusions about westward expansion events and relate those events to the present. • These budding frontiersmen will present an oral presentation of their team challenge solution, demonstrating a grasp of the interrelationship of governmental, economic, geographic and cultural factors, and answer questions posed by peers to defend their decision-making. • Groups will conclude by describing a technological innovation they think would be important for societal development today, relating the impact of this imagined invention on society. |
| <p>Problem-solving</p> <p>Hypothesis Generation</p> <p>Exploration</p> | <p>Students will work in teams on <i>The Oregon Trail</i> problem-solving simulation in order to internalize the challenge and to experience the adversities faced</p> | <p><i>The Oregon Trail Simulation</i></p> <p>A weekly journal entry is required to demonstrate reflection on the</p> |

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| <p>Role-playing Activities</p> <p>Articulation</p> <p>Reflection</p> <p>Collaboration & Social Negotiation</p> <p>Self-directed Learning</p> | <p>by the pioneers during westward expansion.</p> | <ul style="list-style-type: none"> • Team collaboration and decision-making process, • Impact of the decisions made during the course of the trail experience. <p>Journal entries should demonstrate how negative consequences of one decision have impacted new decisions (learning from mistakes).</p> |
| <p>Scaffolding</p> | <p>Students will use the hyperlinks accessed through the Resource navigation button to examine pertinent documents and media.</p> <p>Guided questioning by the facilitator will be used to lead students in higher order thinking skills in order for the student to synthesize and evaluate the material.</p> | <p>Students will document relevant data on the graphic organizer from the various resources visited. This on-going notes organizer is to be uploaded to their workspace.</p> |

Coaching

As a social scientist, the instructor will provide coaching on internet research and vetted sites, as well as to facilitate student inquiry through guided questioning toward the following

LEARNING OUTCOMES

Knowledge Objectives:

1. Identify and explain the significance of important events that led to westward expansion. How did policies of the U.S. government influence westward migration?
2. Describe the contributions of important participants in the westward movement. How did these contributions affect the economic base of the country?
3. Identify factors influencing westward movement and survival.
 - a. What were the motivations of the people who traveled west?
 - b. What conditions did they encounter as they journeyed west?
 - c. How did the conditions encountered influence their decisions?
4. Articulate how various ethnic groups, including Native Americans, were affected by the opening of the West.
5. Analyze art, music and literature of the period as a reflection of the ideas and values of the people. What conflicts arose among the different cultures of people?

6. What role did the technological innovations of the era play in contributing to westward expansion?
7. Generalize how the beliefs and values of one era influence the culture of later time periods.

Skill Objectives:

1. Communication:
 - a. Discuss different sides of a question
 - b. Read, listen, view, and discuss content in groups
2. Acquiring and Organizing Information:
 - a. Locate information from more than source – classify, organize and summarize
 - b. Distinguish between fact and fiction
 - c. Interpret and summarize pictures, graphs, charts
3. Using Information
 - a. Develop and support generalizations about the period of history
 - b. Explain the influence of geography on development
 - c. Develop a time line, summarize cause and effect
 - d. Identify problem situations and alternative courses of action
4. Interpersonal Relations and Social Participation
 - a. Participate and collaborate in large and small group activities and presentations
 - b. Reflect on team skills
5. Map and Globe Skills
 - a. Use maps to study patterns of movement of people, products and information
 - b. Locate places of significant historical value during westward expansion

Appendix A

Situated Learning / Anchored Instruction Student Team Challenge Choices:

- Your destiny is not a factory in New England. You want to make your own opportunities. Now that President Jefferson has purchased the Louisiana Territory, there may be a living to make out west transporting goods to the east and to Europe. Where will you settle? What goods have a ready market? What are the safest trade routes? What technologies will you find helpful? How did the Embargo Act affect your business? What perils does your business face? What effect did the War of 1812 have on your business?
- You were born a slave but you'll be darned if you're going to die one. There's word of legitimate squatter's rights and freed slaves are pushing toward the Northwest Territory. What were squatting rights in 1830? Why would you want to go to the Northwest Territory? How would you get there from Virginia? What perils would you face in the journey? How would you earn a living once you got there? What would your life be like? What would you need to survive? What technologies could you make use of as you pursue your destiny?
- The fur industry is all but dead. I hear California needs lumber and there's gold out west too. You decided to head out in search of a new life but you're scared because word has it the Indians are mad as hornets. The railroad became a metaphor for American ingenuity and development; it spoke directly to the "boundlessness" of the Americans. Reinforced by President Polk's expansionism, or as John O'Sullivan coined it, "Manifest Destiny", you believe in your own greatness and the greatness of the US. Pushing south from the Willamette Valley, you rugged individualists believe it is providential that you will succeed. Where do you go? How will you earn a living? What does the geography of the land tell you about your opportunities? What changes do you see in the mountains since you trapped beaver five years ago? Why do some of these '49ers seem to shake all the time? How do you get news as the US boundaries expand to guide you to a hospitable place? Did you hear about Donner's Pass? What perils do you face as you attempt your manifest destiny? What new technologies will assist you in this pursuit?

Appendix B EVALUATION RUBRIC

| Explanation 5 pts. | Interpretation 5 pts | Perspective 5 pts | Performance Product 10 pts | Points / Section (25 total) |
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| Sophisticated: a thorough and inventive solution demonstrating consideration of interrelationship of all factors: governmental, economic, geographic, and cultural. | Profound: a powerful analysis of the importance/ meaning / significance of events as they apply to the scenario solution; provides an historically accurate plan | Insightful: a novel approach; assesses & critically evaluates alternatives; documented in journal, organizer, & archived discussion/chat texts | Highly Effective: engaging, polished, clear, & presents material in an organized manner. The presentation is mindful of the audience, context, and purposes. Demonstrates considerable subject knowledge and fluently defends team decision-making during the question/answer period. | |
| Developed: reflects some in-depth & personalized ideas; goes beyond what is given but has shown the interrelationship of only 3 of 4 factors in the solution | Perceptive: a good analysis of the importance/ meaning / significance of events; provides an historically accurate plan | Considered: a reasonably critical & comprehensive look at alternative solutions; documentation is evident | Effective: the layout & design elements are presented in a clear & thorough manner, showing awareness of the audience, context, & purpose. Demonstrates a good grasp of the subject matter and adequately defends team decision-making during the question/answer period. | |
| Intuitive: an incomplete account but with apt and insightful ideas; synthesizes what is presented but only shows the interrelationship of 2 of 4 factors in the solution | Interpreted: a plausible analysis demonstrated in the solution; missing factors affected the solution plan | Aware: recognizes alternatives but is uncritical about tacit assumptions which a more thorough analysis would have evidenced. Documentation in journals, chats, etc. is sketchy | Somewhat Effective: some problems with clarity, thoroughness, & delivery; defense of decision-making illuminated problems stemming from not covering all the factors. | |
| Naïve: a superficial account; a more descriptive than analytically-based solution; plan details missing; plan approach based on one factor only | Literal: a mechanical translation; no sense of wider importance of significance of all factors | Uncritical: overlooks obvious alternatives; documentation shows little evidence of collaboration | Ineffective: unpolished, little evidence of planning, practice, or consideration of the purpose and audience, or is so unclear & confusing that the key points are difficult to determine. Poorly defended decision-making. | |