

## Lesson Plan Template

1. **Lesson Plan Code:** SS
2. **Subject:** The Growing Nation
3. **Grade Level/Course:** 11th Grade, AP United States History
4. **Title:** Pioneer Life - Perceptions and Reality
5. **Alignments:**
  - Standards: 7.2.U.B, 7.3.U.A, 7.4, 8.3.U.A, 8.3.U.B
6. **Vocabulary:**
  - Soddie
  - Homestead Act
  - Frontier (according to Frederick Jackson Turner)
7. **Objective(s):**
  1. In the context of manifest destiny, students will analyze the social aspect of westward movement and pioneer life.
  2. Students will be able to determine the importance of women in the movement west.
  3. Students will analyze the actual first hand accounts of the western settlers compared to the portraits and perceptions of expansion.
8. **Essential Question(s):**

How did moving west and frontier life transform the social norms of those who moved West?
9. **Duration:** 80 - 160 minutes (1 - 2 class periods)
10. **Materials :**
  - Pictures/Paintings related to John Tyler's administration.
  - O'Sullivan's original document - *Manifest Destiny*
  - Excerpts from *Pioneer Women: Voices from the Kansas Frontier* and the *Children's Blizzard*.

**11. Suggested Instructional Strategies:**

W	Students understand that this lesson falls in to the chronology of study in AP US History. We will give a brief framework for the development westward and determine how this time period (1860s - 1890) fits in the scheme of America's migration West. They will understand that this is part of the progression West. There will be clear signs - specifically on Edmodo and my teacher website - that outline the short timeline of requirements and each way they will be evaluated.
H	Using visuals (paintings) and audio (pioneer songs), students from several different learning styles will be targeted in this project.
E	Students will have the opportunity to analyze visuals, write about their perceptions, read first hand accounts, and develop original work. Creating a song and connecting it to reality (not perceptions) will make the learning experience more real. All students will have learning experiences that play to their learning style.
R	Students will have to initially complete a reading assignment that accompanies the pioneer accounts. At the conclusion of writing their lyrics, students will connect their original work back to the information they read in the first hand accounts. Students will also be required to write an answer to the essential question.
E	Students will express their understanding through writing and discussion. Students will evaluate their understanding through several repetitious, yet different styles of writing and speaking.
T	This lesson plan accommodates a variety of learning styles which allows all learners to demonstrate their strengths.
O	A variety of activities will guide students through their learning experience. The activities planned, specifically the lyric develop, require students to process the information that they learned and transform it in to an original piece. That original work asks them to use the knowledge gained to build "a conceptual understanding."

## 12. Instructional Procedure(s):

1. Using the painting by George A. Crofutt (on the LOC website) - Appendix Item A; students will discuss: What perceptions does the painting convey about the movement westward? It is evident that the painting is reflective of the concept of *manifest destiny*. The angel, who appears floating across the frontier, is bringing light to the west.
2. Moving as paired students to the board, ask them to define and draw on their perception of the word **frontier**. After reviewing their perceptions of the word frontier; use the Frederick Jackson Turner's definition to discuss the landscape in which people headed. (Appendix Item B) After defining the word, ask students to share their perceptions on what frontier life might look like for settlers headed west (in the 1870s).
3. Using song lyrics published in 1875 (LOC - Appendix Item C), students will determine whether their perceptions of the West/Frontier connect to the picture painted in the music. Students will also determine whether the song illustrates a picture of life worth following for people who lived in the East. Ultimately, what may have convinced people to move West?
4. Students will read excerpts from several pieces of historical fiction and historical non-fiction books that demonstrate life on the frontier. While reading the excerpts, students will complete the accompanying guide (Appendix Item D). The excerpts will come from:
  1. *Pioneer Women: Voices from the Kansas Frontier*, Joanna L. Stratton
  2. *The Children's Blizzard*, David Laskin
5. Using the excerpts as a basis for the reality of life on the frontier, students will be asked to create song lyrics about the realities of moving west. Refer to Appendix Item E for directions and format.
6. Students will then be asked to perform their song in front of the class. The other students will determine whether or not the lyrics convey the realities of life on the frontier.
7. The final task will be for students to answer the essential question in a thorough paragraph. Ask students to list 4 examples that support their position in the paragraph.

\*\*This plan assumes that students are aware of the differences between primary and secondary sources.

**13. Formative Assessment:**

- Discussion
- 25 word definition
- Reading assignment
- Lyric development
- summative writing piece(s)

**14. Related Materials & Resources:**

- N/A



[http://memory.loc.gov/cgi-bin/query/r?ammem/awhbib:@field\(NUMBER+@od1\(cph+3a04647\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/awhbib:@field(NUMBER+@od1(cph+3a04647)))

# TURNER'S FOUR DEFINITIONS OF THE WORD FRONTIER

1. a zone where civilization and forest met
2. the western part of the US
3. a process, a way of life for those actually participating in the settling of western lands
4. an abundance of natural resources

1st copy. 2d Copy L.A.

# I will go West!

Words by the author of "Story in verse of Ezekiel Jones," "William Geer," &c., &c.

Music by J. P. BARRETT.

*Allegretto.*

The musical score is written for voice and piano. It consists of two systems of staves. The first system contains the vocal line and piano accompaniment for the first two verses. The second system contains the piano accompaniment for the third verse. The key signature is one sharp (F#) and the time signature is 6/8. The tempo marking is 'Allegretto'.

1. Oh, times are tough, amaz-ing rough, Ex-penses are a-larming; I will go West, its far the best, Try my luck at farm-ing.  
 2. For the i - de-a of staying here To justearn your gruel. Makes me feel sad, and sometimes mad, It is so aw - ful cru - el.  
 3. Goods are so high, I heave a sigh, At the cost of liv - ing; My lov - ing wife, she sees the strife, And has a spell of cry - ing.

1 Oh! times are tough, amazing rough,  
Expenses are alarming,  
I will go West, it's far the best,  
Try my luck at farming.

2 For the idea, of staying here  
To just earn your gruel,  
Makes me feel sad and sometimes mad  
'Tis so awful cruel.

3 Goods are so high, I heave a sigh,  
At the cost of living,  
My loving wife, she sees the strife  
And has a spell of crying.

4 Now there's my boys, my chiefest joys,  
To have them in the City,  
Amid the harm, gives me alarm  
And I ache with pity.

5 And there's my girls, with auburn curls  
May be slaves to fashion,  
And lay such stress, on how to dress,  
Becomes a ruling passion.

6 Now it's no use, I've stood abuse  
I'll take all with dear Mary,  
Settle down in a country town,  
Farm it on a prairie.

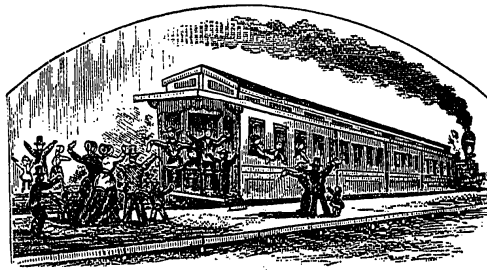
7 My barns replete with corn and wheat,  
Lots of milk and butter,  
I'd would be a shame, to here complain  
Or a murmur utter.

8 Now we'll start with cheerful heart  
Nor fear our journey hinders,  
For we dont care, a single hair  
For smoke or flying cinders

9 On end of car, we'll shout hurrah,  
Farewell, friend and neighbor,  
We're going where, there's bread to spare  
Easy time of labor.

Price ~~10~~ Cents.

Published by JOS. L. ELDRIDGE & CO.,  
57 Elm St. & 120 Merrimac Street, Boston.



Discount to the Trade.

Entered, according to Act of Congress, in the year 1875  
by JOS. L. ELDRIDGE, in the office of the Librarian of Congress  
at Washington.

J. A. BUTLER, Steam Printer, 62 Sudbury, Street Boston.

<http://hdl.loc.gov/loc.music/sm1875.10352>

Library of Congress

[www.loc.gov/teachers](http://www.loc.gov/teachers)

**Analyzing Pioneer Stories**  
**AP US History**  
**Appendix Item D**

List 6 experiences about the hardships of life on the frontier. What is the common theme throughout all of the hardships the pioneers faced?

List the joys of living on the pioneer. If none are listed, explain why.

How do these experiences contradict the song lyrics to read about moving West? Explain.



## **AP US History**

### **Life on the Pioneer: Lyric Recreation**

Up to this point, you have analyzed the fantasies and realities of life on the frontier. While there was not much downtime for people living on the frontier, music played a large part in the idealism and actuality of life on the range. Therefore, you will have to recreate the lyrics to one of the three most popular folk songs of the late 1800s. The problem with many of these songs is that they do not portray the realities of the frontier. Below are the requirements for the project.

- Choose one of the songs listed below.
  - Oh, Susanna
  - Oh My Darlin' Clementine
  - Home on the Range
- Using your knowledge of frontier life from the excerpts you read, recreate the lyrics to the first three verses and chorus for the song.
  - Lyrics should match the style of the song. The rhyming scheme does not have to be verbatim, however, it should have a scheme that works with the tune.
- When completed, write an explanation that connects the new lyrics to the factual evidence you used to write them.

Original Pioneer Song	Recreation
<p>Oh Susanna  ~ Words and Music by Stephen Foster  I come from Alabama with my banjo on my knee;  I'm goin' to Lou'siana my true love for to see.  It rained all night the day I left,  the weather it was dry;  The sun so hot I froze to death,  Susanna don't you cry.</p> <p>Oh! Susanna, don't you cry for me;  I come from Alabama,  with my banjo on my knee.</p> <p>I had a dream the other night,  When everything was still;  I thought I saw Susanna dear,  A-coming down the hill.  The buckwheat cake was in her mouth,  The tear was in her eye,  Said I, I'm coming from the south,  Susanna don't you cry.</p> <p>Oh! Susanna, don't you cry for me;  I come from Alabama,  with my banjo on my knee.</p> <p>I soon will be in New Orleans,  And then I'll look all 'round,  And when I find Susanna,  I'll fall upon the ground.  But if I do not find her,  This darkey'll surely die,  And when I'm dead and buried,  Susanna don't you cry.</p> <p>Oh! Susanna, don't you cry for me;  I come from Alabama,  with my banjo on my knee.</p>	

Original Pioneer Song	Recreation
<p>Oh My Darlin' Clementine  Words by Percy Montrose  In a cavern, in a canyon,  Excavating for a mine  Dwelt a miner forty niner,  And his daughter Clementine</p> <p>* Chorus:</p> <p>Oh my darling, oh my darling,  Oh my darling, Clementine!  Thou art lost and gone forever  Dreadful sorry, Clementine</p> <p>Light she was and like a fairy,  And her shoes were number nine,  Herring boxes, without topses,  Sandals were for Clementine. --Chor.</p> <p>Drove she ducklings to the water  Ev'ry morning just at nine,  Hit her foot against a splinter,  Fell into the foaming brine. -- Chor.</p> <p>Ruby lips above the water,  Blowing bubbles, soft and fine,  But, alas, I was no swimmer,  So I lost my Clementine. -- Chor.</p> <p>How I missed her! How I missed her,  How I missed my Clementine,  But I kissed her little sister,  I forgot my Clementine. -- Chor.</p>	

Original Pioneer Song	Recreation
<p>Home on the Range  Words by John Lomax  Oh, give me a home where the buffalo roam,  Where the deer and the antelope play,  Where seldom is heard a discouraging word  And the skies are not cloudy all day.</p> <p>Chorus  Home, home on the range,  Where the deer and the antelope play;  Where seldom is heard a discouraging word  And the skies are not cloudy all day.</p> <p>Where the air is so pure, the zephyrs so free,  The breezes so balmy and light,  That I would not exchange my home on the range  For all of the cities so bright.</p> <p>Chorus  The red man was pressed from this part of the West  He's likely no more to return,  To the banks of Red River where seldom if ever  Their flickering camp-fires burn.</p> <p>Chorus  How often at night when the heavens are bright  With the light from the glittering stars  Have I stood here amazed and asked as I gazed  If their glory exceeds that of ours.</p> <p>Chorus  Oh, I love these wild prairies where I roam  The curlew I love to hear scream,  And I love the white rocks and the antelope flocks  That graze on the mountain-tops green.</p> <p>Chorus  Oh, give me a land where the bright diamond sand  Flows leisurely down the stream;  Where the graceful white swan goes gliding along  Like a maid in a heavenly dream.</p>	