Lesson Title | The Transcontinental Railroad & the Native Americans | Teacher | Bruce Bradley
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Grade Level | 11- USHC | Duration of Lesson | 1- 90 Minute block

| Lesson Topic | Government policy, Construction of Transcontinental Railroad, and the impact on Native Americans. |
| SC Standards and Indicators | USHC 4.1 Summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of Native American peoples. |
| Academic Vocabulary | Transcontinental Railroad, Pacific Railway Act, Homestead Act, Indian Wars, Dawes Severalty Act. |
| Lesson Materials | PowerPoint Presentation, Documents & Questions for partner activity and journal entry assignments. |

### Lesson Set

| Content Objective(s) | SWBAT Understand the relationship between government policy, the Transcontinental Railroad and the effects on Native Americans. SWBAT analyze primary source documents from multiple perspectives. |
| Literacy Objective(s) | Analyze and interpret primary source maps, pictures, and documents. |
| Lesson Importance | Lesson correlates to USHC standard 4.1 (2012 standards) and will be tested on the USHC EOC Exam. |
| Connections to prior and future learning | Students will have prior knowledge of the railroad from 5\textsuperscript{th} grade. The economic advantages of the railroad will be covered in economics their senior year. |
| Anticipatory Set/ Hook (Engage) | When students enter the class the teacher will have a “bell ringer” on the board. The question will ask students “If you were a farmer in Charleston, would you want to sell your crops to only local markets? If not, where else would you want to sell your goods?” Teacher should discuss with class focusing in on getting students to understand that the bigger market businesses have, the more money they can make. And the quicker they can ship goods, the cheaper and more profitable their goods become. |
Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

<table>
<thead>
<tr>
<th><strong>Introduce content components</strong></th>
<th>Teacher will display standard on the board and will emphasize the important parts (government policy, construction of transcontinental railroad and national market, and culture of Native Americans.)</th>
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<tbody>
<tr>
<td><strong>“I do” Skill from literacy objective introduce/explain/model</strong></td>
<td>Teacher will show PowerPoint presentation and lecture briefly on the events that the standard covers.</td>
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**Guided Practice**

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as **Explore**.

<table>
<thead>
<tr>
<th><strong>“We do” Activity Description</strong></th>
<th>Students will then be broken up into small groups (2-3), they will be working with their partner(s) on analyzing documents. Teacher should facilitate and walk around to help students.</th>
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<tbody>
<tr>
<td>Include student “explore” components and opportunities for them to explain their learning.</td>
<td><strong>Checking for Understanding- “Informal” Assessment</strong> Teacher will grade the answer sheets from the documents.</td>
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**Closure**

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

<table>
<thead>
<tr>
<th><strong>Content Solidified</strong></th>
<th>Following station activity, teacher will break up the groups and class will have a Q&amp;A with teacher facilitating. Teacher should lead discussion onto target of lesson.</th>
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</table>
**Independent Practice**

| “You Do”       | Students will write a journal entry or a poem as a Native American affected by the United States. The student must include how government policy and the construction of the Transcontinental Railroad has affected them. |

**Summative/ “Formal” Assessment**

| Assessment   | Journal entry will be graded, also standard will be covered in exam at the end of the unit. |

**Differentiation**

| During Lesson | Students will have PowerPoint Presentation, and will look at maps, pictures, and documents. |
| Assessment    | Students will choose to write a poem or journal entry. |
United States Government, the Transcontinental Railroad, and the Native Americans Document Packet

Directions: Work with a partner and go through each document and answer the questions provided.

Document 1

The following are excerpts from the Pacific Railway Act (1862)

Section 1 ...the said corporation [Union Pacific Railroad Company] is hereby authorized and empowered to layout, locate, construct, furnish, maintain, and enjoy a continuous railroad and telegraph...

Section 5 ...in accordance with the provisions of this act, issue to [Union Pacific Railroad Company] bonds of the United States of one thousand dollars each, to the amount of sixteen...bonds per mile


Document 2

The homestead policy was established only after long and earnest resistance; experience proves its wisdom. The lands in the hands of industrious settlers, whose labor creates wealth and contributes to the public resources, are worth more to the United States than if they had been reserved as a solitude for future purchasers.

-Andrew Johnson, December 4, 1865
National Park Service: [http://www.nps.gov/home/historyculture/upload/Percentage%20graph.pdf](http://www.nps.gov/home/historyculture/upload/Percentage%20graph.pdf)
Document 4

1 Photograph from the mid-1870s of a pile of American bison skulls waiting to be ground for fertilizer.

http://www.flickr.com/photos/chatarrapicks/378644914/lightbox/

Document 5

“They attacked our village and we killed them all. What would you do if your home was attacked? You would stand up like a brave man and defend it.”

- Sitting Bull, Sioux Chief, 1881
Document 6

Advertisement for Americans to take advantage and move to new Indian lands in the west.

http://tm112.community.uaf.edu/unit-1/worcester-v-georgia-1832/

Document 7

These two images show Tom Torlino before and after he attended the Carlisle Indian School in the 1880s.

Western History/Genealogy Department, Denver Public Library
Directions: Answer the questions below based on the seven documents provided to you.

Document 1
1) According to the Pacific Railway Act, What does the government give the Union Pacific Railroad Company authority to do?

2) Summarize section 5 of the Pacific Railway Act in one sentence.

3) How do you think the Transcontinental Railroad will affect the American economy?

Document 2
1) Who was Andrew Johnson?

2) What effect does he believe the Homestead Act will have on the American economy?

3) Why do you think he believes the Homestead Act is a better alternative to selling the lands out west privately?

Document 3
1) Based on the chart, what can you say about how western states were affected by the Homestead Act?

2) How can this chart help foreshadow conflicts between Americans and Native Americans?

Document 4
1) What nationality do you think the two men are that are standing on the pile of Bison skulls?

2) Based on the caption, what are these skulls going to become?
3) Do you think Native Americans would approve of this? Why or why not?

4) Based on the number of skulls in the photo, do you think this practice could lead to problems for Natives? Why or why not?

Document 5
1) Who is Sitting Bull?

2) Who do you think he is referencing when he says “they attacked our village”?

3) What can this quote tell you about the feelings of many Native Americans had towards America in the second half of the 19th century?

Document 6
1) What is being advertised in this flyer?

2) How do you think the Americans gained that land to sell?

3) Where are the Native Americans that lived there previously?

Document 7
1) What law passed by the United States best explains the images?

2) What was purpose of having Tom Torlino dress like a white American?

3) Do you think many Native Americans would be willing to forget their culture and adopt an American culture? Why or why not?
Government, Transcontinental Railroad and Native Americans Homework Assignment

Directions: Write a poem or journal entry as a Native American that is affected by the United States expansion westward.

You must include the following terms: Transcontinental Railroad, Homestead Act, growth of the American economy, Dawes Act, Indian Wars.