

# History Detectives 5th Grade Standard IV Object. 1

## Summary

Students will use primary source materials to investigate significant events in American History of the 19th Century.

## Main Core Tie

Social Studies - 5th Grade

[Standard 4 Objective 1](#)

## Time Frame

2 class periods of 45 minutes each

## Group Size

Small Groups

## Materials

6 folders labeled with the 6 general topics of this lesson (See attachments for file folder labels.)  
Each folder will contain copies of primary source materials for its specific topic. (See attachments. Some sample resources are provided or the teacher may wish to use their own primary sources.)  
Chosen Project materials. (See list of extension activities below.)  
Historian's Investigative Sheet

## Background for Teachers

Teacher needs general knowledge of the following content: the Louisiana Purchase, the Lewis and Clark Expedition, the California Gold Rush, Treaties with American Indians, the Trail of Tears, the Homestead Act, the Oregon Trail, and the Spanish Trail. It would be helpful to understand how to find and use primary sources.

## Student Prior Knowledge

Basic understanding of U.S. geography and research skills, i.e. encyclopedia, atlas, internet.

## Intended Learning Outcomes

Students will be able to demonstrate knowledge of the motivation for each of the following events in U.S. History and the significance for each.

## Instructional Procedures

The teacher will prepare 6 investigative folders. Inside the folders there will be primary source materials about the following topics. (See Materials' attachments above.)

- The Louisiana Purchase (Lewis and Clark)
- The California Gold Rush
- Treaties with American Indians /The Trail of Tears
- The Homestead Act
- The Oregon Trail
- The Spanish Trail

The teacher divides the class into 6 groups. (Groups smaller than 4 students are not

suggested.) Then the teacher assigns 1 folder to each group. The students will look through their assigned folder and discuss what they know about each primary source document or artifact. Next, as a group, they will write a sentence or statement about each item. The groups will then share their information with the whole class.

Teacher reads a book about the 6 topics. (Here are some suggested titles.)

#### Suggested Read-Alouds

How We Crossed the West: The Adventures of Lewis and Clark by Rosalyn Shanzer

Gold Fever: Tales From the California Gold Rush by Rosalyn Shanzer

Trail of Tears by Michael Burgman

Quilt Block History of Pioneer Days by Mary Cobb

The Oregon and Santa Fe Trails by Cindy Borden

Students will complete the Historian's Investigative Sheet and then will present their findings to the class.

#### Strategies for Diverse Learners

Differentiation -- ELL write 1 sentence Regular -- write a paragraph.

#### Extensions

Students could research for specific information about one of the lesson topics or historical events.

Students could write up their report as a participant or stand-by observer:

Write a mock journal

Create an advertisement

Write a newspaper article

Write as an 'Imbedded Reporter'

Create a picture story

Make a PowerPoint, slideshow, or other multimedia presentation

Students could identify the cause for the historical event.

Then the students could identify the result or consequences of the historical event.

The following Web Sites have wonderful resources for teachers and/or students to use in any part of this lesson.

#### Assessment Plan

##### Assessment Options

Each student will complete the Primary Source Summary found at the bottom of the Historical Investigative Sheet. (See Materials' attachments.)

Using the information shared with the class from the different Primary Sources, write 1 paragraph to summarize each event or all 6 events.

Students could identify the cause for the historical event. Then the students could identify the result or consequences of the historical event.

#### Authors

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