History Detectives 5th Grade Standard IV Objective 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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