

Figure 11.2  
**Original Version of a Social Studies Unit**

Topic
<p>Westward Movement and Pioneer Life  Social Studies—3rd Grade</p>
Activities
<ol style="list-style-type: none"> <li>1. Read textbook section—"Life on the Prairie." Answer the end-of-chapter questions.</li> <li>2. Read and discuss <i>Sarah Plain and Tall</i>. Complete a word-search puzzle of pioneer vocabulary terms from the story.</li> <li>3. Create a pioneer-life memory box with artifacts that reflect what life might be like for a child traveling west or living on the prairie.</li> <li>4. Prairie Day activities: Dress in pioneer clothes and complete the learning stations. <ol style="list-style-type: none"> <li>a. Churn butter</li> <li>b. Play 19th-century game</li> <li>c. Send letter home with sealing wax</li> <li>d. Play "dress the pioneer" computer game</li> <li>e. Make a corn husk doll</li> <li>f. Quilting</li> <li>g. Tin punching</li> </ol> </li> </ol>
Assessments
<ol style="list-style-type: none"> <li>1. Quiz on pioneer vocabulary terms from <i>Sarah Plain and Tall</i></li> <li>2. Answers to end-of-chapter questions on pioneer life</li> <li>3. Show and tell for memory-box contents</li> <li>4. Completion of seven learning stations during Pioneer Day</li> <li>5. Student reflections on the unit</li> </ol>

Figure 11.3

**Social Studies Unit in the UbD Template**

Stage 1—Desired Results	
<b>Established Goals:</b> <p style="text-align: center;">Topic: Westward Movement and Pioneer Life</p>	
<b>Understandings:</b> <i>Students will understand that . . .</i>	<b>Essential Questions:</b>
<b>Students will know . . .</b> <ul style="list-style-type: none"> <li>Factual information about prairie life</li> <li>Pioneer vocabulary terms</li> <li>The story <i>Sarah Plain and Tall</i></li> </ul>	<b>Students will be able to . . .</b>
Stage 2—Assessment Evidence	
<b>Performance Tasks:</b>	<b>Other Evidence:</b> <ol style="list-style-type: none"> <li>Show and tell for the memory box and its contents: What would you put in it? Why?</li> <li>Quiz on pioneer vocabulary from <i>Sarah Plain and Tall</i></li> <li>Answers to factual questions on <i>Sarah Plain and Tall</i> and from the textbook chapter</li> <li>Written unit reflection</li> </ol>
Stage 3—Learning Plan	
<b>Learning Activities:</b> <ol style="list-style-type: none"> <li>Read textbook section "Life on the Prairie." Answer the end-of-chapter questions.</li> <li>Read <i>Sarah Plain and Tall</i>. Complete word-search on pioneer vocabulary.</li> <li>Create a pioneer-life trunk with artifacts you might take on a journey to a new life.</li> <li>Prairie Day activities:               <ol style="list-style-type: none"> <li>Churn butter</li> <li>Play a 19th-century game</li> <li>Seal a letter with sealing wax</li> <li>Play "dress the pioneer" computer game</li> <li>Make a corn husk doll</li> <li>Quilting</li> <li>Tin punching</li> </ol> </li> </ol>	

Figure 11.4

**Social Studies Unit After Backward Design**

Stage 1—Desired Results	
<b>Established Goals:</b> <span style="float: right;">(G)</span> 2D—Explain the lure of the West while comparing the illusions of migrants with the reality of the frontier. 5A—Demonstrate understanding of the movements of large groups of people in the United States now and long ago. <i>Source: National Standards for United States History</i>	
<b>Understandings:</b> <span style="float: right;">(U)</span> <i>Students will understand that . . .</i> <ul style="list-style-type: none"> <li>Many pioneers had naïve ideas about the opportunities and difficulties of moving West.</li> <li>People move for a variety of reasons—for new economic opportunities, greater freedoms, or to flee something.</li> <li>Successful pioneers rely on courage, ingenuity, and collaboration to overcome hardships and challenges.</li> </ul>	<b>Essential Questions:</b> <span style="float: right;">(Q)</span> <ul style="list-style-type: none"> <li>Why do people move? Why did the pioneers leave their homes to head west?</li> <li>How do geography and topography affect travel and settlement?</li> <li>Why did some pioneers survive and prosper while others did not?</li> <li>What is a pioneer? What is “pioneer spirit”?</li> </ul>
<b>Students will know . . .</b> <span style="float: right;">(K)</span> <ul style="list-style-type: none"> <li>Key facts about the westward movement and pioneer life on the prairie</li> <li>Pioneer vocabulary terms</li> <li>Basic geography (i.e., the travel routes of pioneers and location of their settlements)</li> </ul>	<b>Students will be able to . . .</b> <span style="float: right;">(S)</span> <ul style="list-style-type: none"> <li>Recognize, define, and use pioneer vocabulary in context</li> <li>Use research skills (with guidance) to find out about life on the wagon train and prairie</li> <li>Express their findings orally and in writing</li> </ul>
Stage 2—Assessment Evidence	
<b>Performance Tasks:</b> <span style="float: right;">(T)</span> <ul style="list-style-type: none"> <li>Create a museum display, including artifacts, pictures, and diary entries, depicting a week in the life of a family of settlers living on the prairie. (What common misunderstandings do folks today have about prairie life and westward settlement?)</li> <li>Write one letter a day (each representing a month of travel) to a friend “back east” describing your life on the wagon train and the prairie. Tell about your hopes and dreams, then explain what life on the frontier was really like. (Students may also draw pictures and explain orally.)</li> </ul>	<b>Other Evidence:</b> <span style="float: right;">(OE)</span> <ul style="list-style-type: none"> <li>Oral or written response to one of the Essential Questions</li> <li>Drawings showing hardships of pioneer life</li> <li>Test on facts about westward expansion, life on the prairie, and basic geography</li> <li>Using pioneer vocabulary in context</li> <li>Explanation of the memory box contents</li> </ul>
Stage 3—Learning Plan	
<b>Learning Activities:</b> <span style="float: right;">(L)</span> <ul style="list-style-type: none"> <li>Use K-W-L to assess students’ prior knowledge and identify learning goals for the unit.</li> <li>Revise Prairie Day activities (e.g., substitute <i>Oregon Trail 2</i> computer simulation for “dress the pioneer” and ask for journal entries while the simulation is played).</li> <li>Include other fictional readings linked to the identified content standards or understandings (e.g., <i>Little House on the Prairie</i>, <i>Butter in the Well</i>).</li> <li>Create a time line map of a pioneer family’s journey west.</li> <li>Add nonfiction sources to accommodate various reading levels, such as <i>Life on the Oregon Trail</i>, <i>Diaries of Pioneer Women</i> and <i>Dakota Dugout</i>. Guide students in using a variety of resources to research the period.</li> <li>Review the scoring rubrics for memory box, museum display, letters, and journals before students begin the performance tasks. Include opportunities for students to study examples of these products.</li> </ul>	