1. What is our purpose?

1a) To inquire into the following:

- **transdisciplinary theme** WHERE WE ARE IN TIME AND PLACE
  
  An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

- **central idea**
  
  People rely on courage, ingenuity, and collaboration to overcome the hardships and challenges of migration.

1b) **Summative assessment task(s):**

What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?

- Students will use the art of storytelling to orally share their original created tall tales about the the ingenuity used to overcome challenges of the westward expansion journey.

- Students will write an opinion essay of whether they would venture west as a pioneer or stay east if they lived in the 1800s.

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2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Students will learn about the Westward Expansion—why it occurred and the impact on the American history and explore reasons why people migrate (causation). Students will make ELA connections by reading tall tales and legends and discussing how it relates to pioneer challenges, adaptation, and the “pioneer spirit.” (function) Students will form opinions as to whether they would or would not take the risks to be a pioneer (perspective).

What lines of inquiry will define the scope of the inquiry into the central idea?

- **Reasons for migration** (causation)
- **Legendary folk heroes of the Westward Expansion** (function)
- **Is being a pioneer worth the risk?** (perspective)

What teacher questions/provocations will drive these inquiries?

Why do people move? How do geography and topography affect travel and settlement? What is a pioneer? What is “pioneer spirit”? Why do some people survive hardships and prosper while others do not? Would you consider yourself a pioneer back then? Now? Who were the winners and who were the losers in the settlement of the West?
<table>
<thead>
<tr>
<th>Planning the inquiry</th>
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<tr>
<td><strong>3. How might we know what we have learned?</strong></td>
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<td><em>This column should be used in conjunction with “How best might we learn?”</em> What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?</td>
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<td>We will introduce photographs depicting different aspects of American frontier during the 1800s. Students will carousel brainstorm what they see, what they know, and what connections they made.</td>
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<tr>
<td>What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?</td>
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<td><strong>4. How best might we learn?</strong></td>
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<td>What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?</td>
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<tr>
<td>Analyze primary source poster advertising land for sale and create their own poster advertising land considering audience, purpose, and incentives.</td>
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<td>Read letters from frontierswomen to families back home.</td>
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<tr>
<td>View The History Channel documentary <em>Story of Us: Westward Expansion</em></td>
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<tr>
<td>Read articles about Oregon Trail, Western frontier, etc.</td>
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<tr>
<td>Read aloud/novel study: <em>Little House in the Big Woods</em> by Laura Ingalls Wilder or <em>Sarah Plain and Tall</em> by Patricia McLachlan</td>
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<tr>
<td>Read tall tales and discuss characteristics of tall tales. Create hyperbole sentences. Write own tall tale.</td>
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<tr>
<td>What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?</td>
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<tr>
<td>Transdisciplinary skills:</td>
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<tr>
<td>Self-management skills: As students imagine themselves as pioneers, they need to access their organization, time management, safety, codes of behavior, and informed choices skills.</td>
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<td>Communication skills: Students will be writing their own tall tales and then presenting them orally (speaking &amp; listening).</td>
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<tr>
<td>Social skills: Students will simulate traveling west in a wagon train, which gives them opportunities to practice resolving conflicts, respecting others, cooperating, and making group decisions.</td>
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<tr>
<td>Learner Profile attributes: risk-taker, communicator</td>
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<tr>
<td>Attitudes: creativity, independence</td>
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</table>
5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

**Social Studies: Pioneers**

History Channel Documentary Western Expansion [http://www.youtube.com/watch?v=2sq4TSKtmLQ](http://www.youtube.com/watch?v=2sq4TSKtmLQ)


[http://exhibits.museum.state.il.us/exhibits/athome/welcome.htm](http://exhibits.museum.state.il.us/exhibits/athome/welcome.htm)

[http://www.pbslearningmedia.org](http://www.pbslearningmedia.org/)


Close read article source: [www.k12reader.com](http://www.k12reader.com)

**Activity Books**

Pioneer Days: Discover the Past with Fun Projects, Games, Activities, and Recipes by David C. King (American Kids in History series)

Heading West: Life with the Pioneers by Pat McCarthy

**Read Alouds:**

How we Crossed the West: The Adventures of Lewis & Clark by Rosalyn Schanzer

Dandelion by Eve Bunting

A Picture Book of Lewis and Clark by David A. Adler

**Nonfiction Books**

First Facts about the American Frontier by Fiona Macdonald

Going West! Journey on a Wagon Train to Settle a Frontier Town by Carol A. Johnmann (Kaleidoscope Kids book)

Sacagawea by Kristin Petrie (Checkerboard Biography by ABDO Publishing Co.)

If You Traveled West in a Covered Wagon by Ellen Levine (If You Lived...series by Scholastic)

Yippee-Yay! A Book about Cowboys and Cowgirls by Gail Gibbons
How to Get Rich on the Oregon Trail: My adventures among cows, crooks & Heroes on the road to fame & fortune

The Lewis and Clark Expedition by Christin Ditchfield (A True Book)

The Homestead Act by Elaine Landau (A True Book)

The Mormon Trail by Elaine Landau (A True Book)

The Oregon Trail by Elaine Landau (A True Book)

Davy Crockett (Primary Sources of Famous People in American History series)

Interactive Books:

The California Gold Rush: An Interactive History Adventure by Amie Jane Leavitt (You Choose Books by Capstone Press)

The California Gold Rush: Would You Go for the Gold? by Elaine Landau

The Wild West: An Interactive History Adventure by Allison Lassieur (You Choose)

ELA: Traditional literature

Tall tales including:

http://www.storyarts.org/

http://www.crookeddoorstorytelling.com/

Illinois Storytelling Network

National Storytelling Network

Youth, Educators and Storytellers (YES!) Alliance and Storytelling in Organizations (SIO)

Pivot Arts

Old Town School of Folk Music's Artist Referral program

Chicago Public Schools' Office of Arts Education

Adventure Stage Chicago Theater

Science: Natural wonders and disasters
How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Non-fiction books on Westward Expansion including Lewis & Clark, Sacagawea, Oregon Trail, cowboys, outlaws, Gold Rush, Trail of Tears, etc. on display

Chapter books in classroom library: including *Dear America* series

Bulletin Board displaying unit work and vocabulary associated with Western Expansion
Reflecting on the inquiry

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:
- develop an understanding of the concepts identified in “What do we want to learn?”
- demonstrate the learning and application of particular transdisciplinary skills?
- develop particular attributes of the learner profile and/or attitudes?
In each case, explain your selection.
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<tr>
<th>8. What student-initiated inquiries arose from the learning?</th>
<th>9. Teacher notes</th>
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<tr>
<td>Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.</td>
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*At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.*

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<th>What student-initiated actions arose from the learning?</th>
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<tr>
<td>Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.</td>
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