



The Diverse American West

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Conflict over Western Lands

Grades: 4-6

Background: The history of the American West is marked by conflict and bloodshed that arose out of clashing cultural perspectives about the relationship between humans and the land, specifically between Native Americans whose homelands Americans and Europeans sought to colonize.

Objectives: In this interactive lesson supporting literacy skills in U.S. history, students learn about the differences between the way white settlers and Native Americans thought about land and land ownership in the mid-1800s. Students explore the concept of Manifest Destiny and how it created conflict in the Great Plains. During this process, they read informational text, learn and practice vocabulary words, and explore content through videos and engagement activities.

Source: PBS Learning



PBS Learning Media



Using this Resource

"Conflict over Western Lands" is an interactive digital lesson from PBS Learning. This resource includes print versions of background materials for teachers and students using the lesson.

To bring the full lesson to your classroom or to teach it remotely via Google Classroom, visit: <https://tpt.pbslearningmedia.org/resource/midlit10.soc.splland/conflict-over-western-lands/>

What's Included?

For Teachers

Teaching Tips | Conflict over Western Lands

Technical Notes | Conflict over Western Lands

Introduction to Using Interactive Lessons

For Students

Vocabulary | Conflict over Western Lands

Teaching Tips | Conflict over Western Lands

This student-directed learning experience helps students in grades 5-8 answer the essential question: What were the major differences between the way in which white settlers and Native Americans thought about land and land ownership in the mid-1800s? Using informational text, vocabulary words, videos, and activities, students will better understand the following big ideas:

- Problems arose between settlers and Native Americans over land in the mid-1800s.
- The concept of Manifest Destiny influenced the westward expansion of the United States.
- Settlers' ideas about land led to problems for Native Americans.

Key Content and Skills

This resource provides students with the opportunity to practice the following historical thinking skills:

- Analyzing multiple perspectives
- Understanding diversity of historical experience

Students will also develop their literacy skills. The primary literacy strategies that students will use to complete this activity include the following:

- Comparing and contrasting ideas
- Making inferences
- Determining important information

The lesson presumes that students already have knowledge about:

- The reasons why land is important to people and societies
- The different beliefs between Native Americans and white settlers, including different attitudes toward land and land ownership
- The long history of conflicts over land between Native Americans and white settlers

Student Activities

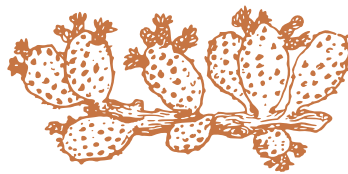
In this interactive lesson, students will:

- Take notes
- Analyze primary sources
- Answer multiple-choice questions
- Complete a fill-in-the-blank vocabulary review
- Make comparisons
- Write a final essay

Taking It Further

Put students in small groups and assign each group one of the following questions to discuss and present to the whole class:

1. Imagine that you are a Native American watching the settlers arrive in your region. Write what you see and then describe how you feel about these new arrivals and how you think that they may change the way you live.
2. Imagine that you are an American settler traveling to the West. Write a journal entry describing some of the things that you observe about the land, animals, and people along the way.



Technical Notes | Conflict over Western Lands

Assigning and Monitoring This Interactive Lesson

To take advantage of all the features of this interactive lesson (IL), you will want to assign it to your students through the methods available in PBS LM. You will need internet access and devices for each student or group. ILs work best on a computer screen or tablet rather than on a smartphone because of screen size. Use one of the Share or Assign options on this IL's page to either provide a link to students or to assign the IL using Lesson Builder (available lesson page).

If you have assigned the IL using Lesson Builder, you can add your own instructions (optional) and you can monitor whether students have begun or completed the IL and submitted the work. Once submitted, you can view their work and scores for scorable activities. Note that both teachers and their students must be logged in directly to PBS LM or through a compatible platform for teachers to be able to use Lesson Builder and monitor ILs.

Interactive Lesson Features

This IL makes use of the glossary included in this resource. Terms are also clickable in the text, where definitions will pop up.

Engagement and Assessment Activities

A variety of activities are available to students as they make their way through the IL. The information they save or submit in most of these activities, including their short responses, is collected in their “My Work” record. As previously mentioned, you can see their saved work provided you have assigned the lesson to a student using Lesson Builder.

This IL makes use of the following activities:

- **Short Responses (Notes)** Students record free-text responses to onscreen prompts. Students may be asked to respond to a question, list information, analyze a primary source (including photographs or other visual images), or react to a video. Students enter their responses in a notes box, or fill in the empty cells of a table or chart.
- **Review It! (Quizzes)** Students answer multiple-choice or true/false questions and may get supportive or corrective feedback.
- **Match It!** Students complete cloze-style exercises to review vocabulary.
- **Arrange It!** Students drag text or images into place on a graphic organizer image.
- **Write It!** Students use this activity to complete their final writing assignment. It offers them three options: using a built-in onscreen editor, uploading a document or media file they have created in another application (see size specifications), or providing a link to a document or media file in an online service such as Google Drive. Let students know which method they should use. They can refer to their saved notes, including an outline from Organize It, as they work on their assignment. They can also use Write It to upload or link to a non-textual assignment, such as a drawing, storyboard, podcast, or video.



Introduction to Using Interactive Lessons

Interactive lessons can generally be assigned to students as independent student activities, although most can also be used as a teacher-moderated activity. As you review the lesson:

- Decide whether you will need to provide background information for students.
- Determine if students will be working individually, in pairs, in groups, and/or as a whole class.
- Decide whether students should be signed in so that they can save their work online and whether you will use Lesson Builder to assign the lesson to them so that you can see their saved work online. (See Technical Notes for more information.) Alternatively, you can ask students to record their answers offline.
- If you need to modify any of the activities or assignments for your students, provide alternative instructions offline or add details to the Instructions Slide when you assign the interactive lesson through Lesson Builder. Let students know whether you want them to submit their work using the tools in the lesson or in some other manner.
- See Teaching Tips for suggestions for implementing the lesson.

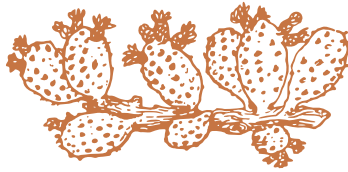
Student Preparation

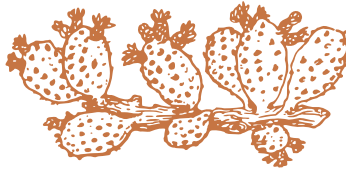
- Review common note-taking techniques with students. Explain whether you want them to take notes using words, phrases, and/or complete sentences. Remind them that notes should represent what they think are the most important aspects of what they see and hear.
- Explain the timeline for completing the lesson. Mention the different types of activities students will encounter and let them know how you expect them to submit their work.
- Consider supplementary activities to provide to students who complete the work faster than others. Check out the related resources in PBS LearningMedia for ideas.
- Remind students that they may watch the videos as many times as they choose. In many cases, transcripts have been provided to reference as well.

Monitoring and Assessing Student Learning

- When students are working on their own, you should be available to keep the lesson on track, facilitate discussion, answer questions, and ensure that students meet all learning goals.
- Review students' work at key points in the lesson as a formative assessment to make sure they have understood the materials thus far. If there is a final assignment, make sure that they are taking adequate notes and completing all activities so that they are prepared to complete the assignment.
- You may want to facilitate a discussion to build consensus around the key ideas of the interactive lesson learning objective and/or focus question. Ensure that students argue based on evidence from the lesson.

- You may also want to have students discuss both what they have learned and the self-paced process they used. Potential questions include:
 - What did you learn?
 - What was surprising?
 - What questions do you still have?
 - What was easiest for you to understand and do? What was most difficult?
 - Which parts of the lesson did you find most useful in helping you understand the topic?





Vocabulary | Conflict over Western Lands

- **coexist**—to live together in peace, especially in the case of two or more people or groups of people from different backgrounds or with different beliefs
- **continent**—one of several large land areas; Earth’s total land area is divided into seven continents: Africa, Antarctica, Asia, Australia, Europe, North America, and South America
- **ownership**—having a legal document that says you possess something; having total control over something, often land, that no one else has the right to use or live on
- **perspective**—a way of thinking about something; a set of ideas or a viewpoint
- **reservation**—land, usually not very good land, that is set aside for Native Americans to live on
- **transform**—to change someone or something completely, making it hard or even impossible to recognize the original place, thing, or person