

One Came Home Thematic Unit

A Sister Lost. A Body Found. The
Truth Buried.

Book by: Amy Timberlake




Flying On The Frontier

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HISTORY





One Came
Home
- Amy
Timberland

History

Life on the American Frontier

Life on the American frontier was not easy, and the people who lived during this time did not have an easy life. They did not have running water or electricity. And, believe it or not, they did not have cell phones or even bathrooms. For the next week, we are going to discuss exactly how they did live and activities that they participated in just to survive.

- **Aim:**
- What was so important about the westward expansion of the American frontier after the Civil War?
- **Goals/Objectives:**
- The Great West and the Rise of the Debtor (1860s-1896) – The learner will evaluate the great westward movement and assess the impact of the agricultural revolution on the nation.
- Objective 8.4.1: Compare and contrast the different groups of people who migrated to the West and describe the problems they experienced.
- Objective 8.4.2: Evaluate the impact that settlement in the West had upon different groups of people and the environment.
- students will learn about the different types of people that migrated west
- students will evaluate the impact that settlement in the west had on people
- students will analyze the conflicts that occurred with Native Americans

This is what you
need to learn
and do.



- **Main Ideas/Understandings:**
- ideas about westward expansion
- impact of expansion on Native Americans
- purpose behind land grant laws and reservations
- ideas regarding expansion and impact on agriculture
- costs that growth and opportunity had on land and native people
- impact overproduction had on contributing to depression



These are materials you will need to be successful.

- map of railroad expansion 1870-1890
- picture of sod-house on the frontier
- map of mining and cattle frontier 1870s
- photos of black and Hispanic cowboys
- photo of reservation and schoolchildren
- photo of buffalo skull piles to exemplify wipeout
- map of reservations



Do Now/ Motivation:

Day 1. Ask students what they would do if they were moving to another part of the country.

Day 2. What difficulties would they face in leaving their old home and settling into a new one?

Day 3. What factors would make them face these difficulties?

Day 4. What would transportation be like during this time?

Day 5. Would you enjoy living during this time? Why or why not?

You will have five (5) minutes to complete this exercise!!!!!!





Day I. Agencies of Westward Expansion

A. Main engine of postwar growth was the railroad

- a. Five transcontinental railroads went into service between 1869-1893
- b. End of civil war (3272 miles of rail), by 1890 (72473 miles of rail)
- c. Initial purpose was to link the Midwest and the south to the West Coast
- d. Also spurred settlement and economic development on high plains

B. No more “Great American Desert”

- a. Precipitation during 1870s-1880s was heavier than normal
- b. Sod-busters built homes of barbed wire and sod
- c. Bonanza farms: huge wheat farms financed by eastern capital

C. Mining and ranching frontiers grow

- a. Prospectors and boom towns became ghost towns
- b. Same west that is celebrated on screen
- c. Popularized by cowboys, cattle drives, gold rushes, stagecoaches



Day II. The Mining Frontier

- A. By 1870s silver eclipsed silver in volume and in some years even in value
- B. Other minerals increased in value
 - a. Copper mines opened with telephone and lightbulb inventions
- C. Violence was never far from the surface in the mining frontier
 - a. Men ravaged the environment by hydraulic mining
 - b. Capital-labor relations were savage
 - c. Violent strikes causes western governors to call the militias in 10 times
 - d. Western Federation of Miners became most militant labor unions

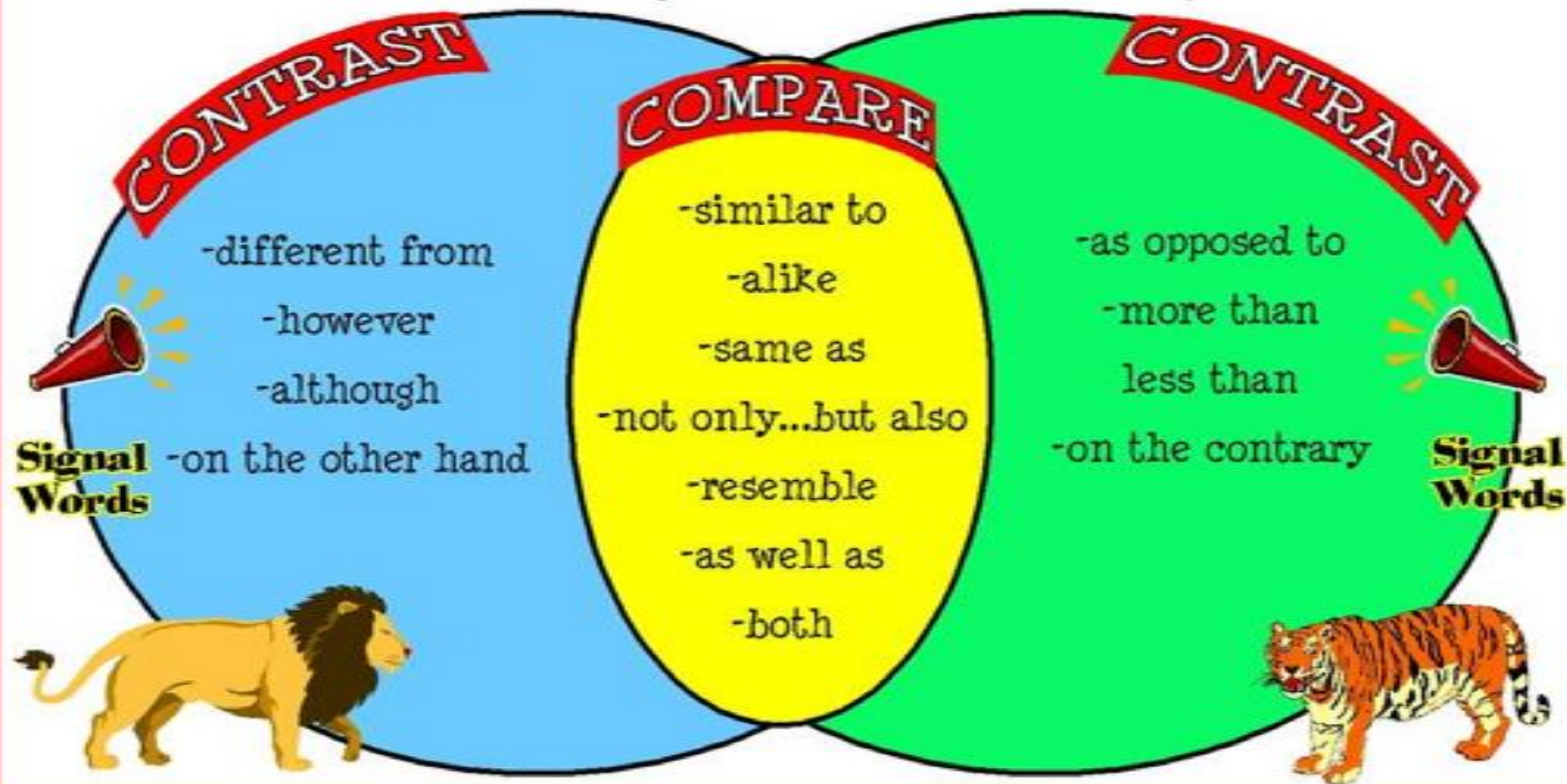
- Day 2 Activities:
- The students will work individually to compare and contrast the environment, culture, and lifestyles of the characters in *One Came Home* to how the environment, culture, and lifestyles actually were on the American frontier. The students will use the information presented in class and any information they can find by performing research.
- *The students will be allowed to use their cell phones during the activity.



Text Structure

Compare and Contrast

Shows how two or more things are alike and/or how they are different





Day III. The Ranching Frontier

- A. Postwar boom in the range cattle industry had its beginnings in south Texas
 - a. Spaniards had introduced longhorn cattle there in 18th century
 - b. By 1850s millions of them roamed freely in Texas plains
 - c. Limited market for them because railroad was too far away to ship
- B. Civil war changed all that and depleted cattle supply in other states
 - a. Railroads and markets were brought closer to western cattle
 - b. Texans realized that longhorns could represent a fortune to them
 - c. 1866 cowboys hit the 800 mile trail to Missouri with 260,000 cattle
 - d. Only a few thousand actually made it, but prices convinced them to try



A. Ranching success continues

- a. More than a million longhorns were transported in four years
- b. Railroads came closer, ranchers grazed cattle for free on government land

B. Ranching success starts to decline

- a. The boom years had ended, overstocked ranges had driven down prices
- b. Record cold and blizzards killed hundreds of thousands of cattle
- c. Ranchers turned to growing hay, reduced herd size, scientific breeding

C. The myth of the cowboy

- a. Most of them were small, wiry men because cattle could not hold larger
- b. Several thousand cowboys were black or Mexican
- c. Skillful riders, handy with the rope, tough and hardy, no gunfighters

- Day 3 Activities:
- Answer the following questions”:
- 1. How much do you know about farming and ranching?
- 2. Do you think they are the same thing? Why or why not?
- 3. Use your cell phone and research how many states in the United States depend heavily on ranching and farming as a major income producer?
- 4. How do you think ranching and farming have changed since the time period in which *One Came Home* took place? Construct a Venn Diagram to compare ranching and farming today and back then.





Day IV. The Last Native American Frontier

A. Westward expansion doomed the free range of Plains Indians and buffalo

B. Government began to force Native Americans onto reservations

C. Began a “policy of concentration” pushing Indians on to arid plains

- Day 4 Activities:
- The students will draw a picture that illustrates their idea of an Native American.
- They will research how Native Americans lived during the time of *One Came Home*.
- The will research how Native Americans live today.
- They will produce a Venn diagram comparing the life of Native Americans then and now.





Day V. Conflict with the Sioux

- A. Civil War had set in motion a generation of Indian warfare, dispossessed Indians
- B. The Sioux were herded onto Minnesota reservations in 1851
- C. August 17 a robber in which 5 white settlers were murder opened floodgates
 - a. They persuaded Chief Little Crow to take them on the warpath
 - b. Over 500 white men, women and children were massacred in few weeks
- D. Militia and army finally suppressed the uprising
 - a. Military court sentenced 303 to death but Lincoln reduced it to 38
 - i. The largest act of executive clemency in American history!
 - b. Hanging of 38 Sioux on December 26, 1862 was largest mass execution to the country has ever witnessed
 - c. Government evicted the remaining Sioux from Minnesota to the Dakotas
- E. Battle of Little Big Horn on June 25th, 1875
 - a. Sioux warriors led by Sitting Bull and Crazy Horse wiped out George A. Custer and 225 men of the Seventh Cavalry
 - b. In retaliation General Sheridan crushed the Sioux and Cheyenne
- F. Wounded Knee confrontation in the Dakota badlands
 - a. Led to a shootout that left 25 soldiers and 150 Sioux dead
 - b. This was the last battle that the U.S. army and American Indians fought
 - c. Wounded Knee symbolized the death of 19th century Plains Indian culture



Suppression of Other Plains Indians

- A. Massacre of Cheyenne in Colorado 1864 sparked a decade of conflict in south
- B. Discovery of gold near Pike's Peak set off a rush to Colorado in 1858-1859
- C. Government used threats, promises, firewater to get N.A.s to give up land
- D. In exchange they got a reservation at Sand Creek in southeast Colorado
- E. In 1864 hunger and resentment on reservation caused raiding of white settlements
 - a. Chief Black Kettle believed he had brought peace to warfare, returned home
 - b. At dawn November 29th Colonel Chivington surrounded and attacked
 - c. 200 women were killed, half of them women and children
- F. Notorious Sand Creek massacre set a pattern for several similar attacks on villages
- G. Army encouraged the extermination of buffalo herds to deprive Indians of food
 - a. In 1883 an expedition counted only 200 buffalo in the West
- H. Indians were left with no other alternative but to come into the reservations
 - a. By 1880s nearly all of them had done so



The “Peace Policy”

A.Repression and reform were both part of the government’s Indian policy

- a. Reformers believed that Indians must be compelled to give up nomadic culture
- b. They believed settling down was the first step to assimilation as Americans
- c. They wanted them to abandon primitive hunter-gather culture

B.President Grant at inaugural address in 1869 announced his new “Peace Policy”

- a. He urged their civilization and ultimate citizenship
- b. Civilization meant acceptance of white culture (English, Christian, property)
- c. Citizenship meant allegiance to the US rather than to a tribe

C.In 1871 century long policy of negotiating treaties with nations came to an end

- a. Indians became wards of the nation to be civilized and prepared for citizenship
- b. First on reservations and eventually on individually owned parcels of land carved out of the reservations



D. Resistance from Indians led to a decade of frontier wars but some accepted their fate

With military power broken and buffalo gone most Indians had no choice

E. The Dawes Severalty Act of 1877

Landmark legislation called for dissolution of Indian tribes as legal entities, offered them opportunity to become citizens, and allotted each family 160 acres of farmland or 320 acres of grazing land

White were eager to seize reservation land and lands were open to them

On April 22, 1889 “boomers” came to region and claimed 2 million acres of land

Eventually white gained title to 108 million acres of former reservation land through fraud and misrepresentation

F. Dawes Act proved an unqualified failure to the Native Americans

Private ownership of land was a foreign concept to most tribes

In most Indian cultures farming was considered woman’s work and to Americanize Indian males by telling them to give up hunting was to strip them of their manhood

Many Indians made a successful transition, others slipped further into depression, destitution and alcoholism

- Day 5 Activities:
- Compare the railroad expansion map of 1870-1890 to the one of mining and cattle frontiers in 1870. How is railroad expansion related to where mining and cattle ranching took place?
- Split up into small groups of four. On poster paper write down the characteristics that come to mind when you think of cowboys and then post them on the front board. We will discuss what are the common misconceptions of cowboys and what are the real truths behind who they were.









Key Questions:

Knowledge: Identify an important Native American vs. US militia battle and what happened.

Organizing: Differentiate between the myths of cowboys and who they really were.

Applying: How did the extension of the railroad increase the pressure on Native American lands?

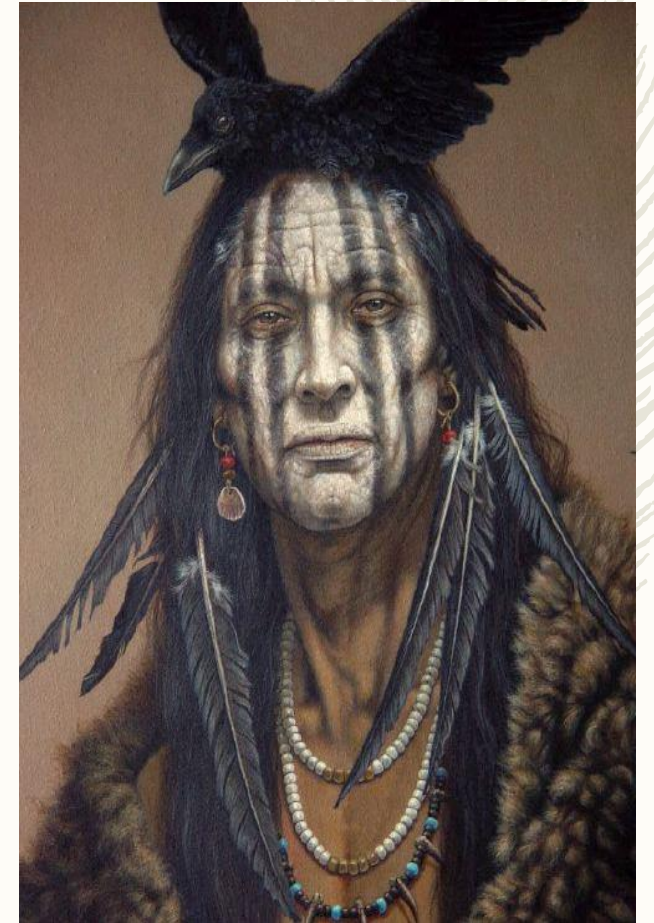
Analyzing: What kind of life would people encounter as they entered the frontier?

Generating: In your opinion was the West a land of opportunity?

Integrating: Design a plan for how Native Americans and white settlers could have handled land disputes without the government getting involved.

Evaluating: How would you have felt if it was your land being taken away unfairly?

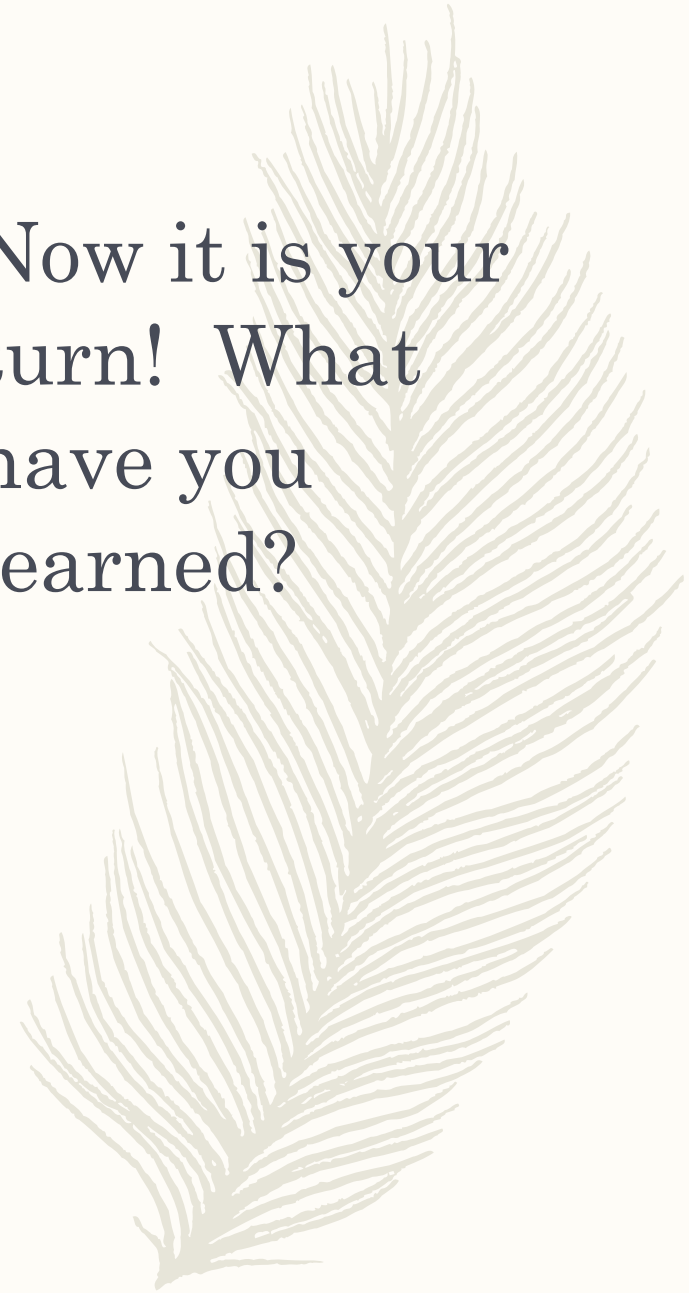
- **Application:**
- **What other times in history have one group of people taken over the authority of another group?**
- How is the white settlers going into the Frontier and changing Native Americans way of life and their citizenship similar to what we are doing in Iraq and bringing them democracy?



- You have decided to take your family and homestead in the West in the late 1800s. You have the following options to settle at:
- Tucson, Arizona
- Boise, Idaho
- Lecompton, Kansas
- Jackson, Minnesota
- Helena, Montana
- Nebraska City, Nebraska
- Cheyenne, Wyoming
- Research physical climate and average annual rainfall to make your decision (current reports of this are fine to base your reasoning on). Also include other reasons why this particular location will be the most beneficial to your family. How will you survive once you are there?



Now it is your turn! What have you learned?



Math



CCSS.MATH.CONTENT.7.EE.B.4

Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.



MATHEMATICAL CONCEPTS TO BE APPLIED FROM *ONE CAME HOME*

- ❖ Relational Proportions
- ❖ Distance between two points or locations
- ❖ Speed of Migration or Rate of change of Distance
- ❖ Geographical distance calculated by GPS

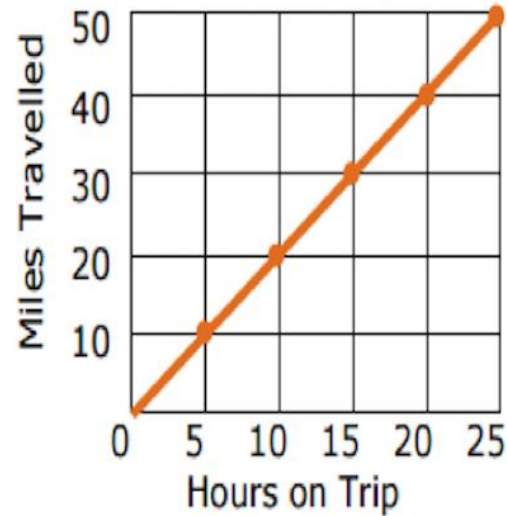
Passenger Pigeon Breeding range and Distribution





The Perfect Pigeon Pair Peter and Perry love taking long flights. The graphs below represents Peter's trip over the period of 2 months. The equation below represents Perry's consistent pace. Which rider moves at a faster pace?

Peter's Trip



Perry's Pace

$$y = 20x$$

$$x = \text{hours}$$

$$y \text{ is miles}$$

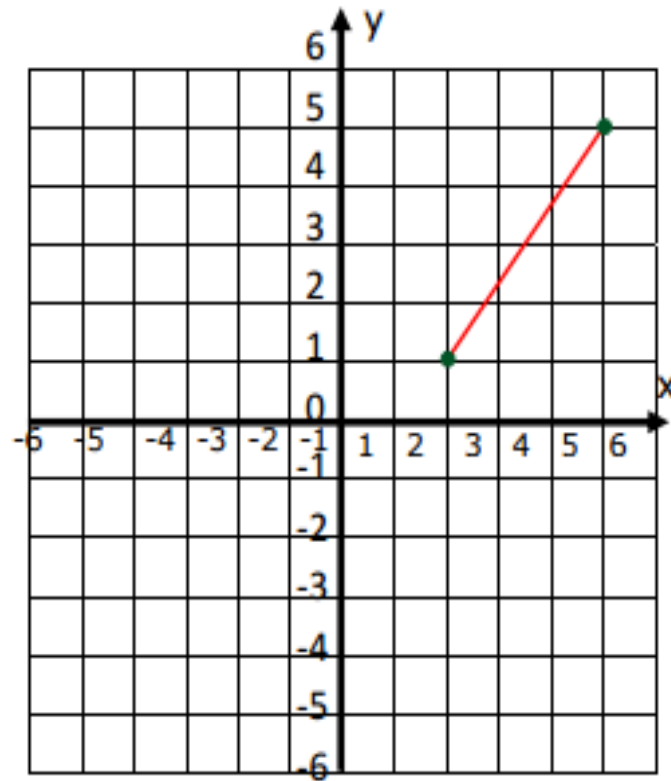




Find the distance between all the points listed below.

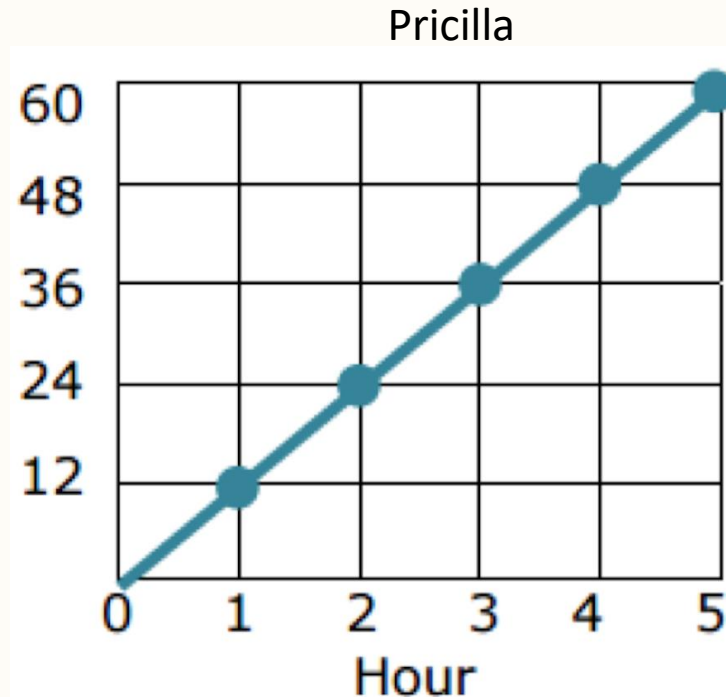
EX: Passenger Pigeon Migration distance calculation

1.



Assessment /Evaluation Question Examples

The graph below represents how many pieces of birdseed Pricilla Pigeon eats in an hour. The equation represents the rate Patty Pigeon eats birdseed at. Find out who eats more birdseed in 3 hours.



Patty

$$Y = 15X$$

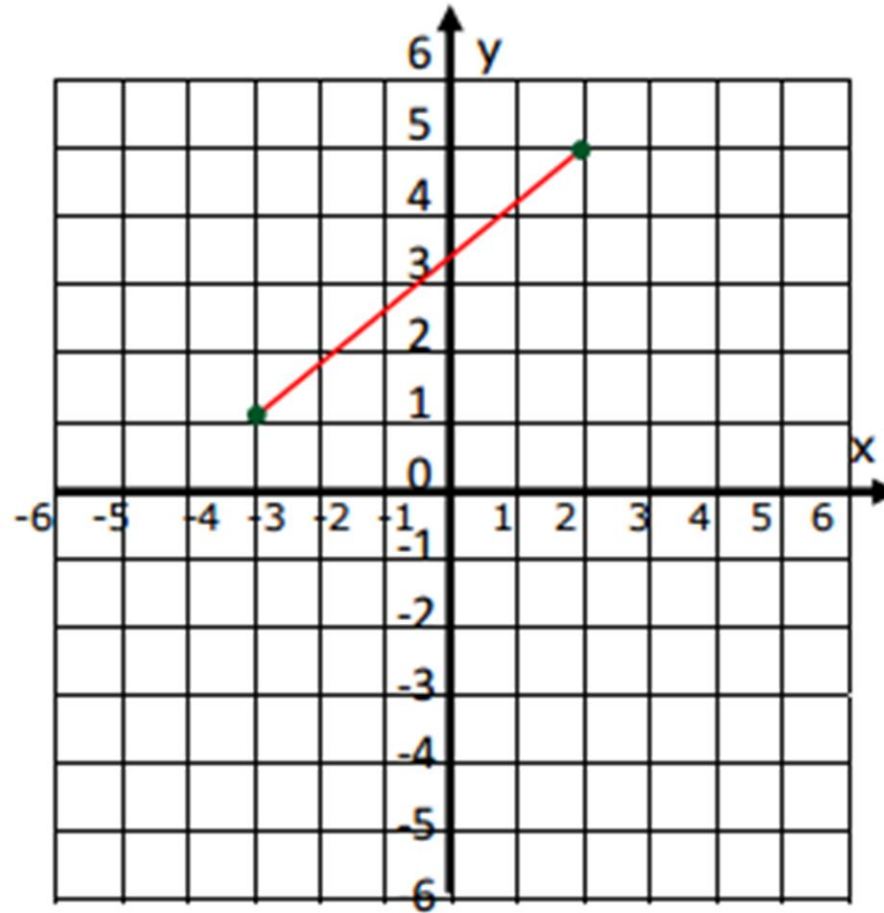
X = No. of hours

Y = Pieces of birdseed



Calculating Distance between any two points

Find the distance between $(5, 2)$ and $(1, -3)$.



Science

CCSS.ELA-LITERACY.RST.6-8.7
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).



Essential Questions

- What environmental factors determine biomes?
- How do geographic locations affect climatic conditions of biomes?
- What plants and animals are indigenous to different biomes?
- How do organisms adapt to different biomes for survival?

I CAN....

Develop a model biome that includes key information and animals indigenous to that area.



Day 1

The teacher display the sights words on board about the biomes and have discussions with class about their schema related to eat word.

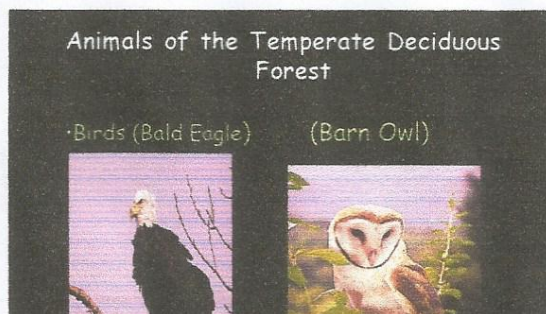
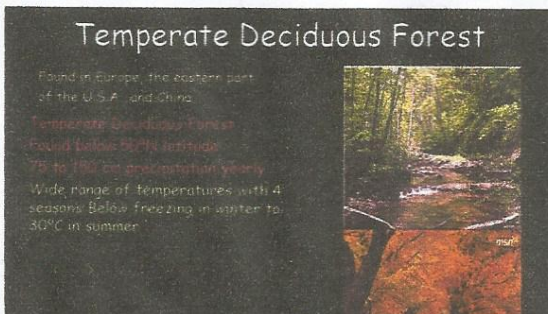
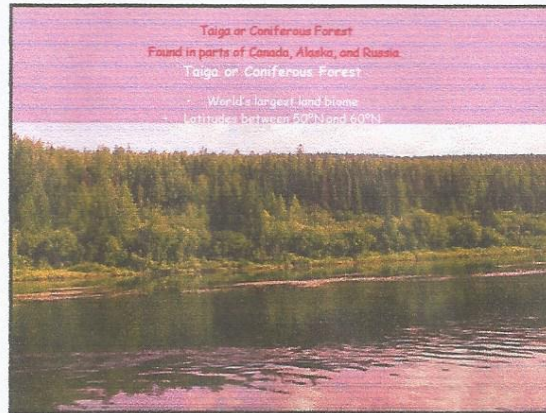
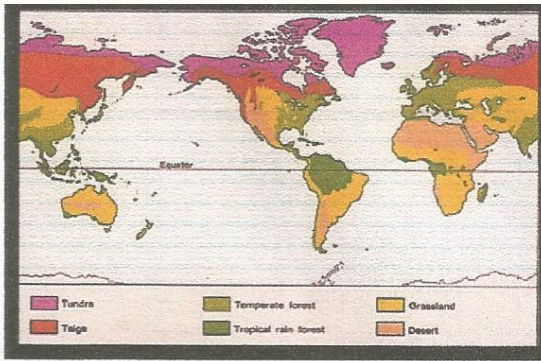
- Biome
- Climate
- Terrain
- Flora
- Fauna
- Evergreen Forest
- Desert,
- Rainforest
- Deciduous Forest
- Grass Lands
- Tundra
- Taiga,

Land Biomes

Biome- geographic areas that have similar climates and ecosystems

The 6 most common biomes are:

- Tundra
- Taiga
- Temperate Deciduous Forest
- Tropical Rain Forest
- Grassland (Prairie, Tropical Savanna, Chapparral)
- Desert

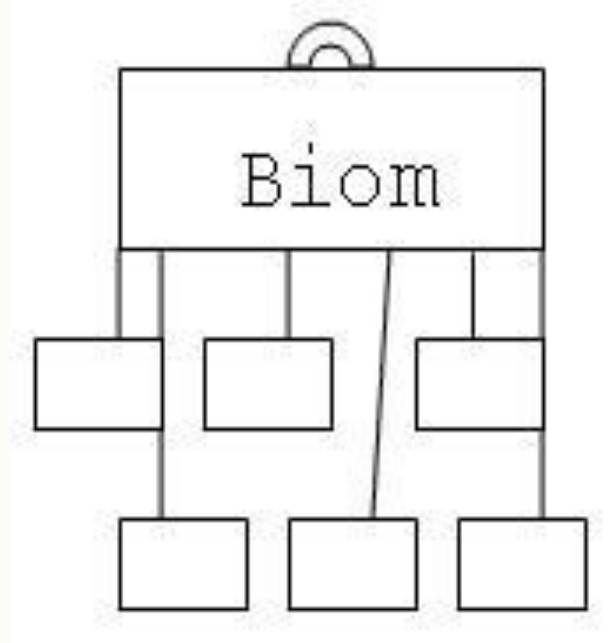


Day 2 – 3

The teacher will give a detailed lecture of biomes and the parts that make up various biomes.

Students will also complete activity that is presented on next slide.

- **Worksheet 1:**
- **Using the words below, label the 6 biomes that we have learned**



- **Mini Forests, tundra, evergreen forest, deny forest , deciduous forest, grasslands, large forests, rainforest, desert lands**



Tundra Animals



Circle the names of the animals in the word search.

A	C	N	T	E	G	O	I	L	H	T	I	A	P
R	M	A	U	K	Y	A	W	E	S	L	A	R	O
I	E	S	R	B	R	X	P	L	N	E	P	C	N
N	O	A	H	I	M	U	R	T	O	J	C	T	M
P	O	L	A	R	B	E	A	R	W	K	D	I	U
E	L	M	F	A	J	O	C	D	Y	R	A	C	S
Y	R	O	O	B	P	A	U	T	O	B	E	H	K
I	T	N	X	T	L	E	S	K	W	A	M	A	O
R	H	O	C	M	H	D	N	U	L	E	O	R	X
S	A	R	C	T	I	C	F	O	X	O	N	E	T

arctic fox

caribou

moth



salmon

arctic hare

polar bear

snowy owl

musk ox



To reiterate the various components of the 6 biomes, students will complete Tundra and Desert animal word searches that will be timed at one minute and accompanied by upbeat classical music.



Desert Animals



Circle the names of the animals in the word search.

C	I	T	A	S	V	U	L	T	U	R	E	F	A
O	G	N	R	A	T	I	D	O	K	W	R	T	I
Y	U	G	C	E	M	L	C	V	X	E	A	O	S
R	A	T	T	L	E	S	N	A	K	E	H	R	K
A	N	E	I	M	U	T	P	E	B	R	F	T	E
B	A	K	A	W	B	W	J	I	Z	A	S	O	R
B	T	C	H	O	X	A	E	M	D	R	G	I	N
I	L	U	Q	U	M	I	C	S	K	E	T	S	O
T	V	E	Y	C	O	Y	O	T	E	Q	R	E	P
E	H	A	W	K	L	F	S	A	R	O	L	I	H



tortoise
spider
vulture

camel
rattlesnake
coyote

rabbit
hawk
iguana

Students who are able to find more than half the total number of words will receive an extra 5 points on their biome model project



Day 4

Biome application project presented to class

Students will be informed of biome project at the beginning of biome instruction so they will have plenty of time to create project








- Example biome project



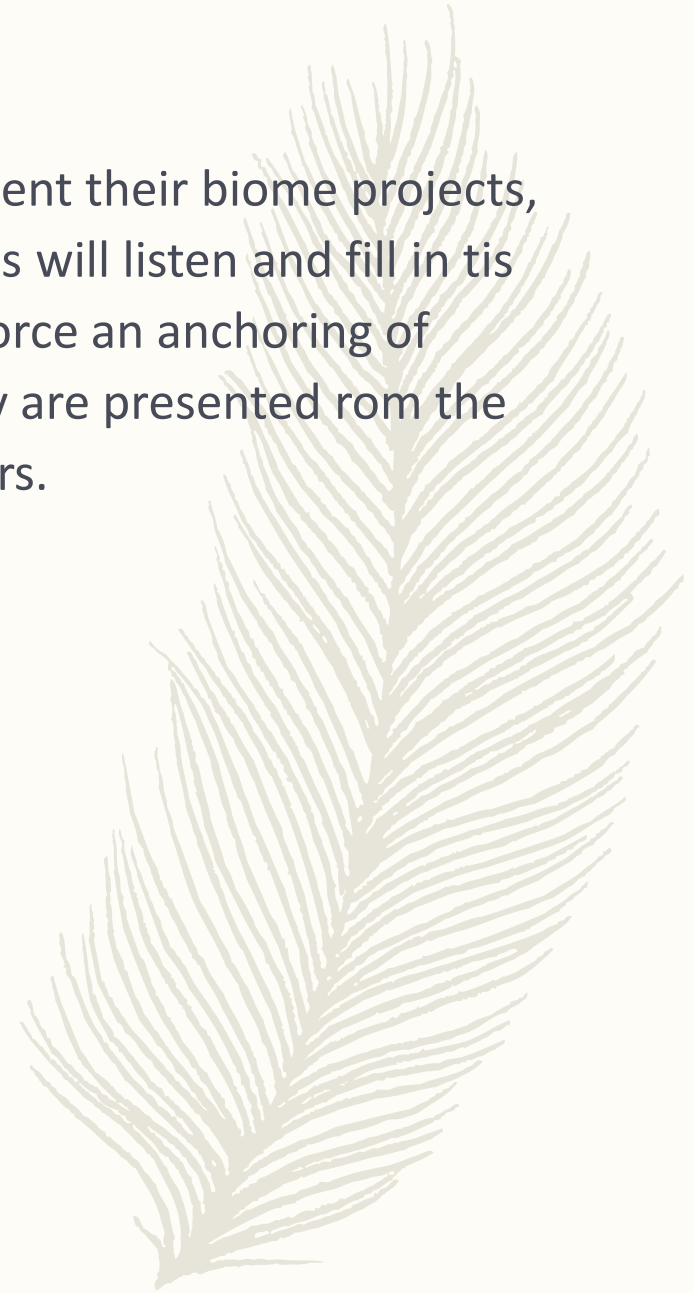
The students will choose and develop their favorite biome model including the birds and animals that are indigenous to that area.

BIOME BRAINSTORMS

As your classmates present their biome brochure, use this chart to record information.

	LOCATION	PHYSICAL FEATURES	WEATHER & CLIMATE	ANIMALS	PLANTS
TUNDRA 					
TAIGA 					
DECIDUOUS FOREST 					
TROPICAL RAIN FOREST 					
GRASSLAND 					
DESERT 					
OCEAN 					

- As students present their biome projects, fellow classmates will listen and fill in this chart. This will force an anchoring of information they are presented from the teacher and peers.



Reading/English Language Arts

CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

I Can....

- brainstorm topics for an informational essay based on a novel.
- organize and outline my thoughts in preparation of an informational essay
- write an essay that is clear, concise and informative
- draft and edit my essay for publication



Day 1



- In class:

- Students will be grouped in threes (3's) and each student will read one chapter
- Students will discuss the what each of them has read and create a list of “Need To Know” vocabulary words to share with their groups and the rest of the class

- At home:

- Students will read the other chapters to gain a complete understanding of the given chapters
- Students will add words to the “Need To Know” list





Day 2

- In class

- TT&S will discuss the chapters that were read for homework and gradually move toward the key elements of a informational essays.
- Students will brainstorm various topics that can tied to the excerpts read in the chapters.

- At home

- Students will choose from the given topics and outline and draft an informative essay
- Students will include outside information that can be found in reference materials or in the internet through research



Informational Text Video and Print References

- [Informational Text Video](#)
- Students may also visit [Information Text Tips in Ms.Cleark's Corner](#) and [Ms.Cleark's Narrative Writing Rubric](#) for support outside of class

Day 3 - 5



- In class
 - Students will play “Keep It, Change It, Trash It”
 - *Students will arrange desk into circle and toss a ball around the room like when playing the game “Hot Potato”. The teacher will play a digital playlist made up of clean versions of songs students have suggested in the classroom suggestion box. When the music stops, the person holding the ball reads their essay’s introductory paragraph. Students listen for key things such as the attention getter and the thesis. Students then write on their chalk/dry erase board if the writer should keep, change, or trash their paragraph and verbally give feedback.*
 - Students will continue to work on essay outside of class and in class with a partner for peer review and feedback.



Thank you for flying
with us across the
frontier.