

What motivated people to move west?		
	Day 1	50 minutes
Learning Objective	Students will be able to explain why people wanted to move west.	
Background Information	<p>Teachers can access information to increase their background knowledge at the following links:</p> <p>Westward Expansion: https://www.youtube.com/watch?v=X2tfAtHC_8</p> <p>Elbow Room, School House Rock: https://www.youtube.com/watch?v=FfoQBTPY7gk</p>	
Introduction	Engage students by talking about the reasons we move. Example topics can include a change in a parent’s job, a new house, and/or a desire to live in a different location.	10 minutes
	As students explore contemporary reasons people may move, have them brainstorm and discuss similar and different reasons people would have moved in the late-18 th and early-19 th centuries.	
	Have students create a KWL chart to assess background knowledge and discuss the current climate in the colonies.	
Evaluation of Sources	Students will conduct a reading and analysis of the song “I Will Go West”. (Document A) Students should focus specifically on understanding the author’s motivation to move west.	35 minutes
	Have students pair up to read “Life as a Pioneer” (Document B) looking for reasons why people chose to move westward.	
	Collaboratively, students use the “Push Factors/Pull Factors” to collate information gathered from the sources. The teacher should help students to understand the difference between push factors (those at home that incentive people to leave) and pull factors (the perceived benefits of a new location).	
Closing	As a whole class, return to the KWL charts. Allow students to share new information learned from the sources and add it to their charts.	5 minutes
	Collect graphic organizers to formatively assess student learning.	