

WESTWARD EXPANSION

ACTIVITIES AND WORKSHEETS

Date: _____ Name: _____

How did Native Americans feel about Westward Expansion?

As Americans lived in the west long before settlers arrived. As more people moved west, they lost their land and were forced to move to reservations. Some Native American tribes fought back, like in the Battle of Little Bighorn, but many were driven off their lands.



Date: _____ Name: _____

Homestead

There was a law passed in 1862 that gave settlers 160 acres of land to settle on. If they lived on the land for 5 years and formed the land into a farm, they could own it forever. Many people moved west to take advantage of this law.



Date: _____ Name: _____

What dangers did settlers face when moving west?

Settlers faced many dangers on their journey west. They had to cross rivers, mountains, and deserts. They also risked diseases, wild animal attacks, and bad weather. Sometimes, there wasn't enough food or water, and accidents could happen. Despite these challenges, people kept moving west.



Date: _____ Name: _____

How did people move west?

Many people moved west by train. The transcontinental railroad was completed in 1869, which made traveling west easier. Some people also moved west by stagecoach or on foot.



☐ Comprehension

☐ Fill in the blanks

☐ Word Scramble

☐ Text Evidence

☐ Answer keys

65+ pages

Westward Expansion Reading Comprehension

McDonald Publishing Company



Westward Expansion Reading Comprehension:

Westward Movement Robert W. Smith, Robert Smith, 2006 Encourage students to take an in depth view of the people and events of specific eras of American history Nonfiction reading comprehension is emphasized along with research writing critical thinking working with maps and more Most titles include a Readers Theater *Power Practice: Fact or Opinion and Cause & Effect, Gr. 3-4, eBook* Traci Geiser, 2007-01-01 Practical and creative activities to develop essential skills

Structured Literacy Interventions Louise Spear-Swerling, 2022-01-26 Comprehensive and evidence based Structured Literacy SL approaches place a high value on explicit systematic and sequential instruction This book brings together leading experts to present a wealth of SL interventions for different components of literacy Chapters describe instructional strategies for supporting phonological awareness basic and multisyllabic word decoding spelling reading fluency vocabulary oral and reading comprehension and written expression especially for at risk readers and those with disabilities Including case studies sample intervention activities lesson plans and end of chapter application activities the book contains reproducible tools that can be downloaded and printed in a convenient 8 x 11 size An NCTQ Exemplary Text for Reading Instruction See also Louise Spear Swerling s authored volume *The Structured Literacy Planner Designing Interventions for Common Reading Difficulties Grades 1-9* which provides blueprints for tailoring interventions based on a learner s reading profile *Teaching Reading*

Comprehension Thomas G. Devine, 1986 **Read about Westward Expansion Comprehension Cards** Lakeshore Learning Materials, 2015-02-01 Metacognition and Reading Comprehension Ruth Garner, 1987 Developmental psychologists have been interested in metacognitive phenomena since the early 1970s while reading researchers have been interested in awareness monitoring and strategy use for text processing as part of a shift in focus from text factors to reader factors in reading A great many research studies have been conducted by psychologists and reading researchers under the rubric of metacognition Unlike other chapters from some edited books which present only syntheses of this burgeoning research literature this volume not only presents the literature but provides analysis about its usefulness for researchers and practitioners It also presents a discussion of important methodological dilemmas within these research literatures **It's**

Critical Booth David Booth, 2008 Plan literacy events that will engage students as they explore a variety of text forms from poems to novels from speeches to blogs from art to invention **Westward Expansion** Anne Goudvis, Stephanie Harvey, 2016 We turn information into knowledge by thinking about it These texts support students in using the Toolkit s comprehension and thinking strategies as tools to acquire and actively use knowledge in history Stephanie Harvey and Anne Goudvis To support cross curricular strategy instruction and close reading for information Stephanie Harvey and Anne Goudvis have expanded their Toolkit Texts series to include a library of short nonfiction for American history with 10 all new Toolkit lessons Building on selections from popular children s magazines as well as original articles these engaging age appropriate texts will keep your active literacy classroom awash in historical resources that depict the controversies issues

and dramas that shaped historical events including the exploits of lesser known individuals These short nonfiction texts for American history include 10 comprehension strategy lessons for close reading in content literacy Short nonfiction articles on a wide range of topics and at a variety of reading levels A bank of historical images primary source documents and artifacts plus primary source documents and artifacts bibliographies web sites and ideas for online investigations A Digital Companion Resource provides all of the texts primary source documents and the image bank in a full color digital format so you can display them for group analysis Lesson Title 1 Read and Annotate Stop think and react using a variety of strategies to understand 2 Annotate Images Expand understanding and learning from visuals 3 Build Background to Understand a Primary Source Read and paraphrase secondary sources to create a context for a topic 4 Read and Analyze a Primary Source Focus on what you know and ask questions to clarify and explain 5 Compare Perspectives Explore the different life experiences of historical figures 6 Read Critically Consider point of view and bias 7 Organize Historical Thinking Create a question web 8 Read with a Question in Mind Focus on central ideas 9 Surface Common Themes Infer the big ideas across several texts 10 Synthesize Information to Argue a Point Use claim evidence and reasoning The CCSS and other state standards expect that children will read a variety of texts on a common topic and synthesize the ideas and information These short nonfiction texts were selected using the following criteria Interest Content Because kids love the quirky and the unexpected these texts highlight important but often lesser known or unrecognized perspectives and voices from the past Visual literacy Since visual literacy is an essential 21st century skill these texts include historical images paintings and maps as well as diagrams timelines charts and photographs Writing quality and accuracy To foster student engagement these articles feature vibrant language in an active voice supported by a rich assortment of visual features Reading level complexity These texts are written at a range of reading levels and include a wide variety of topics to capture the interests of all readers

Gateways to Westward Expansion Ann Claunch, Linda L. Tripp, 2009-04-30 *Gateways to Westward Expansion* is a teacher resource for history teachers and will complement the standard history curriculum providing choice and flexibility for teachers by offering strategies which deepen understanding of historical content while developing reading skills Covering ten topics pertinent to the development of the western United States from the early nineteenth to the early twentieth century the authors focus on presenting lesser known voices and viewpoints of groups impacted by the steady westward march of Euro American settlement Each topic is introduced through a gateway literature selection counterbalanced with a primary source document Fiction is the emotional hook which engages students in a time period while the primary source document develops content Providing teachers with organizational structures bibliographies and reproducibles to facilitate ease of implementation this title is useful to teachers as they introduce historical eras and aide students in finding project ideas for the National History Day competition all the while integrating the teaching of reading a NCLB response and introducing students to primary source documents another tested concept Each chapter offers sparks for inquiry Grades 4 12

The Lewis and Clark

Expedition Maria Backus,2024-02-14 American history for kids ages 11 Help your middle school or high school child build proficiency in US history and AP US history with the activity packed Mark Twain Lewis and Clark Expedition History Workbook American history books are a great way for children to have a thorough understanding of US history through focused lessons and practice Why You ll Love This History Textbook Engaging and educational history lessons and activities Students learn about history geography and social studies topics associated with the Lewis and Clark Expedition with activities that provide research opportunities and promote critical reading thinking and writing skills Tracking progress along the way Use the answer key in the back of the social studies workbook to track your child s progress before moving on to new lessons and topics Practically sized for every activity The 64 page workbook is sized at about 8 x 11 giving your child plenty of space to complete each exercise About Mark Twain Books Designed by leading educators Mark Twain Publishing Company specializes in providing captivating supplemental books and resources in a wide range of subjects for middle and upper grade homeschool and classroom curriculum success The Mark Twain US History Workbook Contains American history geography lessons and activities Maps Answer key

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All Children Read Charles A. Temple,2008 Written by one of the most dynamic author teams in the field of Reading and Literacy the second edition ofAll Children Readcontinues to offer K 8 teachers the best practices for nurturing emergent literacy teaching early literacy concepts and developing reading and writing inallstudents those of varying reading levels and abilities as well as those who are English language learners The new edition increases its emphasis on the professional aspects of literacy instruction and also includes significant new coverage of fluency and vocabulary differentiated instruction and connections to the SIOP and the all important topics of literacy assessment Central to the text are the six overriding themes the troubled reader family community literacy technology writing and reading connections language diversity and phonics phonetic awareness interwoven throughout making this book the most contemporary and critical learning aid to come out in the field in years

Why Knowledge Matters E. D. Hirsch,2019-01-02 In *Why Knowledge Matters* E D Hirsch Jr presents evidence from cognitive science sociology and education history to further the argument for a knowledge based elementary curriculum Influential scholar Hirsch author of

The Knowledge Deficit asserts that a carefully planned curriculum that imparts communal knowledge is essential in achieving one of the most fundamental aims and objectives of education preparing students for lifelong success Hirsch examines historical and contemporary evidence from the United States and other nations including France and affirms that a knowledge based approach has improved both achievement and equity in schools where it has been instituted In contrast educational change of the past several decades in the United States has endorsed a skills based approach founded on Hirsch points out many incorrect assumptions about child development and how children learn He recommends new policies that are better aligned with our current understanding of neuroscience developmental psychology and social science The book focuses on six persistent problems that merit the attention of contemporary education reform the over testing of students in the name of educational accountability the scapegoating of teachers the fadeout of preschool gains the narrowing of the curriculum to crowd out history geography science literature and the arts the achievement gap between demographic groups and the reliance on standards such as the Common Core State Standards that are not linked to a rigorous curriculum Why Knowledge Matters makes a clear case for educational innovation and introduces a new generation of American educators to Hirsch s astute and passionate analysis Journal of Educational Psychology, 1929 *One Flag, One Land: Workbook (teacher ed.)* Richard Carl Brown, Lawrence N. Greer, 1988 A textbook chronicling the birth and growth of the United States through the 1980 s *Programmed Learning and Individually Paced Instruction* Carl H. Hendershot, 1973 **The Effect of Reading Instruction on Achievement in Eighth Grade Social Studies** Kathleen Brady Rudolf, 1949 **Recog. Ref. Materials** McDonald Publishing Company, 1992 Provides classroom activities which will teach students about the different types of reference materials their purposes and how they are used *Test Taking* Ann Leschen, 1980-12 Issues and Trends in Literacy Education Richard David Robinson, Michael C. McKenna, 2008 This issues reader presents current information on critical trends and developments in literacy education to help teachers choose and articulate their own informed approach to reading education Now in its Fourth Edition *Issues and Trends in Literacy Education* continues to present a wide variety of opinions and positions in all crucial aspects of reading and writing education This new edition includes up to date discussions on current topics such as fluency the use of technology in reading and multicultural literacy among others Renowned authors Dick Robinson Mike McKenna and Judy Wedman gear students to success by presenting scrupulously researched material that meets the NCATE International Reading Association requirements for accreditation of graduate reading programs A Letter to Students from the Authors Dear Reader The authors of this literacy education textbook welcome you to the study of this important aspect of instruction You are probably quite aware of the many current controversial topics in literacy such as assessment the use of technology and approaches to the teaching of reading skills This new edition of *Issues and Trends in Literacy Education* was organized around a number of the most critical questions in the current field Articles in each of these areas were selected primarily on the basis of providing you the reader with the

latest information as well as varying opinions on a wide variety of literacy topics One of the primary goals of this book is for you to use these readings as a springboard for further investigation in topics that interest you related to effective literacy instruction Each of the chapters includes a selection of related readings for additional study in a particular area of reading education These can be used for in depth study as well as a basis for personal research and writing of related class papers and presentations The field of literacy education is a rapidly expanding and changing area in education We hope you find the materials in this book to be both challenging and interest as you continue your study of this field Thank you Dick Robinson
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