

Exploring America's Frontier Resource Package

Presentation/Speech Activity Ideas and Lesson Plans

Area 1: Activity Ideas

This is a sampling of activity ideas. You can also check out activity ideas available with the teacher tools included with individual videos in this resource package.

- ❖ Have students create first person presentations depicting a person experiencing life on the American frontier. An example of a lesson plan using this type of activity is included as Sample Lesson 2 in this document.
- ❖ Have students research a topic of their choice and then present their information to you or the entire class in a format of their choice.
- ❖ Have students create an audio or video recording timeline of events in frontier history
- ❖ Have students research a location important to frontier American history and present their findings as a tour guide for that location taking you and/or their classmates on a tour

Area 2: Lesson Plans

This is a sampling of lesson plans; additional activity lesson plans are available with the teacher tools included with individual videos in this resource package.

Sample Lesson 1: Share Your Learning Verbally

Type of Teacher Tool: Partner, Small Group, Individual

Targeted Grade Level(s): This activity could be used for any grade level where students are capable of writing their reflections.

Targeted Curriculum Areas: This activity could be used in any curriculum area.

Learning Objectives:

The learner will:

1. Express his or her thoughts and understandings about a particular video viewed through a sharing activity.

National Standards:

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Resources/Materials Needed:

1. Any video(s) from the Curriculum Resource package where this Teacher Tool was found.

Teacher Instructions:

1. Have the class watch the video(s) that have been chosen for your lesson. This can be done as a whole group viewing or students can watch individually on their own devices.
2. While viewing, have students take notes on the accompanying Share your Learning Worksheet. Student are instructed to think about what they would want to share, from the video, with peers, teachers, and families and to focus notes around what new information they learned, what the most important points were, connections that they made and things that were interesting or confusing.
3. When this is finished, ask students to share their thinking in small groups or partnerships. Allow a few students to share with the whole class if time allows.
4. Use the blank Share Your Learning worksheet template included below to choose any video specific prompts of your own for the students to respond to instead, or to add some additional questions to the ones available on Student Tool 67.

Assessment/Evaluation Options:

1. The student worksheet can be used as an assessment for learning.
2. Observation of student sharing can also be used as formative assessment.

Student Worksheet Template:

Name: _____

Share your Learning

As you watch the selected video(s), take notes on this paper. Think about what you want to share with your peers, teachers, and families. Focus your notes around what new information that you have learned, what the most important points were, connections that you made, and things that you found interesting or even confusing. Be prepared to share your thoughts.

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Sample Lesson 2: Buffalo Soldier Character

Type of Teacher Tool: Individual Activity

Targeted Grade Level(s): 6-12

Targeted Curriculum Areas: Social Studies, Language Arts-Speaking and Writing

Learning Objectives:

The learner will:

1. research the topic of “buffalo soldiers.”
2. create their own Buffalo Soldier character using the information they have learned.
3. write a script for their own first person presentation of their buffalo soldier character.
4. present their first person presentation to an audience.

Featured National Standards:

National Council of Social Studies Standards:

Theme 2: Time, Continuity, and Change—Social studies programs should include experiences that provide for the study of history and its legacy.

Theme 3: People, Places, and Environments—Social studies programs should include experiences that provide for the study of people, places, and environments.

Theme 4: Individual Development and Identity—Social studies programs should include experiences that provide for the study of individual development and identity.

Common Core State Standards Initiative—English Language Arts Standards

Anchor Standards for Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Additional State and National Standards related to the content of our videos listed below for this lesson are also provided on the Educate.Today page where you find the video.

Resources/Materials Needed:

1. US History 4 “Edwin Bailey’s Interest in Buffalo Soldiers”
2. US History 6 “Edwin Bailey Research of Buffalo Soldiers”
3. US History 7 “Edwin Bailey Buffalo Soldier Uniform”
4. US History 2 “Hear the Story of Frederick Bailey”
5. Computer and other materials for research and writing

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Teacher Instructions:

1. Have students watch the first three video clips listed above where Edwin Bailey discusses his character Frederick Bailey.
2. After watching the first three video clips, students will create their own character like Frederick Bailey. The character must be a Buffalo Soldier. Students can conduct additional research if necessary. The character needs to have a name and a background/story, much like a real person.
3. After students have engaged in some research and began to create their character and the beginnings of a rough script for their presentation, have them view the fourth video, “US History 2” where they will see Mr. Bailey’s first person presentation of his buffalo soldier character.
4. After viewing the fourth video as an example of a first person presentation, have students finalize their character and create a script to present their character to the class. At the end of the presentation, classmates will have the opportunity to ask questions of the character.

Extension Activity Options:

1. Have students present to an additional audience such as parents, students from other classes, etc.
2. Have students develop two person or three person scripts so their buffalo soldier characters interact with each other in their presentation

Assessment/Evaluation Options:

1. Assess each student’s presentation for historical accuracy and appropriateness.
2. Assess each student’s presentation for clarity of information presented, depiction of character, and engagement with the audience.

Supplemental Materials:

Students can learn more about Buffalo Soldiers and the use of America’s military to push the nation’s westward expansion in the following Educate.Today video:
US History 17 “History in the First Person: Manifest Destiny and Westward Expansion”

Note: This lesson could be modified to use with any videos on the Educate.Today website in this resource package or in combination with other research students are doing on biographical figures as they study exploring America’s frontier or any particular period/event of history.