

## TEACHING AMERICAN HISTORY PROJECT

### *Lesson Title – Daniel Freeman*

Grade - 5

Background Knowledge –

**Students have background knowledge about movements of people in various regions of the United States. They also learned about The Homestead Act in a previous lesson.**

Length of class period – **45 minutes**

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

**Who was Daniel Freeman and what can we learn about his life as a Homesteader by using these documents?**

Objectives (What content and skills do you expect students to learn from this lesson?)

- **Students will be able to identify Daniel Freeman was by using the primary source documents**
- **Students will make inferences about the homesteading experience.**
- **Students will identify questions raised by viewing the document.**

Materials (What primary sources or local resources are the basis for this lesson? – (please attach)

#### **Primary Documents: Daniel Freeman's Homestead Application**

Application

[http://www.archives.gov/digital\\_classroom/lessons/homestead\\_act\\_1862/images/application\\_01.jpg](http://www.archives.gov/digital_classroom/lessons/homestead_act_1862/images/application_01.jpg) and search for Daniel Freeman

Improvements

[http://www.archives.gov/digital\\_classroom/lessons/homestead\\_act\\_1862/images/homestead\\_proof.jpg](http://www.archives.gov/digital_classroom/lessons/homestead_act_1862/images/homestead_proof.jpg)

Certificate

[http://www.archives.gov/digital\\_classroom/lessons/homestead\\_act\\_1862/images/homestead\\_certificate.jpg](http://www.archives.gov/digital_classroom/lessons/homestead_act_1862/images/homestead_certificate.jpg)

Written Document Analysis Worksheet

[http://www.archives.gov/digital\\_classroom/lessons/analysis\\_worksheets/document.html](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html)

## Group Recording Sheet

Activities (What will you and your students do during the lesson to promote learning?)

### **Teacher will:**

- **Set expectations for the lesson Initiation – “What would you do with a free piece of land”**
- **Group students in pairs**
- **Introduce documents and Analysis Worksheet**
- **Have students work to complete the worksheet**
- **Circulate among students, ask probing questions, and assist as needed.**
- **Have students share questions raised by the document in a teacher led discussion (focus on migration cause & effect)**
- **Closure: “What can we learn about what life was like from these documents?”**

How will you assess what students learned during this lesson?

**Students will demonstrate their knowledge of this subject by successfully completing the Document Analysis Worksheet.**

Connecticut Framework Performance Standards -

### **Content Standard 1: Historical Thinking**

- **Students will formulate historical questions based on primary sources...**
- **Students will interpret data in historical maps, photographs, art works, and other artifacts**

### **Content Standard 3: Historical Themes**

- **Students will identify and analyze various causes and effects of movements of groups of people**
- **Students will interpret data in historical maps, photographs, art works, and other artifacts**

NARA informational website on Daniel Freeman

[http://www.archives.gov/digital\\_classroom/lessons/homestead\\_act\\_1862/homestead\\_act.html](http://www.archives.gov/digital_classroom/lessons/homestead_act_1862/homestead_act.html)