Lesson on the Dr. Charles & Mrs. Sara Robinson
The Local Connection within the Westward Expansion Unit

Teaching American History Program FSC
Professor Russell McClintock
Mary-Elizabeth Maynard MSW., M.Ed
Fall Semester 2005
United States History II
Westward Expansion Unit

- This lesson plan will cover the unit topic of westward expansion in the United States History II class at Leominster High School.
- Grades: 10th & 11th
- Ability Level: Heterogeneous Grouping.
- This is Dr. Charles Robinson.
Pathway selected by Leominster High Social Studies Department

**Pathway 2**

- Grade 8: World History I, 500-1800
- Grade 9: U.S. History I, 1763-1877
- Grade 10: U.S. History II, 1877-2001
- Grade 11: World History II, 1800-2001
- Grade 12 electives: U.S. Govt and Economics.

**According to the Massachusetts Department of Education:**

Under Pathway 2, the MCAS assessment in U.S. History would be administered at the end of grade 10.
• Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians. (H) (Page 73)
Massachusetts: Frameworks

Themes used in this lesson:

1. The influence of economic, political, religious, & cultural ideas as human societies move beyond regional, national or geographic boundaries. (page 10)

2. The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity. (page 10)
Lesson Topic and Focus

Using Primary Documents/Artifacts to Understand Local Fitchburg Residents: Dr. Charles Robinson & Mrs. Sara Robinson’s Desire to Move West
Statement of Purpose

• This lesson will allow high school students to research, interpret and analyze various primary document/artifacts relating to a Fitchburg couple that moved west during the 1800’s.
• Throughout this lesson students will understand local residents decisions to move west and the overall impact this move had on their lifestyles.
Learning Objectives

• Students will be able to read and pick out biographical clues from teacher provided readings on the couple: Dr. Charles and Mrs. Robinson

• Students will be able to use search strategies to look for primary documents and artifacts listed on designated websites.

• Students will be able to select 2 types of primary sources to analyze to gather biographical data.

• Students will be able to discuss their research findings in a small work group.

• Students will be able to clearly write a letter illustrating how their discovered primary sources enhance their understanding of the westward movement of the Robinsons during the 1880’s.
# Day One of Lesson: Schedule/Procedures

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>20 Minutes</td>
<td>Teacher explain idea of westward expansion and its location connection to Fitchburg.</td>
</tr>
<tr>
<td>Development of Essential Questions with Students</td>
<td>10 minutes</td>
<td>Teacher records student brainstorming on chart paper.</td>
</tr>
<tr>
<td>Reading of Primary Document</td>
<td>30 minutes</td>
<td>Teacher provides pieces of Dr. Charles Robinson’s Biography to students and they read it in small groups while recording on record sheet some important biographical clues.</td>
</tr>
<tr>
<td>Closure of Lesson</td>
<td>10 Minutes</td>
<td>Teacher and students discuss what they know, what they think they know and what they want to know about this local couple. Students record responses on hand out.</td>
</tr>
</tbody>
</table>
# Day Two of Lesson: Schedule/Procedures

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
<td>Teacher explains lesson and how students will use the internet to search for 2 primary sources relating to the Robinson’s.</td>
</tr>
<tr>
<td>Review of Essential Questions</td>
<td>5 minutes</td>
<td>Teacher/students review essential questions emphasizing how primary sources will give them more biographical information on the Robinsons.</td>
</tr>
<tr>
<td>Internet Search</td>
<td>45 minutes</td>
<td>Students will search teacher designated websites to find primary sources on the couple. They will cut and paste info into a biographical template for later use.</td>
</tr>
<tr>
<td>Closure</td>
<td>10 minutes</td>
<td>Teacher will close lesson by asking students to review their internet findings for home work.</td>
</tr>
</tbody>
</table>
## Day Three of Lesson Schedule/Procedures

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction: 10 minutes</strong></td>
<td>Teacher will explain steps of individual/group lesson relating to internet findings.</td>
</tr>
<tr>
<td><strong>Individual Piece of Lesson: 10 minutes</strong></td>
<td>Students review provided worksheet to record and explain how each of their sources/artifacts relate to this couple’s lives and westward movement.</td>
</tr>
<tr>
<td><strong>Small Group Component of Lesson: 40 Minutes</strong></td>
<td>Teacher places students in circular groups of 4 to 5 students. Students share their primary source findings with group members. Teacher circulates as a coach to encourage participation.</td>
</tr>
<tr>
<td><strong>Closure: 10 minutes</strong></td>
<td>Teacher has students to summarize their group findings aloud. Teacher assigns student homework: Compose a letter from Dr. or Mrs. Robinson to a relative back east. Rubric is passed to students.</td>
</tr>
</tbody>
</table>
Assessment linked to Learning Objectives

- Students will be able to read, analyze, and decide which primary sources to select in order to discuss westward expansion/lifestyles of local residents.
- Students will be able to discuss in small groups how their primary sources findings relate the essential questions concerning the biographical information of this Fitchburg couple.
- Students will be able to synthesize their overall understanding of this couples westward expansion efforts into the development of a well-written letter with historical accuracies.
Historical References Connected to Lessons

1. **Short Biography of Charles Robinson**
   Found at: Kansas State Historical Society–
   [http://www.kshs.org/visit/index.htm](http://www.kshs.org/visit/index.htm)

2. **Communication Artifact: The Life of Charles Robinson.**
   Found at: Fitchburg Historical Society
   by: Frank Blackmar
   Copyright: 1902 Biography of Charles Robinson who resided in Fitchburg and later became the first governor of Kansas.
   Published: in Topeka, Kansas by Crane & Company Printers

3. **Archives-Booklet** 31-pages "Charles Robinson and the Kansas Epoch"; includes the genealogy of Charles Robinson
   Found at the Fitchburg Historical Society.
Continued Historical References

**Guide to the Sara Tappan Doolittle Robinson Collection:**
Clipping scrapbooks compiled by Sara Robinson

- Found at: University of Kansas Libraries, Kenneth Spencer Research Library
- http://spencer.lib.ku.edu
- **5 Scrapbooks prepared by Mrs. Sara Robinson: (1857-1894)**
- These clippings were collected by Sara Robinson, Charles’ wife. The clippings treat the lives of Charles, John Brown, James H. Lane, and numerous others prominent in Kansas history. There is biographical information about Lawrence residents, local and regional history.
Continued Historical References

Kansas History: A Journal of the Central Plains
Summer 2002 (Vol. 25, No. 2)
Julie Courtwright, "'A Goblin That Drives Her Insane': Sara Robinson and the History Wars of Kansas, 1894-1911."

Found at the website:
http://www.kshs.org/publicat/history/2002summer.htm

• This is a photo of Sara Robinson.
Materials Used in Lesson Plan

- Laptops
- Chart Paper
- Worksheets
- Copied Primary Source Readings
- Rubrics for Letter Writing
- Media Staff to Provide Links to Designated Websites
- Writing Utensils
Letter Writing Rubric Part One

Name___________________________________________Date_______

Parts of a letter: 1

2
3
4
Heading
Greeting
Body
Closing
Signature

Total Points________________
## Letter Writing Rubric Part 2

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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Historical Information and Details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indenting for paragraphs:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Has at least three paragraphs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Neatness</td>
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Total Points:______________________ Combined Score___________
Worksheet for Day One

<table>
<thead>
<tr>
<th>What I know</th>
<th>What I think I know</th>
<th>What I Want to Know</th>
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## Biographical Template: Worksheet for Day Two

<table>
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<th>Primary Artifact/Source</th>
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<tbody>
<tr>
<td>Location Discovered</td>
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<tr>
<td>Facts related to Sara</td>
<td></td>
</tr>
<tr>
<td>Facts related to Charles</td>
<td></td>
</tr>
<tr>
<td>Critical Question Relevance</td>
<td></td>
</tr>
<tr>
<td>Interesting Points of Reference</td>
<td></td>
</tr>
</tbody>
</table>
Thank you for listening!!!

• I self-assessed this lesson plan.

• What do you think?

• Have a great Holiday Season.