

3rd Grade Standards at a Glance

Immigration and Migration

In 3rd grade, students study how and why people move from one place to another. Students look at the geographic, political, and cultural reasons that people move to a new place as well as what they experience during the transition. They understand that a society is a complex and changing place shaped by laws and the civic virtues of the citizens who live there.

[Unit 1: Immigration](#)

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This guide was created by an Iowa teacher to demonstrate an example of how a teacher might approach using Iowa's social studies standards to put together coherent units of instruction using compelling and supporting questions and related resources.

Unit 1: Immigration

Compelling Question: What would compel people to move to a new place?

Vocabulary: immigration, emigrant, forced immigration, migration, push pull factors, refugee, claim, evidence, compelling, supporting, relevant, source, contextualize, corroborate, reasonable

Anchor Standard <i>The student demonstrates an understanding of:</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
Constructing Compelling Questions (Inquiry)	SS.3.1. Identify disciplinary ideas associated with a compelling question.		RI.3.1
Constructing Supporting Questions (Inquiry)	SS.3.2. Use supporting questions to help answer the compelling question in an inquiry.		RI.3.1
Gathering and Evaluating Sources (Inquiry)	SS.3.3. Determine the credibility of one source.		RI.3.2
Developing Claims and Using Evidence (Inquiry)	SS.3.4. Cite evidence that supports a response to supporting or compelling questions.		W.3.8, W.3.10
Communicating and Critiquing Conclusions (Inquiry)	SS.3.5. Construct responses to compelling questions using reasoning, examples, and relevant details.		W.3.1, W.3.2, W.3.8

Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)	SS.3.8. Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.	<ul style="list-style-type: none"> • Waves of immigration, language barriers, acceptance of groups of people coming to America (past to present) 	RI.3.1, RI.3.5, RI.3.7
Examine Factors that Led to Continuity and Change on Human Development (Behavioral Sciences)	SS.3.9. Compare and contrast the treatment of a variety of demographic groups in the past and present.	<ul style="list-style-type: none"> • Refugees • Any cultural group in Iowa (different groups such as, but not limited to, German, Czechoslovakian, Italian, Sudanese, African, Latinos, and Asians) 	RI.3., RI.3.7, SL.3.1
Interpret Processes, Rules and Laws (Civics/Government)	SS.3.10. Explain how rules and laws impact society. (21st century skills)	<ul style="list-style-type: none"> • How laws have affected immigrants who come to America • Language laws • Becoming an American citizen 	RI.3.5, RI.3.1, RI.3.7
Evaluate the National Economy (Economics)	SS.3.16. Describe how people take risks to improve their family income through education, career changes and moving to new places.	<ul style="list-style-type: none"> • Economic conditions after arriving in America • Sending money back to family members • Jobs 	RL3.3, RI3.3
Compare Perspectives (History)	SS.3.23. Compare and contrast conflicting historical perspectives about a past event or issue.	<ul style="list-style-type: none"> • Immigration laws over time 	RI.3.5, RI.3.1, RI.3.7
Justify Causation and Argumentation (History)	SS.3.25. Explain probable causes and effects of events and developments.	<ul style="list-style-type: none"> • Waves of immigration • Creation of cultural communities as immigrants came to America that are still prevalent today 	RI3.2, RI3.3, RI.3.1, W.3.2

Iowa History (History)	SS.3.27 Analyze the movement of different groups in and out of Iowa including the removal and return of indigenous people.	<ul style="list-style-type: none"> How different groups such as, but not limited to, German, Czechoslovakian, Italian, Sudanese, African, Latinos, and Asians came to Iowa 	RI3.1, RI3.3
Iowa History (History)	SS.28 Explain the cultural contributions that different groups have made to Iowa.	<ul style="list-style-type: none"> How communities and people of cultural groups have organized communities, festivals, and traditions that are a part of Iowa heritage. Examples could include the Amanas, Czech Village, Italian, Sudanese, Dutch, African-African American Museum of Iowa, Columbus Junction, Marshalltown 	RI3.1, RI3.3, RI3.5

Supporting Questions	Resources	Additional Resources
1. Why do people move or choose to immigrate?	<p>Primary Sources:</p> <ul style="list-style-type: none"> Sivell Family Passengers' Contract Ticket, 1852 (Document) Sivell Ship's Manifest, 1852 (Document) Transcript of Sivell Ship's Manifest The Great Bartholdi Statue, 1885 (Image) Statistical Atlas of the United States' Population, 1898 (Map) Emigrants coming to the "Land of Promise," 1902 (Image) <p>Iowa Pathways:</p> <ul style="list-style-type: none"> What is the difference between immigrants and refugees? 	<p>Websites:</p> <ul style="list-style-type: none"> Kids Discover Magazine: Immigration Immigration: Stories of Yesterday and Today Scholastic: Push/Pull Factors LOC Chinese Immigrants LOC German Immigrants LOC Italian Immigrants LOC Puerto Rican/Cuban Immigrants LOC Irish Immigrants LOC Japanese Immigrants LOC Mexican Immigrants LOC Polish/Russian Immigrants LOC Scandinavian Immigrants LOC Timeline Immigration

		<p>Books:</p> <ul style="list-style-type: none"> • Coming To America By Betsy Maestro • Three Immigrant Communities: NY City in 1900 by Monica Halpern • Anna & Soloman by Snyder (Russia) • How People Immigrate by Sarah De Capua
<p>2. What did/do immigrants experience when they arrive in America?</p>	<p>Primary Sources:</p> <ul style="list-style-type: none"> • Inspection Room, Ellis Island, New York, between 1900 and 1915 (Image) • Emigrants [i.e. immigrants] Landing at Ellis Island, 1903 (Video) • Immigration Figures for the United States, 1903 (Document) • Immigrants' Landing at Ellis Island, between 1910 and 1920 (Image) • Language Proclamation Concern Letter, June 6, 1918 (Document) • Revocation of Babel Proclamation, 1918 (Document) <p>Videos and Charts and Graphs:</p> <ul style="list-style-type: none"> • Scholastic Tour of Ellis Island • Hurdles to Citizenship at Ellis Island Video 	<p>Websites:</p> <ul style="list-style-type: none"> • LOC Chinese Immigrants • LOC German Immigrants • LOC Italian Immigrants • LOC Puerto Rican/Cuban Immigrants • LOC Irish Immigrants • LOC Japanese Immigrants • LOC Mexican Immigrants • LOC Polish/Russian Immigrants • LOC Scandinavian Immigrants • LOC Timeline Immigration <p>Books:</p> <ul style="list-style-type: none"> • Emma's Poem: The Voice of the Statue of Liberty by Linda Glaser • At Ellis Island: A History In Many Voices by Louise Peacock • Life At Ellis Island by Sally Senzell
<p>3. How does one's culture influence where you choose to live?</p>	<p>Primary Sources:</p> <ul style="list-style-type: none"> • Sokol Festival, July 4-6, 1911 (Image) • Sauerkraut Day, September 7, 1912 (Image) • Italian Immigrants in Iowa, April 15, 1942 (Image) 	<p>Websites:</p> <ul style="list-style-type: none"> • LOC Chinese Immigrants • LOC German Immigrants • LOC Italian Immigrants • LOC Puerto Rican/Cuban Immigrants • LOC Irish Immigrants • LOC Japanese Immigrants

	<ul style="list-style-type: none"> • Sudanese Immigrants in Iowa, late 1990s (Image) <p>Other resources:</p> <ul style="list-style-type: none"> • Civics Test (2016) • Naturalization Process • Young Immigrants <p>Iowa resources:</p> <ul style="list-style-type: none"> • Iowa Pathways: Immigration in Iowa • Refugee States Map • Buxton, Iowa (African-American Community) <p>Videos:</p> <ul style="list-style-type: none"> • Naturalization Ceremony in Iowa on Constitution Day (1:08) • Immigrant Kids Sworn in as Citizens on USS Iowa (0:23) 	<ul style="list-style-type: none"> • LOC Mexican Immigrants • LOC Polish/Russian Immigrants • LOC Scandinavian Immigrants • LOC Timeline Immigration <p>Books:</p> <ul style="list-style-type: none"> • We Came To America by Faith Ringgold • The Memory Coat (Russia) • Dreamers by Yuyi Morales (Mexico) • Marwan's Journey by Patricia deArias (Syria) • Lost and Found Cat by Doug Kuntz and Amy Shrodes (Iraq) • All the Way to America by Dan Yaccarino (Italian) • Becoming A Citizen by Sarah DeCapua • I Pledge Allegiance by Pat Mora & Libby Martinez (Mexican aunt becomes a citizen)
<p>4. How did immigrants shape the culture of Iowa and the United States?</p>	<p>Iowa Resources:</p> <ul style="list-style-type: none"> • Iowa Pathways: Immigration in Iowa <p>Books:</p> <ul style="list-style-type: none"> • Their Great Gift by John Coy • Zakery's Bridge by Kay Smith and Carol Spaulding-Kruse http://www.zakerysbridge.com/) 	<p>Websites:</p> <ul style="list-style-type: none"> • LOC Chinese Immigrants • LOC German Immigrants • LOC Italian Immigrants • LOC Puerto Rican/Cuban Immigrants • LOC Irish Immigrants • LOC Japanese Immigrants • LOC Mexican Immigrants • LOC Polish/Russian Immigrants • LOC Scandinavian Immigrants • LOC Timeline Immigration

You can view the corresponding text set at <https://www.iowaculture.gov/history/education/educator-resources/primary-source-sets/immigration>.

Unit 2: Enslavement to the Great Migration

Compelling Question: How does oppression force people to move to a new place?

Vocabulary: slavery, civil war, oppression, segregation, integration, sharecropping, voting rights, activist, conclude, cause, effect

Anchor Standard <i>The student demonstrates an understanding of:</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
Communicating and Critiquing Conclusions (Inquiry)	SS.3.5. Construct responses to compelling questions using reasoning, examples, and relevant details.	N/A	W.3.1RI.3.8, W.3.2, W.3.8
Taking Informed Action (Inquiry)	SS.3.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results.	N/A	SL3.1
Taking Informed Action (Inquiry)	SS.3.7. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	N/A	SL3.1
Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)	SS.3.8. Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.	<ul style="list-style-type: none"> • Treatment of enslaved people • Oppressions of African Americans 	RI.3.1, RI.3.5, RI.3.7

Examine Factors that Led to Continuity and Change on Human Development (Behavioral Sciences)	SS.3.9. Compare and contrast the treatment of a variety of demographic groups in the past and present.	<ul style="list-style-type: none"> African American oppressions: enslavement, segregation, poll taxes, sharecropping, Jim Crow Laws 	RI.3., RI.3.7, SL.3.1
Interpret Processes, Rules, and Laws (Civics/Government)	SS.3.11. Provide examples of historical and contemporary ways that societies have changed. (21st century skills)	<ul style="list-style-type: none"> Segregation laws Sharecropping Amendments: 13th (abolish slavery) & 15th (African American men have the right to vote) Immigration laws Constitution and the Bill of Rights 	RI.3.1. RI.3.7
Critique Exchange and Markets (Economics)	SS.3.13. Identify how people use natural resources, human resources, and physical capital to produce goods and services.	<ul style="list-style-type: none"> How slavery and sharecropping were misused to produce goods and services. 	RI.3.1. RI.3.7, SL.3.1
Create Geographic Representations (Geography)	SS.3.19. Create a geographic representation to explain how the unique characteristics of a place affect migration.	<ul style="list-style-type: none"> How to create a map to show movement patterns of enslavement, movement patterns of the Underground Railroad and/or The Great Migration. 	RI.3.1, RI.3.4
Evaluate Human Environment Interaction (Geography)	SS.3.20 Describe how cultural characteristics influence people's choices to live in different regions of the U.S.	<ul style="list-style-type: none"> Moving based on family and cultural connections Refugees 	RI3.1, RI3.3
Analyze Human Population Movements and Patterns (Geography)	SS.3.21. Use map evidence to explain how human settlements and movements relate to the locations and use of various regional landforms and natural resources.	<ul style="list-style-type: none"> Use a map to show the Great Migration. Use a map to show the path of the Underground Railroad and how landforms and natural resources played a role in the route. 	RI.3.1, RI.3.3, RI.3.5, RI.3.7

Analyze Change, Continuity, and Context (History)	SS.3.22. Compare and contrast events that happened at the same time.	<ul style="list-style-type: none"> How segregation, sharecropping, and lack of voting rights had similarities and differences that affected African Americans. 	RI.3.1, RI.3.2, RI.3.3, RI.3.9
Compare Perspectives (History)	SS.3.23. Compare and contrast conflicting historical perspectives about a past event or issue.	<ul style="list-style-type: none"> Perspectives of various people in North and South during and after the Civil War compared to today. 	RI.3.1, RI.3.3, RI.3.7, RI.3.9, SL.3.1
Critique Historical Sources and Evidence (History)	SS.3.24. Infer the intended audience and purpose of a primary source from information within the source itself using textual evidence.	<ul style="list-style-type: none"> Infer audience and purpose for primary sources related to enslavement, sharecropping, segregation, lack of voting rights, and maps with migration patterns. 	RI.3.1, RI.3.2, RI.3.7, SL.3.1
Iowa History (History)	SS.28 Explain the cultural contributions that different groups have made to Iowa	<ul style="list-style-type: none"> Explore African American contributions from Cecil Reed, Cecile Cooper, Charles Toney, Sue Wilson Brown, for example. 	RI.3.1, RI.3.3, RI.3.5

Supporting Question	Resources	Additional Resources
1. What is slavery?	<p>Images:</p> <ul style="list-style-type: none"> On a slave ship Slave Auction Newspaper Advertisement: Sale of Negro Slave Family Interview of Former Slave UGRR Video UGRR Route Video Henry Box Brown <p>Maps:</p>	<p>Books:</p> <ul style="list-style-type: none"> Follow the Drinking Gourd by Jeanette Winter Sweet Clara and the Freedom Quilt by Deborah Hopkinson If You Lived During the Time of Slavery by Anne Kamma Night Boat to Freedom by Margot Raven Freedom River by Doreen Rappaport Henry's Freedom Box by Ellen Levine

	<ul style="list-style-type: none"> • Print free Africa Map • Slave Trade Map 	<ul style="list-style-type: none"> • If You Traveled On the Underground Railroad by Ellen Levine • Before She Was Harriet by Lesa Cline-Ransome • When Harriet Met Sojourner by Catherine Clinton • Dave the Potter: Artist, Poet, Slave by • Love Twelve Miles Long by Glenda Armand
<p>2. How was our country divided during the Civil War?</p>	<p>Documents:</p> <ul style="list-style-type: none"> • Preamble • John Sivil Enlistment • Document: 13th Amendment • The Emancipation Proclamation <p>Images:</p> <ul style="list-style-type: none"> • African American Soldier • First Reading Emancipation Proclamation <p>Maps:</p> <ul style="list-style-type: none"> • Free United States Map • History Channel Video: America Divided (4min) • US Map 	<p>Possible Books:</p> <ul style="list-style-type: none"> • Pink and Say by Patricia Polacco • The Wagon by Johnston, T. & Ransome, J.E. • Words That Built A Nation by Marilyn Miller • Abe's Honest Words by Doreen Rapport • If You Lived At the Time of the Civil War by Kay Moore • Under the Freedom Tree by Susan VanHecke • Ben and the Emancipation Proclamation by Pat Sherman • Abe Lincoln Comes Home by Robert Burleigh
<p>3. How did oppression after the Civil War cause/motivate African Americans to migrate?</p>	<p>Segregation Images/Documents:</p> <ul style="list-style-type: none"> • Segregation at movie • Segregation drinking fountain • Segregation Cafe • Segregation Bus Station • Segregation Billiard Hall • Segregation cabin • Segregation Railroad Station 	<p>Books:</p> <p>The Great Migration:</p> <ul style="list-style-type: none"> • The Great Migration: Journey to the North by Eloise Greenfield • This is the Rope: A Story From the Great Migration by Jacqueline Woodson

	<ul style="list-style-type: none"> • Sit-in • Rosa Parks Poster • March on DC <p>Videos:</p> <ul style="list-style-type: none"> • Sit-ins • Alexander Clark • The Great Migration <p>Slavery vs Sharecropping Images:</p> <ul style="list-style-type: none"> • LOC: Sharecropping 1 • LOC: Sharecropping 2 • LOC: Sharecropping 3 • LOC: Sharecropping 4 • George Washington Carver <p>Documents/Images:</p> <ul style="list-style-type: none"> • The First Vote • Our Documents: Voting Rights Act • Your Dictionary: Jim Crow Law Examples 	<p>Sharecropping:</p> <ul style="list-style-type: none"> • A Homesteading Community of the 1880's (Gare Thompson; 2002, National Geographic) <p>Segregation:</p> <ul style="list-style-type: none"> • White Socks Only (Evelyn Coleman; 2009, WEIGL PUBL Inc.) • Sit-In How Four Friends Stood Up By Sitting Down (Andrea Pinkney; 2010, Little Brown and Co.) • Freedom Summer (Deborah Wiles; 2005, Aladdin Paperbacks) • The Other Side (Jacqueline Woodson; 2001, G.P. Putman's Sons) • White Water (Michael Bandy and Eric Stein; 2011, Candlewick Press) <p>Voting Rights/15th Amendment:</p> <ul style="list-style-type: none"> • Papa's Mark (Gwendolyn Battle-Lavert; 2004, Scholastic) • Granddaddy's Gift (Margaree King Mitchell; 2010, Scholastic)
4. What cultural contributions did African Americans make in Iowa?	<ul style="list-style-type: none"> • African Americans Contributors (source from the American Museum of Iowa) 	

You can view the corresponding text set at <https://www.iowaculture.gov/history/education/educator-resources/primary-source-sets/enslavement-to-great-migration>.

Unit 3: Migration

Compelling Question: What factors, forces, or reasons cause people to move from one geographic area to another?

Vocabulary: Native American tribe, Gold Rush, reservation, annuities, homestead, transcontinental, culture, traditions, scarcity, cause, effect, recognize

Anchor Standard <i>The student demonstrates an understanding of:</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
Constructing Supporting Questions (Inquiry)	SS.3.2. Use supporting questions to help answer the compelling question in an inquiry.	N/A	W.3.1, RI.3.1, RI.3.2, RI.3., RI.3.4, RI.3.8
Communicating and Critiquing Conclusions (Inquiry)	SS.3.5. Construct responses to compelling questions using reasoning, examples, and relevant details.	N/A	W.3.1, RI.3.8, W.3.2, W.3.8
Taking Informed Action (Inquiry)	SS.3.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results.	N/A	SL3.1, SL.3.4
Taking Informed Action (Inquiry)	SS.3.7. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	N/A	SL3.1
Interpret Processes, Rules and Laws (Civics/Government)	SS.3.11. Provide examples of historical and contemporary ways that societies have changed. (21st century skills)	<ul style="list-style-type: none"> Indian Removal Act Meskwaki traditions and purchase of land over time 	RI.3.5, RI.3.1, RI.3.7
Engage in Economic Decision Making	SS.3.12. Use historical examples to describe how scarcity requires a person to make	<ul style="list-style-type: none"> Trail of Tears 	RI.3., RI.3.7, SL.3.1

(Economics)	choices.	<ul style="list-style-type: none"> • Meskwaki forced migration 	
Critique Exchange and Markets (Economics)	SS.3.13. Identify how people use natural resources, human resources, and physical capital to produce goods and services.	<ul style="list-style-type: none"> • The history of Meskwaki and their economic planning has impacted their culture, traditions, and sustainability today. 	RI.3.1, RI.3.7, SL.3.1
Evaluate Savings and Long Term Investments (Financial Literacy)	SS.3.18. Determine the importance of saving/investing in relation to future needs. (21st century skills)	<ul style="list-style-type: none"> • How the Meskwaki tribe saved and purchased their land which allowed them to not be a part of the Dawes Act requirements. This process helped them to save and acquire more land that they have used for economic growth and sustainability of their settlement. 	RI.3.1, RI.3.7, SL.3.1
Create Geographic Representations (Geography)	SS.3.19. Create a geographic representation to explain how the unique characteristics of a place affect migration.	<ul style="list-style-type: none"> • Movement patterns related to California Gold Rush, Homestead Act of 1862, Oregon Trail, and/or Building the Transcontinental Railroad. 	RI.3.1, RI.3.2, RI.3.5, RI.3.6, RI.3.7, RI.3.9, SL.3.1
Analyze Change, Continuity, and Context (History)	SS.3.22. Compare and contrast events that happened at the same time.	<ul style="list-style-type: none"> • Compare and contrast California Gold Rush, Homestead Act of 1862, Oregon Trail, and/or Building the Transcontinental Railroad in relation to migration. 	RI.3.1, RI.3.3, RI.3.5, RI.3.9
Justify Causation and Argumentation (History)	SS.3.26. Develop a claim about the past based on cited evidence	<ul style="list-style-type: none"> • Indian Removal Act, Meskwaki people, movement patterns of Native Americans. 	RI.3.1, RI.3.2, RI.3.3, RI.3.7, RI.3.9, W.3.2, SL.3.1
Iowa History (History)	SS.3.27. Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.	<ul style="list-style-type: none"> • Indian Removal Act, Meskwaki people, movement patterns of Native Americans. 	RI.3.1, RI.3.2, RI.3.3, RI.3.5, RI.3.6, RI.3.7, SL.3.1, RI.3.9

Supporting Question	Resources	Additional Resources
1. What was Westward Expansion?	<p>Documents/Maps:</p> <ul style="list-style-type: none"> • "American Progress," 1873 (Image) • Typical Immigrant Outfit in Central Oregon, December 5, 1910 (Image) • Lewis and Clark Expedition Map for Bicentennial Anniversary, 2003 (Map) 	<p>General:</p> <ul style="list-style-type: none"> • LOC Native Americans <p>Books:</p> <ul style="list-style-type: none"> • Seaman's Journal: On the Trail With Lewis and Clark by Patricia Eubank • What is the Westward Expansion? by Judith St. George • Westward Expansion: An Interactive History Adventure (You Choose: History) by Lassieur, Allison <p>Videos:</p> <ul style="list-style-type: none"> • Lewis and Clark's Expedition • Louisiana Purchase <p>AEA Resource:</p> <ul style="list-style-type: none"> • True Flix: The Lewis and Clark Expedition & Westward Expansion
2. Who are Native Americans? Who are the Meskwaki?	<p>Images by Region:</p> <ul style="list-style-type: none"> • Dakota Sioux in the Great Plains, 1905 (Image) • Meskwaki Weaving in Wickiup in Tama, Iowa, 1905 (Image) • Eskimo Children "Under the Salmon Row," 1906 (Image) 	<p>General:</p> <ul style="list-style-type: none"> • LOC Native Americans

	<ul style="list-style-type: none"> • Hopi Indian Harvest Dance, between 1909 and 1919 (Image) • Cree Man Calling a Moose, 1927 (Image) • Seminole Men, Women and Children, 1936 (Image) • National Geographic Kids- Native American tribes/region <p>Map:</p> <ul style="list-style-type: none"> • Native Americans <p>Meskwaki History:</p> <ul style="list-style-type: none"> • Who are the Meskwaki? • People of the Red Earth Article • Meskwaki Code Talkers, February 26, 1941 (Image) • Meskwaki Powwow Celebration in Tama, Iowa, 1953 (Image) • Timeline of "How the Meskwaki and Sauki Became Three Separate 'Sac & Fox' Tribes," 2004 (Document) • Meskwaki Land Purchases, 2004 (Document, Map) • Meskwaki New Settlement School, Date Unknown (Image) 	
3. How does movement impact people?	<p>California Gold Rush 1849:</p> <ul style="list-style-type: none"> • Image LOC: Miner • Video: Gold Rush • Read Aloud: Deadwood, South Dakota: A Frontier Community by Nomi J. Waldman 	<p>General:</p> <ul style="list-style-type: none"> • LOC Native Americans <p>Resource from the AEA:</p>

	<p>Homestead Act 1862:</p> <ul style="list-style-type: none"> • Homestead Document • Image: Homesteader & Daniel Freeman's Homestead Certificate Site • Image: Homesteader • Video Clip: Westward Expansion Covered Wagons to Iowa • Video Clip: Buying land in Iowa • Read Alouds: If You Traveled West In a Covered Wagon by Levine, Dandelions by Eve Bunting, Oregon Trail by Joeming W. Dunn <p>Building the Transcontinental RR 1848-1869</p> <ul style="list-style-type: none"> • Image: Railroad • Image: Promontory Summit • Book: Building the Transcontinental Railroad by Joeming Dunn OR 	<ul style="list-style-type: none"> • True Flix: The Transcontinental Railroad, Life in the West, The Oregon Trail, & The California Gold Rush
<p>4. What happens when cultures collide?</p>	<p>Primary Sources:</p> <ul style="list-style-type: none"> • Trail of Tears • Iowa Law: Meskwaki Land Purchase <p>Videos:</p> <ul style="list-style-type: none"> • Trail of Tears (5:24) • Trail of Tears (2:39) <p>Book:</p> <ul style="list-style-type: none"> • Trail of Tears Joseph Brunchac <p>Reading Passages:</p> <ul style="list-style-type: none"> • Goldfinch: Story of Meskwaki • Trail of Tears Article 	

	<ul style="list-style-type: none">• Sac and Fox Fact Sheet• Removal of Native Americans• Iowa Law to "Allow Meskwaki to Purchase Land and Live in Tama Iowa," July 15, 1856 (Document)• "Does Not Such a Meeting Make Amends?" May 29, 1869 (Political Cartoon)• Iowa Public Television's "Iowa Land for Sale," 1977 (Video)• History of the Meskwaki Timeline, 2004 (Document)	
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You can view the corresponding text set at <https://www.iowaculture.gov/history/education/educator-resources/primary-source-sets/westward-expansion-and-native-americans>.