

Library Services Library Lesson

Topic	Students will research the financing, building, and effects of the Transcontinental Railroad in Britannica School Encyclopedia. They will access multiple articles, images, videos, and web's best sites to understand the impact this endeavor had on westward expansion. The students will take notes to answer questions from multiple articles as they compile their research to complete their exit ticket.
Grade	8
Essential Question(s)	<ol style="list-style-type: none"> 1. What does the term Transcontinental mean? 2. Why was there a need for an efficient transportation system? 3. Who built the railroad? 4. What role did the Chinese immigrants have in building the railroad? What problems did they encounter? 5. How did the building of the railway change the life of the Plains Indians in ways that would prove to be unalterable? 6. What were the advantages of railroad travel? 7. Who used the railroads and why? 8. Why was the Transcontinental Railroad important to westward expansion?
Learning Objectives	<ol style="list-style-type: none"> 1. I can define the term Transcontinental. 2. I can explain the need for an efficient transportation system. 3. I can name the builders of the railroad. 4. I can explain the role Chinese immigrants played in building the railroad and what problems they encountered. 5. I can describe how life changed for the Plains Indians. 6. I can explain the benefits of railroad travel. 7. I can describe who used the railroads and why. 8. I can explain why the building of the Transcontinental Railroad was important to westward expansion.
Lesson	The teacher will ask the following: Why was there a need for an efficient transportation system? The teacher will lead a class discussion about how the Transcontinental Railroad effected American life from a variety of perspectives (promoters, passengers, Chinese immigrants, and American Indians). She will explain that today you will research, how the building of the railroad effected these groups. Next, the teacher will review

	<p>with the students how to login to CLEVER. Students will scroll down or click Library Services in the left-side menu and click on Britannica School. The teacher will demonstrate how to use the icon buttons (Send to, Favorites, Print, Cite, Translate, Listen, Font up, and Font down) available in all articles to help them navigate multiple articles for this project. She will show them additional features (Table of Contents, Did you Know? and Related Sources to view age-appropriate vetted websites. Finally, the teacher will explain the Exit Ticket assignment before sending each student to a computer. Each student will login to Clever and repeat the steps above. Each student will type Transcontinental Railroad in the search bar and click the search term to view and read the article. Students will also take notes as they read the two articles within this article to gain a better understanding how the building of the railroad effected many groups of people. Students will select the Reading Level as they read each article. As they read, the articles they will take notes on the handout provided by the teacher. Students will also view the related content to complete their research. When the student has finished taking notes, they will complete the Exit Ticket.</p>
<p>Standards</p>	<p><u>NG ELA 8W1f</u>: Maintain a style and tone appropriate to the writing task. <u>NYS K-8 Social Studies Framework 8.3a</u>: Students will examine the effects of the transcontinental railroad on the movement toward westward expansion. <u>ISTE 3a</u>: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. <u>Empire State Information Fluency Continuum (ESIFC):</u> <u>Standard 1: Inquiry and Design Thinking</u> <u>1.1: Investigate - Evidence</u> <u>8.9: Notetaking to Answer Questions</u></p>
<p>Assessment</p>	<p>Exit Ticket: Suppose you are a journalist and you are collecting research to write a news article about how the building of the Transcontinental Railroad effected American life for one group of people (Promoters, Passengers, Chinese Immigrants, or Tribes of the American Indians Living on the Great Plains). From your readings and research notes, you will write about this group. Remember to include details from your research to verify your story. Write a title for your news article. Draw a picture that illustrates the effects the Transcontinental Railroad had on this group. Write a caption for your drawing.</p>

Name: _____

Class: _____

Library and Information Science

Ms. Westphal

Notetaking to Answer Questions

Topic:	Key Question:	Key Question:	Key Question:
Resource:	Evidence:	Evidence:	Evidence:
Evaluation of Evidence:			

Empire State Information Benchmark Skills

Investigate 8.9

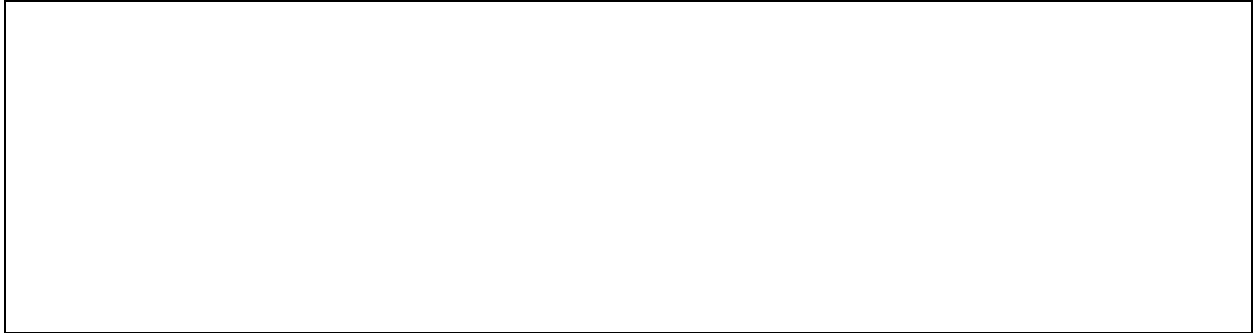
Name: _____

Class: _____

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Draw a picture for the newspaper that illustrates the effects the Transcontinental Railroad had on this group. Write a caption for your drawing.



Suppose you are a journalist and you are collecting research to write a news article about how the building of the Transcontinental Railroad effected American life for one group of people (Promoters, Passengers, Chinese Immigrants, or Tribes of the American Indians Living on the Great Plains). From your readings and research notes, you will write about this group. Remember to include details from your research to verify your story. Write a title for your news article.
