



Click below to open files:

[Teacher's Handbook](#)

[Teaching Masters](#)

[Student Portfolio](#)

[Content Slides](#)

[Student Handout](#)

[Reading Tips](#)

The Oregon Trail

This PDF contains bookmarks for easy navigation. To access these, open the PDF in Adobe Reader.

Go to "View" in the menu bar. Go down to "Navigation Panels." Select "Bookmarks."

ACKNOWLEDGMENTS

Special thanks to Ian Barr, Scottish Consultative Council on the Curriculum, Dundee, Scotland, for his collaboration on the development of the Oregon Trail outline for this Storypath and to Rick Showers for his assistance on background information on wagons.

Class Test Sites

I am grateful to the following teachers who piloted *The Oregon Trail* unit in their classrooms. I thank them for contributing their suggestions and ideas to this unit.

Su Hickenbottom
Snohomish School District
Snohomish, WA

Jesslyn Winter
St. Joseph School
Wenatchee, WA

Julie Miller
Wenatchee School District
Wenatchee, WA

American Indian Advisor

I thank Dr. Willard Eugene Bill, Ph.D., who served as the American Indian Advisor for the Handbook and Content Cards in this unit. I appreciate his candid and thorough suggestions.

–Margit E. McGuire

Storypath Advisory Panel

The Advisory Panel for the Storypath program reviewed and responded to every stage of this project's development. We sincerely thank the following Storypath advisors for their comments and recommendations:

Mark Basehart
Sweet Home Central School District
Amherst, New York

Ron Eydenberg
Revere Public Schools
Revere, Massachusetts

Marilyn Lindquist
Bloomington Public Schools
Bloomington, Minnesota

Maria Cabrera
Region II School District
Chicago, Illinois

Ginny Gollnick
Oneida Nation Elementary School
Oneida, Wisconsin

Paul J. Sanborn
Haverford Township School District
Haverford, Pennsylvania

Ann L. Coyne
Bay Village City School District
Westlake, Ohio

Su Hickenbottom
Snohomish School District
Snohomish, Washington

Jacqueline Shulik
Howard County Public School District
Ellicott, Maryland

Renko Dempster
Seattle School District
Seattle, Washington

Jane Humphreys
Cypress-Fairbanks School District
Houston, Texas

Karen Wylar
Fayette Country School District
Peach Tree City, Georgia

Program Consultants: Katherine L. Schlick Noe, Ph.D., Professor and Director of Literacy, Seattle University; H. "Sonny" Carreno, B.A. Education, Licensed Instructor, English as a Second/New Language (Texas, Wisconsin, Indiana)

Project Management: Morrison BookWorks LLC

Program Design: Herman Adler Design

STP650

978-1-56004-612-7

©2005 by Storypath

All rights reserved. Printed in U.S.A.

The purchase of this book entitles the individual teacher to reproduce copies for use in the classroom. The reproduction of any part for an entire school system or for commercial use is strictly prohibited. No form of this work may be reproduced or transmitted or recorded without written permission from the publisher.

Published by Storypath
10200 Jefferson Boulevard
P.O. Box 802
Culver City, California 90232-0802
1-800-421-4246
www.teachstorypath.com

The Oregon Trail



by Margit E. McGuire, Ph.D.

Professor of Teacher Education, Seattle University

About Storypath	2
Episode 1 The People Traveling West	14
Episode 2 Preparing for the Journey	19
Episode 3 Organizing for Departure	24
Episode 4 Places Along the Oregon Trail	29
Episode 5 The Thunderstorm	34
Episode 6 An Outbreak of Cholera	39
Episode 7 A Wagon Is Wrecked	44
Episode 8 An Encounter with Indians	48
Episode 9 Celebrating the Journey's End	52
Teaching Masters	56
Assessment	
Unit Questions for Review	63
Synthesis Activities	64
Extending Students' Experiences	67
Background Information	70
Objectives Overview	74
How to Conduct Reading Mini-Lessons	78
Additional Resources	79
Appendix: Sketch of the Oregon Territory	80

ABOUT STORYPATH

THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that children learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, Storypath draws support from decades of experience with teachers and students. The approach has its roots in these beliefs about children and learning:

- The world is complex and presents many layers of information. Children know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When children build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because children construct their own knowledge and understanding of their world, their learning is more meaningful and memorable.
- Problem solving is a natural and powerful human endeavor. When children are engaged in problem-solving, they take ownership for their learning.
- The story form integrates content and skills from many disciplines and provides a context for children to gain a deeper, more complex understanding of major concepts.

AN INQUIRY APPROACH

Questioning, by both teacher and students, is a key component of Storypath. Through the story structure and the discourse it creates, the teacher guides students in their search for meaning and understanding as they acquire new knowledge and skills. Your questions, and the discussions they engender, cause students to:

- ask their own questions and think critically about what they know;
- use their prior knowledge to make sense of new information;
- connect personally to important social studies concepts.

The story structure and inquiry guided by unit goals provide the framework for students to integrate skills and complex content through problems they encounter. As they do so, their understanding of important concepts is extended and key connections are made.

THE STORY STRUCTURE

For thousands of years, stories have helped us create order and make connections between events. Storypath's narrative structure helps students understand concepts that they often find difficult to comprehend in the traditional social studies curriculum.

Each Storypath unit centers on a unique and engaging story that provides a concrete context for understanding the social science content. This story may be based on actual historical events, as developed in *Struggle for Independence*. Or the story might instead be based on typical community or business structures, as developed in *Families in Their Neighborhoods* or in *Understanding the Marketplace*. From all of these structures, students develop a meaningful context for developing understanding of the topic.

Typical structure of a Storypath unit

CREATING THE SETTING

Students create the setting by completing a frieze or mural of the place.

CREATING THE CHARACTERS

Students create characters for the story whose roles they will play during subsequent episodes.

BUILDING CONTEXT

Students are involved in activities such as reading, writing, and research to stimulate them to think more deeply about the people and the place they have created.

CRITICAL INCIDENTS

Characters confront problems typical of those faced by people of that time and place.

CONCLUDING EVENT

Students plan and participate in an activity that brings closure to the story.

USING THE COMPONENTS

TEACHER'S HANDBOOK

Each Storypath unit includes a Teacher's Handbook, which is designed to be flexible and easy to use.

Episode Planning Guides

Each episode opens with an overview of the instructional plan and materials needed.

Teaching Notes

Each Handbook contains detailed support for instruction.

BUILDING CONTEXT
LIFE AND WORK IN COLONIAL BOSTON

INTRODUCING COLONIAL LIFE page 28

Students discuss colonial life and determine ways they can learn more about it.

Materials None

Grouping Whole class

Schedule Approximately 30 minutes

RESEARCHING COLONIAL LIFE page 28

Students write a report describing the daily life and work of their characters.

Materials Teaching Master 5, *Sample Report: The Bakery*, T11 p. 62
Teaching Master 6, *Making a Dinosaur or Potter*, T11 p. 63
Portfolio 7, *Presenting a Report*, pp. 10-11
Portfolio 8, *Writing a Report*, p. 12
Portfolio 9, *Self-Assessment*, p. 13
Coaster Cards 2 and 3
Optional: cardboard grocery boxes for dioramas, poster board for posters; construction and tissue paper; textured materials such as yarn, fabric scraps, cotton balls, colored markers, crayons, colored chalk, glue, tape, scissors; assorted colors of paint, brushes, water cans

Grouping Family groups for planning and research; individually for writing the reports

Schedule 2-3 hours plus time for students to write reports

CONCLUDING EPISODE 3 page 30

Students reflect on the experience, add to the word bank, and write about life and work in colonial Boston.

Materials Portfolio 10, *Presenting a Report*, p. 14
Portfolio 11, *Using Notes Daily Life Presentation*, p. 15
Preps for presentations if students so choose

Grouping Whole class for the word banks; individually for the writing activity

Schedule Approximately 1½ hours

EPISODE OBJECTIVES

- **Culture/Social Interaction** Identify how wants and needs were met in colonial times.
- **History** Describe how people's lives were affected by the conditions that existed in colonial times.
- **Cause/Effect** Identify how character's work contributed to the economy of colonial Boston.
- **Social Skills** Organize, plan, and make decisions while planning reports with group members.
- **Critical Thinking** Identify criteria for quality reports.
- **Literacy** Conduct research; take notes; draft, edit, and write a report.
- **Literacy** Present and report to the class to share information.
- **Literacy** Listen actively to and take notes during oral presentations.

3
EPISODE

EPISODE 3
Struggle for Independence 27

from the *Struggle for Independence* unit

INTRODUCING COLONIAL BOSTON

TIMELINE

Start a timeline to record and sequence the events that will be presented throughout the Storypath. Make the timeline horizontal and display it in the classroom. You might divide the timeline into ten-year segments, beginning with the year 1600 and ending with 1800. Let students add dates as the story progresses. Begin by posting these dates and events:

- 1621 First European settler in the area (Rev. William Blackstone)
- 1630 Boston founded

After students create the frieze, let them speculate about when their buildings were built and add this date to the timeline. Many buildings in colonial Boston were built in the late 1600s and early 1700s. For the timeline, students might choose one date such as 1700.

Launch the unit

Tell students that they will be creating a story about colonial Boston that begins around 1765. Ask a student to point out Boston's location on a map. Explain that often we can understand our own lives and communities better when we learn about the lives and communities of others in the past.

Review with students the elements of a story: setting (when and where the story takes place), characters (the people in the story), and plot (critical incidents or important events). In this episode, students will create the setting for the story—a view of colonial Boston.

Create groups of four or five students. Students will work with these same group members throughout the Storypath.

ELL build background on colonialism

To build background, discuss the concept of slavery and the relationship of colonies to the *mother country*.

colony a group of people living in a new territory but keeping ties with the parent country

colonian people who live in a colony. Colonians usually remain citizens of the parent country.

mother country (or parent country) the country from which colonists come, or the country of one's parents or ancestors, relating to colonies; the parent country continued to rule over the colonists, even though the colonists lived across the ocean.

Then read the following information to the class:

After Columbus's arrival in 1492, several European nations attempted to establish settlements in the Americas. The most successful settlements were the distant British colonies. Although the colonies lived far from

EPISODE 1
Struggle for Independence 15

from the *Struggle for Independence* unit

Teaching Masters

Masters provide nonfiction content, writing models, or other information specific to the unit's content. These Masters can be copied for students, displayed in the classroom, or made into transparencies, depending on your teaching needs.

EPISODE 4
TEACHING MASTER
T8

Name _____ Date _____

PUBLIC NOTICE: TAXES FROM BRITAIN

Stamp Act, passed 1765

By an Act of Parliament, a tax must be paid to the customs official for any transactions involving the following items.

Item	Tax
Legal document submitted in a court of law	3 pence
College diploma	2 pounds
Bill of sale	4 pence
Liquor license	20 shillings
Will	5 shillings
Land purchase under 100 acres	3 shillings
Contract	2 shillings and 6 pence
Pack of playing cards	1 shilling
Pair of dice	10 shillings
Newspaper	1 penny
Advertisement in a newspaper	2 shillings
Almanac or calendar	2 pence
Any document listed above that is written in a language other than English	Double the tax listed above

Townshend Acts, passed 1767

Taxes must be paid on the following items imported from Britain.

Item	Tax
For every 100 pounds of glass	4 shillings and 8 pence
For every 100 pounds of lead	2 shillings
For every 100 pounds of paint	2 shillings
For every pound of tea	3 pence
For every 500 sheets of paper	12 shillings

TEACHING MASTER
Struggle for Independence 65

from the *Struggle for Independence* unit

Assessment

Each Handbook contains strategies for assessing learning throughout the unit, as well as unit questions for review and synthesis activities.

SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also a powerful assessment tool for you because they're ungraded. They allow for variances in students' abilities as learners.

1. PORTFOLIO RESPONSE

Activity

Have students review their Portfolio and identify at least five items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- List three important ideas from your Portfolio. Why are these ideas important?
- What challenges did your character face? How did your character respond to these challenges?
- What are three costs and three benefits of seeking independence from Britain?
- What skills do you believe improved as a result of this unit? Explain why.

Criteria for Assessment

Learning objectives are demonstrated if

- the portfolio demonstrates an understanding of how the colonists lived, the effect of British rule on the colonists, the Boston Massacre, and how the colonists responded to and were shaped by the events of the time;
- the reflections are thoughtful, well organized, and clearly communicated;
- the paragraphs demonstrate appropriate writing conventions.

2. ANALYSIS OF A CURRENT EVENT

Activity

Students can locate a current event in the newspaper that they believe has similarities to events in the Storypath. Students should

- summarize the current event. What is happening? Why is there conflict? How are people responding to the conflict? What injustices have been identified?
- list three ways the event is similar to the events in the Storypath.
- write a paragraph offering suggestions for what the people who are involved in the conflict should do. Suggestions should be based on what students have learned from the Storypath.

EPISODE 4
Struggle for Independence 75

from the *Struggle for Independence* unit

STUDENT PORTFOLIO

Students use the Portfolio to read, write, conduct research, and complete other activities crucial to the specific Storypath unit. The Portfolio helps students manage their work throughout the unit. And when completed, the Portfolio becomes an authentic assessment tool.

EPISODE 5 PORTFOLIO 14

DATE _____

PRIMARY SOURCE: NEWSPAPER ARTICLE

The BOSTON Evening-Post.

Containing the fullest & most interesting Advice, Foreign and Domestic.

October 29

The inhabitants of this town have been late greatly insulted and abused by some of the officers and soldiers, several have been assaulted on frivolous pretences, and put under guard without any lawful warrant for so doing. A physician of the town walking the streets the other evening, was pushed by an officer, when a scuffle ensued, he was afterwards men by the same officer in company with another, both as yet unknown, who repeated his blows, and as he supposed gave him a stroke with a pistol, which so wounded him as to endanger his life. A mob of this town on going under the rails of the Common in his way home, had a threat in the breast with a bayonet from a soldier, another person passing the street was struck with a musket, and the last evening a mob of the town was struck down by an officer who went into the coffee-house, several gentlemen following him on, and expounding with the officers, were treated in the most ungentle manner; but the most atrocious offence and alarming behaviour was that of a captain, the last evening, who in company with two other officers, endeavoured to persuade some

Negro servants to ill-treat and abuse masters, assuring them that the soldiers were come to protect their freedoms, that with their help and assistance, they should be able to drive all the English to the devil with discourse of their import, tending to excite an insurrection. Depositions are now taking before magistrates, and prosecutions at common law are intended; the inhabitants are determined to oppose by the law of proceedings, apprehending it the most honourable as well as the most safe and effectual method of obtaining satisfaction and redress; at the same time they have a right to expect that General Gage will remain an unconnected spectator such a conduct in any under his command.

—Here observe you may behold some of the first fruits springing from the seed of bitterness a standing army. Troops quartered upon us at a time of peace, pretence of preserving order in a nation as an early before their arrival at any large town in the whole extent of his Majesty's dominions; and a little time will show whether we are to be governed by the sword or the common law of the land.

—From The Boston Evening-Post, October 29, 1768.

18 PORTFOLIO Page 18

EPISODE 5 PORTFOLIO 15

DATE _____

PRIMARY SOURCE READING GUIDE

The Boston Evening-Post

The article from the Boston Evening-Post is a primary source. It was written in 1768. Historians can use this article to learn about events in Boston during this time period.

Effective readers first think about the author's purpose for writing and then about what they already know about the topic. Then they often read and reread to make sure that they understand the text. Read this article at least two times. Read it aloud to a partner at least one time. Look for the most important ideas. Then use the questions below to help you better understand the article.

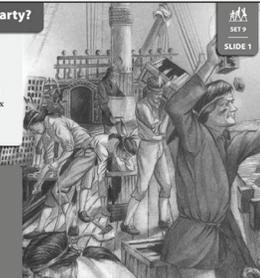
- In colonial times, newspapers sometimes tried to persuade others to think or act in certain ways. Do you think the writer is trying to persuade the reader? Give examples from the text to support your answer.
- Do you think the writer supports the patriots or the loyalists? How do you know?
- The writer effectively used the writing trait of word choice to help persuade the reader. The article contains lively verbs, specific nouns, and colorful adjectives (or describing words). Circle the words and phrases that you think helped the writer effectively convey his message.
- Reread the last paragraph of the article. What are the "first fruits"?
- What is this article mostly about?

© 2011 Houghton Mifflin Harcourt Publishing Company

from the *Struggle for Independence* unit

What was the Boston Tea Party?

On December 16, 1773, three ships from Britain loaded with chests of tea were docked in Boston Harbor. Britain had cut the price of tea in half, but the tea tax remained. The next day, the governor was going to have the tea unloaded, and the tax would be paid. The people of Boston had other ideas.



1. What might people watching from the shore have thought? (making inferences)

3. Why do you think the colonists dressed as Mohawk Indians? (making inferences)

2. How did this protest differ from a riot? (scanning)

What happened at the Boston Massacre?

Paul Revere's Engraving of the Boston Massacre

Paul Revere, an artist and abolitionist, made this engraving of the Boston Massacre at the request of Samuel Adams. Many prints were made and distributed all over the colonies.

Crispus Attacks in the Boston Massacre

This print shows Crispus Attacks, a black patriot, charging at the soldiers. Attacks was one of two people who died that night.

Compare how the two pictures are the same and different. (understanding, comparing and contrasting)

Did Revere depict the event the way it really was? (making inferences)

Student Handout

British Colonies in North America, 1765

The British colonies were divided into three regions.

- New England: Massachusetts, Rhode Island, Connecticut, and New Hampshire
- Middle Colonies: New York, New Jersey, Pennsylvania, and Delaware
- Southern Colonies: Maryland, Virginia, the Carolinas, and Georgia

Colonial Government

In 1705, British citizens had the right to elect the people who governed them. British citizens living in England voted for members of Parliament, who passed laws for all of Great Britain. In the colonies, British citizens voted for an assembly. The assembly made laws, raised money through taxes, and decided how that money should be spent. Most colonies also had a governor who was appointed by the king of Great Britain. The governor's job was to make sure the colonies followed British laws. The governor could veto, or strike down, an assembly's law if it went against a British law.

In order to vote for the assembly, a colonist had to be a white male Christian who owned property. Because it was relatively easy to own land in the colonies, voting was more widespread than it was under other governments. However, Jews, slaves, free African Americans, Native Americans, and all women were barred from voting.

from the *Struggle for Independence* unit

CONTENT SLIDE SETS & HANDOUTS

Each unit includes sets of Content Slides and Handouts that offer flexibility in how they are used to support student learning. The number of sets varies from unit to unit. The slides and handouts in each set provide focused non-fiction content and can be used for independent, paired, or small group reading.

Students use the slides to build context and deepen their understanding of the unit's content. You can use the slides as most appropriate to your situation along with the handouts. For those with laptops, display the appropriate slides for student reading and discussion or reproduce the slides as needed for each episode for individuals, pairs or small groups. The handouts may also be used without the slides.

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is for the slide to be available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slide.

A "reading tips" chart in PDF format (located on the CD) provides quick reminders of key reading strategies. Reproduce "reading tips" for each student or group.

Note that the slides and handouts are conveniently available in a printable format on the CD.

LITERACY AND STORYPATH

With the Storypath strategy, students deepen their understanding of major social studies concepts. Storypath provides literacy support to help students access and make sense of the social studies content. Students apply literacy skills such as reading comprehension, prewriting and writing skills, speaking and listening skills, and vocabulary development.

Reading

Content Slide Sets and Handouts present opportunities for students to engage in focused content reading. Students can use the slides and handouts to engage in shared reading or listen as a teacher or another student reads.

Colonial Exports

Most of the colonies' exports were natural resources, or useful things from the land. Imports from Great Britain were mostly manufactured goods, or useful things made by people. Britain also sent ships and soldiers to protect the colonies.

Most colonies imported more than they exported. This was good for Britain, which profited from what it sold to the colonies.

Colony	Export
New England	fish, whale products, lumber, tar
Middle colonies	grain, iron
Southern colonies	cotton, tobacco, rice, indigo (a plant that produces a blue dye for coloring fabric)

3. Identify items exported to Britain and imported to the colonies. How are these items different? (understanding visuals)

Illustration by Chris Costello. Original content from Historical Statistics of the United States, Colonial Times to 1970 by the U.S. Department of Commerce, the Bureau of Economic Analysis, Washington, D.C., Government Printing Office, 1975.

Student Handout

SET 1

Slide 2

British Colonies in North America, 1765

The British colonies were divided into three regions.

- New England:** Massachusetts, Rhode Island, Connecticut, and New Hampshire
- Middle Colonies:** New York, New Jersey, Pennsylvania, and Delaware
- Southern Colonies:** Maryland, Virginia, the Carolina, and Georgia

Slide 2

Colonial Government

In 1705, British citizens had the right to elect the people who governed them. British citizens living in England voted for members of Parliament, who passed laws for all of Great Britain. In the colonies, British citizens voted for an assembly. The assembly made laws, raised money through taxes, and decided how that money should be spent. Most colonies also had a governor who was appointed by the king of Great Britain. The governor's job was to make sure the colonies followed British laws. The governor could veto, or strike down, an assembly's law if it went against a British law.

In order to vote for the assembly, a colonist had to be a white male Christian who owned property. Because it was relatively easy to own land in the colonies, voting was more widespread than it was under other governments. However, Jews, slaves, free African Americans, Native Americans, and all women were barred from voting.

STUDENT HANDOUT
The struggle for independence 3

Comprehension

Questions in each Content Slide Set help students focus on important content. Questions are labeled with suggested reading strategies.

Visual Literacy

Each unit offers numerous opportunities to evaluate and respond to visuals such as photographs, maps, diagrams, and illustrations.

Reading Tips

For easy reference, Reading Tips for using the reading strategies are included on the CD.

Struggle for Independence		
Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/ supporting details	Use it to find the big idea, and then identify the facts and details that support it.	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Read the text and think: "What is the 'big idea' here?" 3. Look for information that is important to the big idea. Some facts are interesting but not important. 4. The details you find may cause you to change your big idea.
Comparing and contrasting	Use it to find information that tells you how two or more ideas are alike and different.	<ol style="list-style-type: none"> 1. Think about what you want to know. 2. Choose two events or ideas to compare and contrast. 3. List important information about one event or idea. 4. For each item on the list, look for information about how the other idea is the same or different. 5. Look for clue words such as "similarly," "also," and "however."
Making inferences	Use it to understand information not stated directly in the text, or to "read between the lines."	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Look for clues in the text that give you new information. 3. Compare this new information with what you already know to figure out what the author is saying.
Connecting	Use it to understand new information by connecting it with what you already know.	<ol style="list-style-type: none"> 1. Think about what new information you want to remember. 2. Think about what you already know. 3. Look for connections between the new information and what you already know from experience or reading. 4. These connections will help you remember the new information.
Scanning	Use it to quickly find the specific information you need.	<ol style="list-style-type: none"> 1. Think about what information you need to find. 2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas. 3. When you find what you're looking for, slow down and read carefully.
Understanding visuals	Use it to find information presented in visual form, such as maps, graphs, photographs, diagrams, and timelines.	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Look for information that explains the visual. For example, look at labels, captions, arrows, or map keys. 3. Search for the specific information you want. 4. Put the information into words to help you understand the visual.

from the *Struggle for Independence* unit

Writing

Throughout each unit, students complete writing activities to prompt thinking as well as to demonstrate what they have learned.

EPISODE 3
PORTFOLIO
8

DATE _____

WRITING: A REPORT
Daily Life in Colonial Boston

In your report, you will explain important aspects of your character's daily life. Use the space below to organize your ideas from your prewriting. Keep in mind the criteria on the self-assessment rubric shown on Portfolio page 13.

Title: _____

Introduction: _____

Supporting Examples and Details

Conclusion: _____

12 PORTFOLIO
Struggle for Independence © 2008 High/Seeds

from the *Struggle for Independence* unit

Vocabulary Development

In each unit, students are exposed to specialized vocabulary for speaking and writing. Students create word banks in their Portfolio by recording content words.

PORTFOLIO
24

DATE _____

WORD BANK

Keep track of the words you learn or words that interest you. Words in your word bank may come from class discussion, research, or any other source during the unit. Next to each word, write a definition of the new word or words that describe the new word. You might even draw a sketch of the word to help you remember its meaning.

28 PORTFOLIO
Struggle for Independence © 2008 High/Seeds

from the *Struggle for Independence* unit

Speaking and Listening

Students refine these skills by presenting ideas to the class and resolving issues through discussion and collaboration.

EPISODE 3
PORTFOLIO
10

DATE _____

PRESENTING A REPORT
Daily Life in Colonial Boston

You will present your report to the class. Use the guidelines below to prepare for your presentation.

The title of my report: _____

Three important facts to share about my topic

Props or costumes I can use

Ways to make my presentation interesting

Special information or details to include

Practice your presentation in your family groups. Ask a member of your group to check off the boxes below that you included in your practice presentation. Use feedback from your family group to make improvements to your presentation.

I presented the information in the role of my character.

I included three important facts.

I kept the presentation short and to the point.

I spoke clearly and confidently.

I used dramatic expression to communicate the role of my character.

14 PORTFOLIO
Struggle for Independence © 2008 High/Seeds

from the *Struggle for Independence* unit

Reading Mini-Lessons

Use the Reading Mini-Lesson Framework on p. 78 of the Teacher's Handbook to conduct reading mini-lessons.

HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the back of each Content Card provides a quick reminder for students to use as they work with the cards. These Reading Tips cover strategies that are especially effective for reading and understanding non-fiction text:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Scanning for specific information
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions on the Content Cards suggest applicable strategies that the students will need to use on their own.

READING MINI-LESSON FRAMEWORK

1. Describe the strategy, explaining when and why readers use it. Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.

2. Model the steps as you "think aloud" with a sample text. Demonstrate how you would use each strategy, using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete for developing readers. Language that will help you includes the following:

- "I think about what I already know..."
- "When I look for the main idea, I..."
- "Here is a clue that will help me..."
- "That makes me think..."

3. Guide students to apply these steps as they read during the unit. Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try out the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.

4. Assess students' progress. Students' independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

85
Struggle for Independence

from the *Struggle for Independence* unit

ENGLISH LANGUAGE LEARNERS AND STORYPATH

English Language Learners, or ELL, is a term that applies to students whose primary language is not English. These students are in the process of acquiring English as a way to communicate ideas and gain content knowledge. They don't yet have the tools at their fingertips that native English speakers have that allow them to easily navigate classroom activities and contribute to classroom experiences. ELL students don't lack ability; they just don't know the language.

As ELL students gain experience in an English-speaking classroom, their abilities and comfort level increase. But remember that regardless of the progress made by ELL students, new material will revert them back to beginner status simply because they do not have the same background knowledge that a student who was born here does.

There are some very basic things the teacher can do to make the classroom a place of learning for ELL students. For example, text-rich activities, without visuals, should be avoided. Visually rich activities should be commonly used, and the senses should be engaged whenever possible. Music and kinesthetic activities, such as role-playing, are excellent tools for ELL students.

Activate prior knowledge. English language learners are similar to native English speakers in the most fundamental ways: they possess a great deal of prior knowledge, and are excited about sharing that knowledge. To provide scaffolding, preteach new vocabulary and introduce concepts with visuals that relate to the subject matter. When studying another time period, it is important to connect concepts to both the present and the past.

Allow extra time for small group work. ELL students will benefit from working with partners and small groups. These situations allow students more opportunities to contribute to conversations and complete tasks. In small groups, assign ELL students a specific task to complete, and allow them extra time to complete this task if needed. When you do have whole class discussions, you might have ELL students follow this discussion by working with a partner to recap the important ideas or the assignment.

Model tasks and thought processes. Modeling makes tasks and thinking processes more concrete. For example, if students are expected to write a short poem, model the process of writing a poem. Then have them refer to the model poem as they write their own.

Develop vocabulary. Vocabulary development is key to comprehension, so preteach vocabulary whenever possible. Use illustrated word banks and vocabulary exercises that encourage interaction with words. For example, students can write the word and draw an illustration of each word in the word bank and then verbally explain how the word relates to the big ideas in the unit.

Allow use of the native language. For students who possess few English words, allow them to complete writing activities in their native language. As they learn more English, they will begin to incorporate English into their written and oral language. This validates the students' native language and their prior knowledge, and also helps bridge the gap on their way to learning—and using—their new language.

Encourage involvement in class discussions. English language learners will likely be reluctant to contribute to whole group discussions, so encourage them to contribute in a way that is comfortable for them—words, phrases, simple sentences. Make sure the classroom is a safe and supportive environment.

Modify assignments and assessments. Students can use many different modes to communicate their understanding of unit concepts. Illustrating, cutting and pasting vocabulary activities, using graphic organizers such as timelines, and completing sentence stems are all excellent and valid methods for responding to content. ELL students should also work on and present material with a partner or in small groups whenever possible. In these situations, you will gain a more valid assessment of what ELL students have learned.

Additionally, at the beginning of the school year and anytime new material is introduced, limit the number and complexity of the activities you assign. Allow students to use methods other than writing to respond to information.



Look for this icon throughout this Teacher's Handbook. This icon indicates that an activity is particularly appropriate for English Language Learners.

ASSESSMENT

Each Storypath unit offers a range of options for assessing student learning.

Portfolio Assessment

The Student Portfolio provides ongoing assessment of student understanding of unit objectives through writing and other response activities.

During Each Episode

Assessment suggestions are included throughout the Teacher's Handbook and align with the Student Portfolio. Complex thinking and problem-solving abilities are assessed as students role-play and respond to critical events throughout the unit.

EPISODE 7
PORTFOLIO
20

DATE _____

WRITING: FRIENDLY LETTER

Episode event: _____

Continue your letter writing to the same person in England. From your character's point of view, describe what happened to the shipment of tea. Include your family's response to it and tell whether or not you feel the colonists' actions were right or wrong.

Assessment: The letter is written from the character's point of view and includes accurate information about the event, an ethical issue, and the character's feelings about the event. Friendly letter format is followed.

24 PORTFOLIO
Struggle for Independence

© 2005 Highmarch

from the *Struggle for Independence* unit

CONCLUDING EPISODE 6

Write about the massacre

Tell students that they should continue their correspondence—letter writing—and describe their version of what took place at the “massacre.” Prompt this writing activity by saying that news of the event has spread throughout the colonies and across the sea. People in Britain have heard that the soldiers were attacked by a vicious mob. They want to know if this is true.

Have students write their letters onto Portfolio page 22. If time permits, read students' letters aloud. Challenge students to look for examples of information and feelings in the letters that vary from the accounts given on the Teaching Master and on Content Card 8.

ASSESS: The friendly letter

- is written from the character's point of view;
- includes accurate information about the massacre;
- describes how the character feels about the events;
- follows the format for friendly letters.

To bring closure to the episode and to set the stage for the next episode, read the following narrative to the class.

Narrative

The day after the massacre, March 6, 1770, Col. Dalrymple moved his troops from Boston to Castle Williams on an island in Boston Harbor. Coincidentally, on the day of the massacre, Parliament was debating if it should keep the Townsend Act taxes. On April 12, 1770, all the taxes, except the tax on tea, were repealed. Although not yet aware of the Boston Massacre, Parliament was persuaded to repeal the taxes by the other violence, protests, and particularly the boycotts. Parliament kept the tax on tea, however, to remind the colonists that it still had the right to govern them and tax them as it saw fit.

Sam Adams, a leader of the Sons of Liberty, has set up a Committee of Correspondence in Boston to keep in touch with other towns in Massachusetts and with the other colonies. News that used to take weeks to travel is now spread in days as special messengers ride day and night. They communicate news about taxes, Parliament, local gatherings, and other political news so that the towns and colonies can support each other. Committees of Correspondence have helped unite the colonies.

Discuss with students the issue of communication of the time. Ask, “What if the colonists knew that the Townsend Acts were going to be repealed? Do you think the Boston Massacre would still have occurred?” If students want to read about communication during this time period, refer them to Content Card 3.

LITERACY

Writing and Listening

- Write a friendly letter.
- Listen with a specific purpose.

CUSTOMIZE

Speeches

Instead of writing letters, you could have students prepare and give speeches about the Boston Massacre. This activity reflects the actual history of Boston, where speeches were made even years later at events that commemorated the Boston Massacre.

46 EPISODE 6
Struggle for Independence

CONTENT CARD
C3

from the *Struggle for Independence* unit

Self-Assessment

Students have opportunities to assess their own work, such as writing and oral presentations. There are also opportunities for student reflection at the end of each episode.

EPISODE 3
PORTFOLIO
9

DATE _____

SELF-ASSESSMENT
Report on Daily Life
 Use the rubric below to evaluate your report. The first column describes expectations for the assignment.
 Rate yourself by putting a number in the second column.
 1 = missed the mark; needs lots of work
 2 = on target; met the basic requirements of the assignment
 3 = outstanding work; went beyond expectations
 In the last column explain why you assigned that number for that criterion.

Ideas and Content

Criteria for assessment	Rating	Explanation for rating
The content is accurate and realistic to the family created.		
The description of daily life is focused and includes relevant details.		
The relationship to Britain is included.		
Clear descriptions are included about tasks and tools/materials.		
The writing is insightful. The reader can picture daily life because of the vivid descriptions.		

Organization

Criteria for assessment	Rating	Explanation for rating
The introduction is inviting and a satisfying conclusion is provided.		
The sequence is logical and effective.		
The descriptions flow from one event to the other.		

© 2005 Houghton Mifflin Harcourt

PORTFOLIO
Struggle for Independence **13**

from the *Struggle for Independence* unit

Social Skills

A social skills master is provided to support student self-assessment and can be used at the teacher's discretion whenever students need to reflect and build on such skills.

TEACHING MASTER
T15

Name _____ Date _____

SELF-ASSESSMENT: SOCIAL SKILLS
 Social skills are an important part of belonging to a community. Use this chart to keep track of how well you work with others during this unit.
Episode: _____
 Describe the group situation or event: _____

Criteria	I need to work on this.	I do this some of the time.	I do this most or all of the time.
I respectfully listened to others.			
I contributed actively to the group.			
I encouraged others to participate.			
I suggested solutions to problems.			
I did my fair share of work.			

One thing our group did well together: _____

One thing our group needs work on: _____

One thing I really did well: _____

One thing I could do better: _____

© 2005 Houghton Mifflin Harcourt

TEACHING MASTER
Struggle for Independence **73**

from the *Struggle for Independence* unit

End of the Unit

At the conclusion of the unit, synthesizing questions reinforce unit objectives. Optional synthesis activities are included to guide students to apply what they've learned. Each synthesis activity includes criteria for assessment—you decide how best to use these options.

UNIT QUESTIONS FOR REVIEW

DISCUSSING COLONIAL BOSTON AND THE STRUGGLE FOR INDEPENDENCE
 Lead a discussion that reinforces the concepts and generalizations taught throughout this unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.

- ❶ How was living in colonial Boston similar to living in a city today? How was it different?
- ❷ How did people communicate over long distances? How did this affect the relationship between the colonies and Britain?
- ❸ What were some major concerns of people living in colonial Boston? concerns of the British government?
- ❹ If you had lived at that time, what would you have thought of the Sons of Liberty? Would you have been a friend of Sam Adams? Explain.
- ❺ Why do people resort to vigilantism? What are some other ways people can take action and make their ideas known?
- ❻ How would you describe the way the British government handled events during this time period?
- ❼ Could the colonists have remained loyal but still have asked for changes?
- ❽ If Britain had never taxed the colonies, do you think the colonies would have still become an independent nation? Explain.
- ❾ What do people look for in a government? Why were the colonists dissatisfied with their government?

REFLECTING ON COLONIAL BOSTON AND THE STRUGGLE FOR INDEPENDENCE
 Students need time to reflect on their experiences and their progress through this unit. Have them respond to questions like these.

- What have I learned about colonial Boston and the events that led to independence?
- What was the most surprising thing I learned?
- What was the best work I did? Why was it good?
- What work could I have done better? How could I have done it better?
- What did I like most about working with others? What did I like least?

74

Struggle for Independence

from the *Struggle for Independence* unit

SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also a powerful assessment tool for you because they're multimodal. They allow for variations in students' abilities as learners.

1. PORTFOLIO RESPONSE

Activity
 Have students review their Portfolios and identify at least five items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- List three important ideas from your Portfolio. Why are these ideas important?
- What challenges did your character face? How did your character respond to these challenges?
- What are three costs and three benefits of seeking independence from Britain?
- What skills do you believe improved as a result of this unit? Explain why.

Criteria for Assessment
 Learning objectives are demonstrated if

- the portfolio demonstrates an understanding of how the colonists lived, the effect of British rule on the colonies, the Boston Massacre, and how the colonists responded to and were shaped by the events of the time;
- the reflections are thoughtful, well organized, and clearly communicated;
- the paragraphs demonstrate appropriate writing conventions.

2. ANALYSIS OF A CURRENT EVENT

Activity
 Students can locate a current event in the newspaper that they believe has similarities to events in the Storypath. Students should

- summarize the current event. What is happening? Why is there conflict? How are people responding to the conflict? What injustices have been identified?
- list three ways the event is similar to the events in the Storypath.
- write a paragraph offering suggestions for what the people who are involved in the conflict should do. Suggestions should be based on what students have learned from the Storypath.

Struggle for Independence

75

from the *Struggle for Independence* unit

PLANNING THE UNIT

THE OREGON TRAIL

MAKE KEY DECISIONS

Make Space for the Storypath. You will need enough wall space for students to make four friezes (to represent four distinct geographical settings along the trail) and to display their characters and other materials. A table or counter space to display the wagon train set in front of the friezes is ideal.

Organize Students. Beginning in Episode 1, students are organized into family groups. Each student will create one family member. You may want to consider how large you want your groups to be and how you will facilitate the work of the group. If children seem resistant to playing roles of husband and wife allow them to create their own extended family roles. There are lots of roles in extended families, so this generally isn't a problem. These family groups will work together throughout the Storypath.

Weave in Historical Information. As you introduce students to this unit, allow them to figure out how the emigrants lived and traveled on the Oregon Trail. This process is guided by key questions that you will ask as the Storypath develops. At times—when students have a need to know—you will provide historical information by referring students to Content Slide Sets and other resources. It may be tempting at times to simply tell students what they need to know before they begin an episode; if you follow this path, problem solving and critical thinking are greatly reduced and the strength of this approach is jeopardized.

Address Sensitive Issues. The westward movement has two very different perspectives—that of the emigrants who were seeking new opportunities in the west and that of the American Indians who saw the emigrants moving onto their land and impacting their traditional way of life. Clearly, various tribes viewed westward movement differently, based on prior experiences with white people and how directly they were affected by the emigration. Students may have formed misconceptions of this historical event because of television, movies, or books. This Storypath provides a context for students to explore this event from many different perspectives and in a meaningful way. Examining the moral, social, and political dimensions of this event in the context of the Storypath is a powerful learning opportunity.

Prepare for Role-Plays. In Episode 8, it is suggested that adults play the roles of American Indians and government officials. You will need to arrange for this episode in advance. Props for the roles add drama, and adults can quickly learn their roles to participate effectively in the critical incident. The teacher can play one of these roles as well.

Create a Learning Community. An open and supportive atmosphere is essential for students to engage in the discourse that is basic to the learning process of the Storypath approach. Students should understand the value of reflective discussions and the importance of collaborative work to deepen their understanding of complex ideas. Consequently, students should be expected to listen carefully and respond thoughtfully and respectfully to one another's ideas.

CUSTOMIZE THE UNIT

Adapt the Unit. There will be times in this unit when you will want to modify the curriculum to suit the needs of your own class and follow the logical progression of the story. Alternative activities or special arrangements are suggested at various points to assist in adapting the unit to meet your unique needs.

Frequently, students will provide an unanticipated twist to the Storypath, or other important learning opportunities will arise. The Storypath allows for the accommodation of those special circumstances.

Address Your Goals. You may decide that you want to adapt this unit regarding the destination point for the wagon train. For example, the Storypath could easily be adapted to the experience of the Mormon emigrants or the California gold rush.

Connect to the Northwest Coast Indians Storypath. This Storypath can be taught prior to or following the *Northwest Coast Indians* Storypath and will provide students with a different perspective relating to the same time period. Students can then compare and contrast the two groups of people, their ways of life, and the historical events of the time.

INVOLVE FAMILIES AND COMMUNITY MEMBERS

Involve Families and Community Members. Family and community members can serve as excellent resources for you and your students. Some families may know stories of ancestors who traveled the Oregon Trail or encountered the emigrants as they moved west. Invite them to share what they know.

A popular vacation experience is to visit the trail sites or museums located along the trail. Some families have actually followed the trail much as the early emigrants did. The sharing of these experiences clearly enriches the Storypath. Museums often have artifacts boxes that they will ship to schools. Guest speakers from a local college, university, or tribal association are helpful, provided they clearly understand who their audience is and what kind of experiences students have had prior to their visit. Guest speakers and field trips should occur at the end of the unit when students can knowledgeably compare and contrast their own experiences to the new information they are receiving. This makes for a more effective and memorable learning experience.

1

EPISODE

CREATING THE CHARACTERS THE PEOPLE TRAVELING WEST

INTRODUCING WESTWARD MOVEMENT

page 15

Students discuss reasons behind westward movement in America in the 1840s.

Materials Content Slide Sets 1 and 2

Grouping Whole class

Schedule Approximately 1 hour

CREATING THE FAMILIES

page 16

Students create the families who will travel along the Oregon Trail.

Materials Teaching Master 1, *Wagon Train Application*, TH* p. 56
Portfolio 1, *Creating Family History*, p. 4
Portfolio 2, *Making a Character*, p. 5

For the characters:

- various colors of construction and tissue paper
- thick black markers, crayons, colored chalk, glue or paste, scissors
- yarn, fabric and wallpaper scraps, wool fiber, doilies, ribbon, lace
- buttons, cotton balls

Grouping Divide the class into groups of 3–6 members each. These groups will form the families traveling west on the Oregon Trail.

Schedule 2–3 hours

CONCLUDING EPISODE 1

page 17

Students introduce their characters, meet the other members of the wagon train, and reflect on their experiences.

Materials Portfolio 3, *Character Introductions*, p. 6
Portfolio 4, *Active Listening Guide*, p. 7
Pocket folders or sturdy paper to make folders (one per student)

Grouping Whole class participates in the introductions over several days.

Schedule Approximately 1 1/2 hours

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Determine how the traits of a character will help that character survive the environment on the Oregon Trail.*
- **Culture/Social Interaction** *Demonstrate how people are influenced by their setting and family circumstances by creating characters that are appropriate to a time and place.*
- **History** *Identify how the circumstances of the 1840s could have motivated people to move west.*
- **Social Skills** *Organize, plan, and make decisions while determining the characteristics of family members.*
- **Critical Thinking** *Organize ideas from group work and apply those ideas to create a believable character.*
- **Literacy** *Present characters to the class; listen actively and take notes during oral presentations.*

INTRODUCING WESTWARD MOVEMENT

AUTHOR NOTE

Historical Accuracy

Before Oregon became a U.S. territory in 1848, it was known as “Oregon Country.” Oregon became a state in 1859.

AUTHOR NOTE

Emigrant Mindset

Typically the emigrants in the 1800s had pre-conceived fears and little actual knowledge about the American Indians they would meet. Emigrants generally viewed the Indians as obstacles to overcome, rather than members of a rich culture.

CUSTOMIZE

ELL In whole class discussions such as this one, allow ELL students to

- contribute words, phrases, or simple sentences;
- use visuals to make concepts more concrete;
- share their prior knowledge related to the topic;
- draw or write their ideas.

Launch the unit

Explain to students that they will be creating a story about westward movement to the Oregon Country in America in the 1840s. Review the elements of a story: setting (where and when the story takes place), characters (the people in the story), and plot (the critical incidents in the story). In this episode, students will create families and decide why the families have decided to move to the Oregon Country.

ELL Activate prior knowledge about traveling west

Students can discuss conditions of the mid-1800s to help them understand the motivations of the emigrants and their characters. If you find students don't have specific knowledge about events from this time period, refer them to Content Slide Sets 1 and 2. Direct students' attention to the map and timeline in Content Slide Set 1, as well as the newspaper excerpt that appears in Content Slide Set 2, “Why did people want to move west?” Guide them in reading the article and other information in these slides. After students have read the Content Slide Sets, use questions like the following to help students develop an understanding of this time period.

- 1 Why might people sell their businesses and farms to travel to the Oregon Country? (*Lead students to consider financial reasons, such as cheap land, bank failures at home, and abundant resources in the West, and personal reasons, such as a spirit of adventure and a clean start.*)
- 2 What might be dangerous and difficult about traveling west on a wagon train? (*Students might suggest such problems as bad weather, mountains and rivers that are difficult to cross, illness, finding food, becoming lost, and encounters with American Indians.*)
- 3 What types of jobs did people have in the 1840s? (*Guide the discussion so that students understand the terms for unfamiliar occupations such as “wheelwright” [builds and repairs wheels], “cooper” [makes wooden barrels and tubs], “blacksmith” [makes iron tools and horseshoes], and “peddler” [travels to sell things]. Students may also include familiar occupations, such as farmer, teacher, doctor, and banker.*)
- 4 In what ways would families of the 1840s be different from families of today? Why? (*Students might suggest that families in the 1840s were less mobile, more focused on home and family life, harder working because of the lack of technology, and more focused on crafts and handworking skills.*)

Continue to discuss what life was like in the 1840s, encouraging students to draw comparisons between “then” and “now.”



LITERACY

Vocabulary

As students discuss life in the 1840s and people's desire to move west, introduce and discuss vocabulary related to that time period:

- blacksmith
- cooper
- emigrants
- peddler
- pioneer
- wheelwright

CREATING THE FAMILIES

MAPS

Throughout the unit, students will be referring to a map found in Content Slide Set 1 to find information about major cities, landmarks, terrain, and destination points. Their first task is to use the map for ideas about where their family might have originated. Later, students will use the map shown on Portfolio page 13, “Topographical Map,” to plan their route and then plot their progress as they travel west.



CUSTOMIZE

Group Size

Consider varying the sizes of the groups, just as the sizes of actual families vary. If the social skills needed to work in groups, such as negotiating and compromising, are challenging to some students, keep their groups small to simplify the social interaction.

Organize the families

Arrange students in family-size groups of three to six: these groups will remain together throughout the Storypath. Explain to students that they are going to create families that live in the 1840s. Their families have “caught the Oregon fever” and have decided to leave their homes, businesses or farms, and friends to travel to Independence, Missouri, to join a wagon train.

Create the characters

Students will work cooperatively in their groups to create the members of their families. To help students negotiate the important issues that will arise during this activity, students can first work in their groups to complete Portfolio page 4, “Creating Family History.”

Each member of the group will make a figure to represent a family member. In the 1800s, 14-year-olds were considered to be adults. Therefore, the family members should be at least 14 years old so that they can participate in decision making along the trail as the Storypath progresses.

As students create their characters, family groups will determine why they have decided to move to the Oregon Country. Ask questions like the following to get students thinking about reasons for moving west.

- Is your family looking for new land to farm? What have you heard about the land in the Oregon Country?
- Does your family have an adventurous spirit?
- Are there natural resources in Oregon that don't exist near your current home? List some of these resources.
- Have you had a disappointing beginning in America that is causing you to look for a fresh start?

Refer students to Portfolio page 5, “Making a Character,” to guide students' work in creating their characters. If time allows, students can make other, younger members of the family.

CUSTOMIZE

ELL The Content Slide Sets provide visuals that put concepts about emigration and history in context.



AUTHOR NOTE

Age of Characters
You want older characters, so they can realistically participate in the decisions of the wagon train. Younger family members can be included in the characters' biographies but will not take a major role in the Storypath.

AUTHOR NOTE

Names
To reduce confusion and make the Storypath more authentic, have students create names for their characters other than their own or classmates'. Encourage them to consider names commonly used during that time period. Ask them to think about great grandparents' names for ideas.

AUTHOR NOTE

Wagon Train Groups

If students resist being in family groups, let them form a wagon group of people not related to one another. In that case, have them create a logical and realistic reason for why a particular group of people would travel together.



Complete wagon train applications

Distribute a “Wagon Train Application,” Teaching Master 1, TH page 56, to each student. Group members complete their individual applications to help the wagon train leader, who will be chosen in Episode 3, get to know the people heading west under his or her guidance. Before students fill out their Wagon Train Applications, you might discuss the various categories on the applications to ensure that students understand the range of possibilities for each category. Brainstorm lists of possibilities for some categories to extend students’ thinking.

A sample list might look like this:

Physical Features	Personality Traits	Leisure Activities
Tall	Gruff	Carving wood
Stocky	Dependable	Reading
Graceful	Cheerful	Playing horseshoes

Guide student work

As students work on these various activities, you may need to review directions and help group members monitor their work. Students will need their applications as they introduce their family members in their small groups and to the class. To make sure students are on track, you may want to preview applications at this point as you circulate around the room.

CONCLUDING EPISODE 1

LITERACY

Speaking and Listening

Introductions reinforce oral communication skills, such as speaking clearly, asking appropriate questions, and active listening. Introductions also build self-confidence, especially when students practice beforehand and speak to a receptive group.

Meet the characters

When students have finished their applications, explain that they will need to turn them in at the schoolhouse. (Schoolhouses were often used as central meeting locations for communities in the 1800s when school was not in session.) There they will formally introduce themselves in family groups and meet the other families who will travel with them. Have students role-play their characters as they practice presenting their introductions to their family groups using Portfolio page 6, “Character Introductions.”

Students will use their wagon train applications to prepare for their introductions. When students complete their introductions, display their wagon train applications with their families.

PORTFOLIO

3



AUTHOR NOTE

Developing Ownership

As students introduce their families, listen for specific information to weave into the Storypath as the unit develops. For example, one of the characters might enjoy hunting. His or her skills will be useful if a family’s food is lost or destroyed.

You can use the checklist on Portfolio page 6 to assess students' introductions to the class. After family members introduce themselves, allow time for students to ask questions of the family members. You might ask a few questions to get started. Focus on questions that get students thinking about what their characters are really like, how they will work within their families and with the entire party traveling west, and what they will be able to contribute to the journey.



As the introductions occur, have students complete Portfolio page 7, "Active Listening Guide." Students will use this Guide to organize the names and relationships of family members. Be sure to identify the skills various family members have that would be important to the survival of the wagon train. Have students add these skills to the bottom of the Guide.

Create Portfolio folders

When students have completed the presentations and "Active Listening Guides," have each of them make a folder with a pocket or distribute ready-made pocket folders to each student. At the end of the Storypath, the pocket folders can be used to hold students' characters and other products that demonstrate their learning.

BUILDING CONTEXT

PREPARING FOR THE JOURNEY

2

EPISODE

INTRODUCING PREPARATIONS FOR THE JOURNEY

page 20

Students discuss the logistics of the journey, the transportation, items to bring, and the route to follow.

Materials Content Slide Set 3
Large sheets of newsprint, markers

Grouping Whole class

Schedule Approximately 30 minutes

CREATING THE WAGON AND PROVISIONS

page 20

Students create covered wagons, decide what animals and provisions to bring, read a primary document, and choose a route.

Materials Teaching Master 2, *Topographical Map of the United States*, TH p. 57
Portfolio 5, *Creating Your Wagon*, p. 8
Portfolio 6, *Making a List for the Journey*, p. 9
Portfolio 7, *Primary Source Reading Guide*, p. 10
Portfolio 8, *Primary Source: The Emigrants' Guide to California*, pp. 11–12
Portfolio 9, *Visual Literacy*, p. 13
Content Slide Sets 3 and 6
For Three-Dimensional Wagon: See Portfolio 5, p. 8

- construction paper or clay for the animals
- strips of butcher paper and thick markers for each family for lists of provisions

Grouping Family units established in Episode 1 to make covered wagons, draft animals, and lists of provisions; pairs or family groups to plan routes

Schedule 3–4 hours divided over several days

CONCLUDING EPISODE 2

page 23

Students read information about their journey and reflect on their experiences.

Materials Optional: Appendix, *Sketch of the Oregon Territory: Emigrants' Guide*, pp. 80–88

Grouping Divide students into “expert groups” for the readings.

Schedule Approximately 1 1/2 hours

EPISODE OBJECTIVES



- **Social Skills** *Organize, plan, and make decisions within a group to make a covered wagon and animals.*
- **Critical Thinking** *Define issues and consider alternatives when planning what provisions to take.*
- **Critical Thinking** *Organize ideas from reading to develop an oral presentation.*
- **History** *Cite examples of how emigrants in the 1800s prepared for the journey west.*
- **Geography** *Provide examples of how emigrants prepared for the challenges of the physical geography of the United States.*
- **Literacy** *Read a primary source for information about preparing for the journey.*
- **Literacy** *Use a topographical map to plan a route.*

INTRODUCING PREPARATIONS FOR THE JOURNEY

Launch the episode

Explain to students that the families they created are now preparing to head west to the Oregon Country. Before they start on their journey, the families will need to fully prepare themselves for what lies ahead. In this episode, students will consider issues involved in preparing for the journey, using primary sources from the 1840s and group discussions to help them make wise choices.

Generate questions about journey preparations

Before families set out on their journey, they will need to answer many questions about the journey and what they need to do to adequately prepare for it. Work with students to generate the questions they should consider in anticipating the journey ahead. Record students' questions on newsprint. At this point, these questions can serve as guidelines for discussion. They will be answered eventually as the Storypath progresses.

Lead students to include these types of questions:

- What route will the wagon train follow?
- How long will the journey take?
- What time of year should we leave?
- What will we need to take (what kinds of food and provisions)?
- Who will lead the wagon train?
- Where can we find the answers to these questions?

If students want more information about preparing for the overland journey, refer them to Content Slide Set 3.

Display the questions throughout the episode. Explain at this point that students will find the answers as they complete the work in this episode.

AUTHOR NOTE

The Role of American Indians

Students may raise the issue of American Indians. If so, have them articulate their impressions of American Indians and question them about the source of these associations. If students suggest stereotypes or are mis-informed, challenge their ideas and encourage further research. Content Slide Sets 1, 2, 9, 10, and 11 provide information to guide these discussions. This issue will be treated in more depth later in the Storypath. (Episode 8 addresses the subject directly and thoroughly.)



CREATING THE WAGON AND PROVISIONS

Explain to students that their families' first task will be to make the covered wagon, their transportation to the Oregon Country. Portfolio page 8, "Creating Your Wagon," will provide students with the information they need to construct their wagons. Choose the type of wagon students make based on your students' ability level and your time constraints. Before making the wagon, you might brainstorm a description of wagons with students.

Discuss the information about the covered wagon with students, encour-

CUSTOMIZE

Concrete Examples

- To give students a more concrete sense of the wagon, draw its outline on the playground. Wagons were usually nine or ten feet long and about four feet wide.
- Explain that a trip that can be made in a few hours today (by plane) took the emigrants six to eight months to complete.



AUTHOR NOTE

Types of Wagons

Frequently Conestoga wagons are confused with the farm wagons used on the Oregon Trail. See page 73 of this Handbook for more information about wagons.



ASSESSMENT

aging them to use dictionaries or encyclopedias to find the meanings of unfamiliar terms. Students can write these terms in the word banks on page 30 of their Portfolios.

Options for creating the wagons

Option 1: Drawing a Wagon: This option reinforces math skills and is less complex and less time-consuming than Option 2.

Option 2: Making a Three-Dimensional Wagon: This option reinforces math and technology skills in the design and construction of the wagon. Students will need to work together to design the wagon, deciding how best to make the various components.

ASSESS: The covered wagon

- was made to scale and includes key features of a wagon;
- has wheels that are accurately made and carefully attached;
- has animals that were made with care and to scale;
- was made with everyone's help;
- shows overall care in its creation and attention to detail.

Make the animals

Explain to students that they will need to choose the type of animals to pull their wagons. For information about animals used on the Oregon Trail, refer students to Content Slide Set 3. Using this information, students can choose the animals to pull their wagons, giving specific reasons for making their choices. Encourage students to do more research if they want more information than that provided in Content Slide Set 3. Students can make the animals out of construction paper or clay and display the completed animals with the wagons.

Read a primary document: *The Emigrants' Guide to California*

Now that families have created their wagons and chosen the animals, they will need to decide which items to take. Students can brainstorm provisions as you write their responses on the board or flip chart. Then direct students to Portfolio page 11, "Primary Source: *The Emigrants' Guide to California*," explaining that this page shows actual text from a guide used by people preparing to travel the Oregon Trail.

Next refer students to Portfolio page 10, which provides a reading guide for the primary source. Review this reading guide with students and then have students work in family groups to read the primary source and complete the reading guide.

AUTHOR NOTE

Using Templates

You can find templates for covered wagons on the Internet if you need to reduce time spent constructing the wagons.



LITERACY

Reading the Guide

Since the *Guide* is a primary source document, you may want to discuss the written expressions of the time, spelling differences, and uncommon terms. For example, "wagon" is at times spelled with two g's. The term "saleratus" means baking soda. Commas are used instead of decimal points.



LITERACY

Reading Primary Sources

When students read primary sources, they

- read for information;
- interpret information related to specific time in history;
- identify main ideas and supporting details;
- draw conclusions.

Once students have completed the reading guide, bring the class together to review the questions and discuss the primary source. Use questions such as these:

- How long will the journey take?
- How will the weather affect the journey?
- Knowing you will never return to your home, what special items would you like to take with you?

Following the discussion, each family should meet and make a list of what they will take with them. Each student should complete Portfolio page 9, “Making a List for the Journey.” If students made three-dimensional wagons, they can make scale models of the items to pack.



ASSESSMENT

ASSESS: Lists

- reflect research on provisions needed;
- include items that are realistic to the journey and needs of the family;
- include keepsakes logical to the family.

Plan a route

Refer students to Portfolio page 13, “Visual Literacy: Topographical Map.” Have them locate the starting point of the Oregon Trail, Independence, Missouri, and mark it with an “A.” Then have them locate the ending point, The Dalles, Oregon, and mark it with a “B.”

Ask students, “What do you think would be the best route to follow to get from point A to point B?”

Discuss the topographical features identified on the map and what issues would need to be considered when traveling across the continent with a wagon pulled by oxen, mules, or horses. Instruct students to plot out the route and be prepared to provide a rationale for this route.

Students can learn more about the difficulties posed by the different terrains in Content Slide Set 6.

Once students have completed their maps, discuss their routes and rationales. Then distribute one copy of Teaching Master 2, TH page 57, to each group. This Master shows a map that includes the actual route that most emigrants followed. Students can compare their routes to the route shown on Teaching Master 2.



LITERACY

Visual Literacy

- Understand information in maps.
- Make inferences.
- Compare information.



CONNECT

Map Skills

When students finish planning their routes, they can use reference books to label topographical features, label the Oregon Trail, and follow their progress along the trail as the Storypath unfolds.

CUSTOMIZE

Variations on the Trail

Explain that the routes of the Oregon Trail varied because deep ruts from the wagon wheels made some trails impassable. You might create a critical incident based on this tendency of some emigrants to leave the wagon train for an alternate route. See page 70 in this Handbook for more data on the Trail.

CONCLUDING EPISODE 2

CONNECT

History

Students become more familiar with the time period and the concerns of the general public when they read and analyze the *Emigrant's Guide*.

LITERACY

Supporting Students as They Read

Because this is a primary source document, students will encounter unfamiliar expressions and words, so keep the readings relatively short. If there are students who have difficulty reading, you can have the students read their sections in pairs, discussing the key ideas as they go.



ASSESSMENT



ASSESSMENT

Optional: Reading for information

When students have finished their preparations for the journey, ask them, "Do you think you have enough information to begin the journey? What else do you need to know?"

Students can find more essential information for the trip in *Sketch of the Oregon Territory: Emigrants' Guide*, Appendix, pages 80–88 in this Handbook. Copy and distribute the Appendix.

Divide the topics in the Guide among the family groups, with each of several small groups assigned one of the following topics for reading:

1. Introduction
2. Description of Country
3. Soil and Products
4. The Climate and Scenery
5. Health and Extent of the Country
6. The Timber and Stock
7. Society, Statistics, Water Communication, Currency, Indians, and Conclusion

If the reading is divided up this way, students can become "experts" on their topics. They can make a list of the most important ideas from their reading and then share that information with the class. These ideas can be posted for reference as students continue to prepare for their journey.

ASSESS: Students

- are able to read their assigned sections and identify the most important ideas;
- contribute ideas in their expert groups;
- show evidence of advance planning and preparation during their presentations by sharing ideas in a logical way.

Discuss students' experiences

To complete this episode, discuss these questions with the class:

- What did you learn from reading the *Guide*?
- What items will you add to your list of provisions as a result of your reading? What items will you take off your list?
- How are the lists of provisions different from wagon to wagon? Why are they different?
- What special items are being brought on the journey? Why are these items important to families?

As students answer the questions and discuss their experiences, you can assess how well they have prepared themselves for the journey.

AUTHOR NOTE

Emigrant Mindset

You might remind students that the general public believed Indians were just part of the terrain which needed to be overcome, much as they perceived mountains as things to get past. This mindset is clearly demonstrated in the *Emigrants' Guide*.

LITERACY

Reading Primary Sources

As students read the articles, they can

- read for specific information about the journey;
- decide how the information relates to their journey;
- identify and find meanings for unfamiliar words and expressions;
- identify the most important ideas for the class.

3

EPISODE

BUILDING CONTEXT

ORGANIZING FOR DEPARTURE

INTRODUCING ORGANIZATION OF THE GROUP

page 25

Students discuss issues surrounding the organization of the wagon train.

Materials Content Slide Set 5
Large pieces of newsprint and markers to record students' questions

Grouping Whole class

Schedule Approximately 30 minutes

ORGANIZING FOR DEPARTURE

page 25

Students select a leader for the wagon train, establish rules for the wagon train, and write farewell letters.

Materials Teaching Master 3, *A Farewell Letter*, TH p. 58
Portfolio 10, *Prewriting: Friendly Letter*, p. 14
Portfolio 11, *Drafting: Friendly Letter*, p. 15
Content Slide Sets 4–6
Newsprint and markers, one set for each family

Grouping Whole class for choosing a leader; family groups to list rules; individually to write letters

Schedule Approximately 2 hours

CONCLUDING EPISODE 3

page 27

Students say good-bye to friends and family, write journal entries, and reflect on their experiences.

Materials Content Slide Sets 3 and 4
Portfolio 17, *Journal of the Oregon Trail*, p. 22

Grouping Whole class for farewell gathering and reflection; individually for journal entries

Schedule 1 hour

EPISODE OBJECTIVES



- **Social Skills** *Participate in persuading, compromising, debating, and negotiating in choosing a leader for the wagon train.*
- **Social Skills** *Participate in organizing, planning, and making decisions in devising rules for the wagon train.*
- **Civic Competence** *Interpret how the “common good” can be strengthened through the rules and sense of community on the wagon train.*
- **History** *Cite examples of how the American emigrants in the 1800s viewed the world.*
- **Literacy** *Prewrite and draft a friendly letter of farewell.*
- **Literacy** *Write a journal entry from the character’s point of view.*

INTRODUCING ORGANIZATION OF THE GROUP

AUTHOR NOTE

Role-Playing

Throughout this episode, as well as the episodes that follow, students will role-play their characters. At times students will reflect on situations out of character. Consider how best to assist students in understanding the issues at hand as you decide when to have students role-play.

CUSTOMIZE

ELL The use of role-play here and throughout is an excellent learning tool for students.

Launch the episode

Review with students the work they have done so far in preparation for their journey west on the Oregon Trail. Explain that, in this episode, the families that are traveling together will finish their preparations and say good-bye to the people they are leaving behind.

Generate questions about organizing the wagon train

Ask students, “If you were going to start out on the Oregon Trail in a wagon train, how would you organize a group of people for the journey? What questions would need to be addressed?” Make a list of students’ ideas. The students will probably suggest the following topics. If they don’t, ask probing questions to ensure that these questions are included:

- What rules are needed on the wagon train?
- What knowledge and skills does a wagon train leader need?
- Who will lead the wagon train?
- How will the wagons be organized? Who will go first? Second? Last?
- What jobs will need to be done while the wagon train is on the move?
- What jobs will need to be done when the traveling is done for the day?

Post the questions so that they will be visible throughout the episode. Explain to students that they will be answering some of these questions during this episode, while they will learn the answers to others as the Storypath progresses.

CONNECT

History

Students might raise the issue of whether women could lead wagon trains. This is an ideal time to discuss gender roles and attitudes toward women in the 1840s. Students can choose a woman if they believe that person is the most qualified. Refer students to Content Slide Set 5 for a discussion of women on the frontier.

ORGANIZING FOR DEPARTURE

Select a wagon train leader

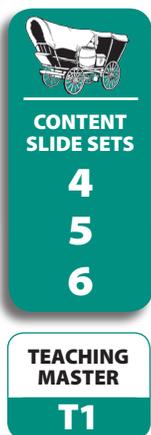
Explain to students that there are no wagon train leaders in the town of Independence and so they must select someone from their group. Either in family groups or as a class, generate a list of the knowledge and skills needed to lead a wagon train. Encourage students to defend their ideas by asking them why certain knowledge and skills are important for the job. After students have listed leadership qualifications, they can read Content Slide Sets 4, 5, and 6 to infer other knowledge and skills leaders would need. Guide the discussion so that the group comes to a consensus on the qualities needed for a wagon train leader.

Encourage students to think about the characters that have been created. Ask, “Who would be a likely candidate to lead the wagon train?” Students can refer back to the Wagon Train Applications (Teaching Master 1) to look for leadership qualities and experiences. Guide the discussion so that students consider the qualities of the created characters and not the most popular students in the class. Once potential leaders have been identified, discuss the qualifications of each one.

AUTHOR NOTE

Leadership in Storypath

The Storypath strategy helps students focus on the characters’ qualities rather than the students’ qualities. Frequently, students whom the teacher would least expect to assume a leadership role will rise to the occasion because the role can be played out through the character.



Before choosing a leader, students will need to discuss how the leader will be chosen.

Possible questions for discussion:

- Should we vote on a wagon train leader?
- Can all the characters vote? Why or why not?
- Are there other ways of choosing a leader besides voting? Which method is best? Why?
- If some individuals don't agree with the choice of leader, what can they do?

When the discussion reaches closure, students can use the method they chose to select a wagon train leader.

Establish rules for the wagon train

Explain to students that disagreements among the emigrants were common on the Oregon Trail. Many journals tell of serious arguments among various members of the wagon trains. Some of these fights were serious enough to result in a wagon train's breaking up into two or more trains. Many of the fights may have occurred because of hardships and fears or because of unclear or nonexistent rules.

In family groups, have students generate a list of rules for the wagon train. Refer students back to the list of questions that was generated at the beginning of this episode.

It may be helpful for students to consider what kinds of decisions will need to be made on the trail. Work with students to generate a list. They might mention issues such as these:

- *what direction to travel*
- *where to camp*
- *the number of miles to travel each day*
- *where to cross rivers*
- *when to water the animals*
- *what to do if someone is caught stealing*
- *who is responsible for which chores*
- *how the wagons should rotate from front to back*

Family groups should write their rules with a thick marker on newsprint for display. Rules should be presented to the class by family members in the roles of their characters. Other families can ask questions about each of the presentations. Guide the discussion so that the wagon train members come to a consensus. Post the agreed-upon rules in the classroom.

CUSTOMIZE

Oral Presentations

Students can explain, in role, why they should be the wagon train leader. During this process, additional information may be created about the characters. One character for example, may have traveled on the trail before. This kind of improvisation fosters students' investment in the story.

AUTHOR NOTE

Discussions and Decisions

Deciding on a leader and rules for the wagon train can engender lively and lengthy discussions regarding the democratic process. Clearly this is one of the benefits of Storypath.

CUSTOMIZE

Creating Critical Incidents

Watch for rules—or the absence of some—as a basis for creating critical incidents. For example, if students don't have a rule for wagon rotation, suggest to the last wagon that they might be tired of always traveling in everyone's dust. How will they address this situation?



CUSTOMIZE

Options for Letter Recipients

Letters could be sent home to families or posted in the room to increase the authenticity of the writing assignment. If you use one of these options, have students draft their letters on Portfolio page 15 and write their final copies on separate sheets of paper.



ASSESSMENT

Students will also need to answer this question about the rules:

“Should the wagon train leader be able to make decisions on the trail on his or her own, or should members of the wagon train take a vote?”

Once students decide on their rules for the wagon train, they might want to learn about the types of problems for which emigrating family groups prepared themselves. If students demonstrate a need to know more, refer them to Content Slide Sets 4 and 5.

Write farewell letters

Explain to students that people who are departing on long journeys, knowing they may never see their relatives or friends again, may write farewell letters to loved ones. Ask students to recall special letters that they may have received or know about from their own experiences. If you’d like to have students read a farewell letter, display or distribute Teaching Master 3, “A Farewell Letter,” TH page 58. You might ask questions such as these to help students analyze the letter before writing their own:

- What kind of information did the writer share in the letter?
- What hopes did the writer express?
- If you were the parents of the young man writing the letter, what would be your response?
- Why do you think the letter was written?

Instruct students to write farewell letters to someone they will leave behind when they leave for the Oregon Country. Portfolio page 14, “Prewriting: Friendly Letter,” will help students organize their ideas before writing. Brainstorm ideas for each of the questions as a group to deepen students’ understanding of departure. Have students write their letters on Portfolio, page 15. After students write the letters, they can share them in small groups or with the class. This process helps develop the characters and builds meaning and context for the Storypath.

ASSESS: The farewell letter

- identifies the family member(s) in the salutation;
- accurately describes the situation, includes details, and describes feelings about beginning the journey;
- is written from the character’s point of view;
- follows a friendly letter format and shows evidence of revision.

CONCLUDING EPISODE 3

Hold a farewell party

Now that families have made final preparations for their journey, they are ready to go west. They can bid farewell to their “friends” at a special gathering.

AUTHOR NOTE

Wagon Train Leadership

Wagon trains operated best when they were run like a ship, with the wagon train leader acting as captain.

CUSTOMIZE

ELL Model the process of writing a short letter and then provide a written model for students’ reference. Connect concepts such as leaving home and saying good-bye to students’ own experiences.

LITERACY

Writing

- Write a friendly letter.
- Develop the writing trait of voice.
- Develop ideas and content.

CUSTOMIZE

Involving Families

Invite family members to class to participate in the farewell gathering in the role of relatives who are staying behind.



CONTENT SLIDE SETS

3
4

CUSTOMIZE

ELL Students may write words or sketch pictures to convey their ideas instead of writing sentences.

PORTFOLIO

17



ASSESSMENT

Write journal entries

Explain to students that they will create journals in the roles of their characters and write in them regularly as the Storypath progresses. You might want to share with students information about life on the trail and actual journal entries of emigrants on Content Slide Sets 3 and 4. If you share actual journal entries, discuss with students the kind of information that is included. Explain to students that journals are used to record experiences, dreams, and feelings about events. They are personal and not usually shared with others. Discuss how the writing is informal and often records what is learned from an experience.

Next, brainstorm with students what information they might include in their first entries, keeping in mind the characters they have created. Include in the discussion the feelings that their characters might have as they are embarking on such a journey. Discuss the fears and challenges the characters might face, as well as their hopes. After the discussion, give students time to write in the journals that begin on page 22 of the Portfolios. Have students share their entries whenever appropriate. The journals can be used throughout the Storypath and can serve as an excellent assessment tool.

ASSESS: The journal entry

- is written from the character's point of view;
- includes accurate information about departure and reactions that are based on events and character description;
- identifies feelings about the departure;
- follows a journal format.

Discuss students' experiences

Give students time to reflect on their work. Because the families have just come together in a social group, you might want to assess students' understanding of communities and how they are formed. Encourage students to record their thoughts as they respond to questions such as these:

- What are the characteristics of a community?
- How do people feel when they are joining a new community?
- What must individuals do to become part of a community?
- How do individuals influence their communities?
- What values are important in developing a community?
- What skills must people have to ensure that communities work well?

As part of reflecting on their experiences, ask students to assess their work in the groups. You might have them answer questions such as these:

- What ideas did you contribute about the leader and the rules?
- Did you disagree in a polite way?
- How did you encourage other group members to participate?



ASSESSMENT

LITERACY

Writing

- Use a journal format.
- Record events and feelings from a character's point of view.

LITERACY

Vocabulary

Encourage students to reread *The Emigrants Guide to California* to find words common to this historical event and time period. These might include

- encumber
- enjoin
- expedition
- frontier
- necessities
- outfitting
- procure
- provisions
- route
- Sabbath
- supposition

They can also use words from their word banks to make their journals more authentic.

CREATING THE SETTINGS

PLACES ALONG THE OREGON TRAIL

4

EPISODE

INTRODUCING PLACES ALONG THE OREGON TRAIL

page 30

Students read and discuss descriptions of various places on the Oregon Trail.

Materials Teaching Master 4, *Places Along the Oregon Trail*, TH p. 59
Content Slide Set 6

Grouping Whole class

Schedule Approximately 40 minutes

CREATING THE SETTINGS

page 31

Students create a frieze of the Plains, Fort Laramie, the Rocky Mountains, and the Snake River.

Materials Portfolio 12, *Frieze Guide*, p. 16
Portfolio 25, *Word Bank*, p. 30
For the friezes:

- four wall spaces, about 4' wide and 4' high, covered with white paper
- various colors of construction and tissue paper
- colored markers, crayons, glue or paste, scissors
- other art materials that would add texture and interest to the frieze, such as fabric, grass, foil, yarn, cotton balls, ice cream sticks, lace

Grouping Divide the class into four groups, one for each frieze.

Schedule 1–2 hours. The time can be divided over several days, but students will probably want to complete their friezes in one session.

CONCLUDING EPISODE 4

page 32

Students reflect on their experiences, create word banks, and write natural resource analyses.

Materials Portfolio 13, *Resources Along the Oregon Trail*, p. 17
Content Slide Sets 5–7

Thick black markers and newsprint, one set for each of the four groups

Grouping The whole class reflects on the experience. Students work in their frieze groups on the word banks and in pairs on the analyses.

Schedule 1–1½ hours

EPISODE OBJECTIVES



- **Social Skills** *Plan and make decisions while creating a frieze with group members.*
- **Social Skills** *Determine an appropriate course of action to complete the frieze.*
- **Critical Thinking** *Organize ideas from class discussion in new ways and apply those ideas to the frieze.*
- **Geography** *Analyze the natural resources and topography of the United States.*
- **Literacy** *Use a specialized vocabulary to understand and communicate ideas about the emigrants' journey along the trail.*

INTRODUCING PLACES ALONG THE OREGON TRAIL

Launch the episode

Explain to students that because this Storypath is about a journey that takes place in a number of settings, the class is going to focus on four key places on the Oregon Trail: the Plains, Fort Laramie, the Rocky Mountains, and the Snake River.

ELL Build background on the settings

To provide background information about the four places students will create, read aloud or distribute Teaching Master 4, “Places Along the Oregon Trail,” TH page 59. As students listen to or read the descriptions, encourage them to create a picture in their minds about each place.

The following questions apply to the Plains, Rocky Mountains, and Snake River. You may want to make a separate list of students’ answers for each of these three settings on large sheets of paper or flip charts so that students can refer to them throughout the unit.

- 1 What geographical features are mentioned in the descriptions? *(Students might list features such as mountains, deserts, grasslands, meadows, and rivers. Reinforce the definitions of these features during the discussion.)*
- 2 What might the climate be like in this region? *(Guide the discussion so that students make connections related to elevation, time of year, and how geographical features influence the climate. If students need information about a region’s climate, refer them to Content Slide Set 6.)*
- 3 What resources would be found in this region? *(Encourage students to consider the geographical features and time of year to make their predictions.)*
- 4 What types of animals would be found in this region? Could any of these animals be used as a source of food? *(Students should link the type of animal with where it would be found. For example, the types of animals living on the Plains will be different than those living in the Rocky Mountains.)*
- 5 What challenges might people encounter if they were traveling through this region? *(Guide students to identify problems that have to do with the climate and terrain.)*
- 6 What other details not mentioned in the descriptions would be good additions for this natural environment? *(Students’ responses should be consistent with the settings. This question helps to build ownership for the friezes that students will create.)*

These questions apply to the description of Fort Laramie:

- 1 What geographical features are mentioned in this description? *(trees and a river)*
- 2 What kinds of buildings are described? *(Be sure that students understand the meanings of unfamiliar terms, such as “barracks,” and that they can identify the purposes of the different buildings. Refer students to other reference materials, if necessary.)*

CUSTOMIZE

Management Tip

If you wish, alter the descriptions or create your own passages to include other information. You could also introduce other special features that could be used to develop a critical incident later in the Storypath.

TEACHING
MASTER

T4

LITERACY

Vocabulary

- Identify describing words.
- Visualize.



CONTENT
SLIDE SET

6

- ❓ What natural resources were used in making the fort and its buildings? (*The buildings were made of stone.*)
- ❓ What is an “earthwork”? Why would this fort have earthworks? (*An earthwork is a bank of earth piled up for fortification. Students might suggest that the earthworks would support the walls of the fort and protect the fort from invasion. Direct students to reference materials if they want to know more about forts and their structures.*)
- ❓ What other features not mentioned in the description would be good additions to the fort? (*Students’ responses should be appropriate for a fort built in the 1840s.*)

Continue the discussion until the class has generated enough details that they can vividly imagine the four places.

CREATING THE SETTINGS

CUSTOMIZE

Mapping the Route

Students can make a large map for display and place a wagon train symbol to move along the trail as the Storypath progresses.

PORTFOLIO

12



CONNECT

Creative Arts

Discuss the size of the fort and the buildings inside the fort. Ask students to think about the size of buildings as a function of where they would be located on the frieze—in the foreground or background.

CUSTOMIZE

ELL Visual representations and models allow children to express what they know with limited English.

Start the friezes

Divide the class into four groups. Each group is responsible for creating one frieze (mural) that shows one of the four settings on the Oregon Trail. Explain to students that they can base their work on the ideas from their reading and their discussion and add other details they may think of as they create. Before groups begin their work, guide them to consider the following issues:

- what to include in their friezes,
- the size of buildings or geographical features,
- where to place structures and geographical features, and
- who is responsible for each of the features on the frieze.

Portfolio page 16, “Frieze Guide” provides both a structure for completing the work and tips for working together.

Organize the work

Students can accomplish their work on the friezes in a number of ways. Here’s one method for organizing their work:

Step 1 Each group meets to form an overall plan for its work.

Step 2 Students use chalk or pencil to outline the major sections of their friezes. This will help them talk about their friezes section by section.

Step 3 When the overall plan is done, some group members work on the background while others work at their desks on the more detailed features for the foreground.

Step 4 Students working on the foreground add their work to the friezes, while those working on the background create more details.

Guide students’ work

Once students begin working, restrict your role to asking questions about the various tasks in which students are engaged and reinforcing and extending their learning. Students need to believe that they have ownership of their settings and can make decisions about where to locate

CUSTOMIZE

Management Tip

- When dividing the class into groups, keeping the family groups intact provides consistency in the development of students’ social skills and minimizes confusion.
- You may want to place the friezes along one wall in the order in which the emigrants encountered these settings. Ideally the friezes will move from right to left to illustrate the emigrants’ route west.

CONNECT

Creative Arts

- Torn and crumpled paper works well for making hills and trees and creates texture.
- Various colors such as gray, lavender, and pink can be used for hills in the distance and to add mood and contrast.

the various features. If students have difficulty executing tasks or resolving issues in their groups, use those situations as opportunities to teach and strengthen group social skills. Refer to page 62 in this Handbook for a social skills master, which you can modify based on the needs of your students. Students can use this master to assess their own social skills development.

Once the friezes are complete, place a table in front of the Great Plains and line up the wagon train in front of that frieze. Have the wagon train move to each frieze for each critical incident.

AUTHOR NOTE

Pacing

Set a time limit for creating the frieze, otherwise students will most likely want to continue working for a long time. They can add to their settings when extra time permits.

CONCLUDING EPISODE 4

Discuss students' experiences

Initiate a discussion about the completed friezes. Because the friezes reflect collective work, this is a good opportunity to discuss the social interaction and cooperative learning that took place in order to create the friezes. Encourage groups to look at each other's friezes. Use questions such as these to initiate the discussion:

- In what ways might the people on the wagon train be affected by the natural environments of the settings?
- How are these settings alike? How are they different?
- What special challenges might each of these settings present?
- How might the resources differ from place to place?
- What did you learn from making the frieze?
- What do you like best about your frieze? Why?

CONNECT

Map Skills

Have students locate these four settings on the maps they worked on in Episode 2.

AUTHOR NOTE

The Word Bank

Students should do language activities that foster ownership and develop a rich vocabulary for talking about the place. The word bank develops vocabulary that students can use in their writing throughout the Storypath.

ELL Create word banks

Assign one student in each group to be the recorder, and have the groups brainstorm a list of words that describe their frieze. Have students use thick markers and sheets of newsprint so the lists can be posted. During the course of the unit, encourage groups to add to their word banks.

Students can also begin recording words into their own word bank on page 30 in the Portfolio. Students can write definitions, describing words, examples of the word, or sketch images to help them understand and remember the words. As the Storypath progresses, any word that relates to the unit or is interesting or unknown to the student can be added to the word bank.

Write natural resources analyses

Explain to students that the emigrants had to find much of their food and other supplies along the trail. Invite students to speculate about the useful resources that would be found in each of the places represented on the geographical friezes. Students can work in pairs to create a list of resources for the frieze they created. Refer the pairs of students to Content Slide Set 5 or other reference materials if they need more information about resources in these regions. Then the pairs can merge into the original four groups to create a list for each of the friezes. Post

PORTFOLIO

25



CUSTOMIZE

ELL Students can add non-English words to the list and illustrate the vocabulary words.

CUSTOMIZE

Vocabulary Activities

In optional activities for using the word bank, students can

- define and discuss words on the list;
- use the words to create phrases about the place.





the resource lists next to the appropriate frieze and discuss the lists as a class. Students can work in their groups to complete Portfolio page 17, “Resources Along the Oregon Trail.” Encourage students to add to their lists throughout the Storypath.



ASSESSMENT

ASSESS: The list of resources

- includes at least two resources for each region that would be helpful to survival along the trail;
- is appropriate to each setting;
- identifies the most difficult region with at least two supporting reasons for why it is difficult for travel.

Refer students to Content Slide Sets 6 and 7 for more information about the terrain and landmarks along the trail. After reading these slides, students may want to add to their friezes.



5

EPISODE

CRITICAL INCIDENT THE THUNDERSTORM

INTRODUCING THE DISASTER

page 35

Students learn that a thunderstorm and flash flood have destroyed the food in one of the wagons. They formulate ideas for solving the problem.

Materials None

Grouping Whole class

Schedule 30 minutes

RESPONDING TO THE PROBLEM

page 36

Students meet to discuss the problem and come to a consensus on the solution.

Materials Portfolio 14, *Self-Assessment: Speaking and Listening*, p. 18
Content Slide Set 5

Large sheet of newsprint and marker for each family group

For optional activity: materials for various stations you choose to set up, TH p. 37

Grouping Students meet in family groups to devise their solutions, then meet as a whole class to come to an agreement.

Schedule Approximately 1 hour

CONCLUDING EPISODE 5

page 38

Students write journal entries and reflect on their experiences.

Materials Portfolio 18, *Journal of the Oregon Trail*, p. 23

Grouping Students work individually on journal entries, and the whole class discusses their experiences.

Schedule Approximately 1 hour

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify ways that the group can address one family's needs.*
- **Civic Competence** *Participate in a democratic wagon train "town meeting" to solve a problem affecting the group.*
- **Social Skills** *Participate in persuading, compromising, and negotiating to solve the problem of the ruined food.*
- **Critical Thinking** *Consider alternative ways to deal with a problem on the wagon train and make a decision based on evaluating these alternatives.*
- **Geography** *Evaluate the resources and topography and consider a course of action based on these geographical issues.*
- **Government** *Recognize and give examples of tensions between the wants and needs of the individual emigrants and the wagon train as a group.*
- **Literacy** *Express a point of view in character.*
- **Literacy** *Write a journal entry from the character's point of view.*

INTRODUCING THE DISASTER

CONNECT

Map Skills

At this point, the wagon train is moving across the Great Plains. To make informed decisions about their wagon train's situation, as well as to develop map skills, students can use their topographical maps on Portfolio page 13 to:

- label the route taken thus far along the journey (halfway across the Great Plains);
- outline the Great Plains;
- identify the various landforms and bodies of water in this region.

Prepare for the critical event

Before this lesson begins, and while students are out of the room, take one of the wagons, turn it on its side, and spread the food out on the table. You may want to dump black and brown scraps of paper on the food to represent mud and dirt. Be careful not to harm the wagon, as destroying students' work can have a negative impact. Select a wagon belonging to students who seem well-equipped to handle disaster and the discussion that follows.

Discuss the disaster

When students enter the room and discover that the wagon is on its side, explain to them that their wagon train is traveling across the Great Plains, and a thunderstorm and flash flood have caused a wagon to overturn, ruining most of the food inside. Ask your students, "What should the members of the wagon train do?"

Explain that the family cannot return to the starting point, since they are well on their way to the West, and must somehow continue their journey. Have students discuss possible solutions. When students make suggestions, challenge their thinking with follow-up questions.

Possible solutions students may suggest and follow-up questions:

1. Share the food from the other wagons. (*How much can each family give to the family? Will those families risk starvation later in the trip because they gave away their food? Encourage students to figure out the amount of food that each family would have to give.*)
2. Wait until the wagon train reaches Fort Laramie and then get more food. (*Does the family have money to buy food or resources to trade for more food? What if Fort Laramie has no food to sell or trade? Students can label Fort Laramie on their topographical maps, so they can see how far the wagon train would have to go.*)
3. Ask the family to eat other kinds of food found along the trail. Refer them to their resource analysis, which they completed in Episode 4. (*What food would be available to eat along the trail? Can the family survive on this food for the whole trip? What will happen if food along the trail is scarce?*)
4. Send one person back on horseback to get more food. (*Is this safe? How will the person carry back all the food that is needed?*)

As students give ideas, write their responses and follow-up questions on the board or on newsprint to serve as references throughout the episode.

RESPONDING TO THE PROBLEM

CUSTOMIZE

Previous Decisions

In Episode 3, students discussed rules for the wagon train and focused on how decisions would be made. Revisit the guidelines established in Episode 3, encouraging students to follow the guidelines on whether or not they were going to vote on issues, who would be allowed to vote, and so on.



ASSESSMENT

Analyze choices

Draw students' attention to their responses to the problem, asking them to decide what values each of the responses demonstrates. If the emigrants decided to have the family find their own food along the way, for example, the values demonstrated could be concern for their own family above other families or a belief that the wagon train should move ahead and not be burdened by one family. Help students see the complexities of each of the choices and the inevitable tension that exists between self-preservation and concern for others—both of which emigrants valued highly.

Hold a wagon train meeting

Once students have considered all the possibilities, have them meet in their family groups to decide what should be done. After coming to a consensus in their families, the class can role-play a wagon train meeting and discuss what to do. Have students apply the decision-making process that they worked out when they first decided how to organize their wagon train.

ASSESS: The wagon train meeting

Have each student self-assess speaking and listening skills after the wagon train meeting. Students can complete Portfolio page 18, "Self-Assessment: Speaking and Listening."

CUSTOMIZE

Management Tip

Rather than having the whole class discuss the values conveyed by each response, you might break the class into groups—the number of groups match the number of responses. Each group can discuss the values shown by one response and report its findings to the class. Allow time for class members to state why they agree or disagree with the findings of the groups.

PORTFOLIO

14



Optional Activity: Daily Life on the Trail

To increase students' understanding of the tedium of life on the trail, students can participate in the following activity. Review that the thunderstorm and flash flood have ruined the food for one family, which has caused the wagon train to come to a stop. Explain that while the food crisis needs to be resolved, the emigrant families will also have to answer the needs of maintaining the wagon train.

Background for activity

Explain that the overland journey took approximately six to eight months to complete. There were no springs in the wagons to help absorb the bumps of the trail. Many emigrants walked or rode horseback because their worldly goods burdened the animals pulling the wagons. Many of those who did ride on the wagons (usually young children and sick people) suffered motion sickness or fell from the wagons and broke bones. Emigrants also suffered snake bites, fatigue, hunger, and illness. At rivers, families often had to unload their wagons and send their belongings across on a raft. Then they'd reload the wagons and continue on. For none of these things did the wagon train break its course. Only extreme emergencies or planned breaks stopped the wagon train.

Activity

Now that the train has stopped because of the food emergency, the emigrants must take advantage of the time they have. Set up five stations. At each station, set up chores for each family to complete. Remind students that the families must complete their activities before they can rest.

Suggested Stations:

1. Search the playground or other suitable area for sticks and "buffalo chips" to build a fire.
2. Fetch enough water to wash and rinse clothes and dishes.
3. Wash out some clothing, roll them, and hang them to dry. Use a washboard if one is available.
4. Fix and grease a wagon wheel and reinforce the side/bottom of the wagon, as it shows signs of breaking.
5. Fix a meal of cold beans and left-over coffee (if there's no time to build a fire), or eat a meal of hardtack (or some other bland food). Then wash and dry all the utensils.

When students have finished all the stations, let them rest for approximately five minutes. Then tell them that the wagons must gather their things together and start again along the trail (or resolve the food emergency, depending on how you structure this activity).

Follow-up and assessment of the activity

When students are writing their journal entries about the food emergency, have them discuss what they did while the wagon train was stopped and what they thought about these daily responsibilities. Encourage students to write their entries in character. The entries can help you assess students' understanding of daily life on the trail. Refer students to Content Slide Set 5 and other reference materials if they want more information on the daily lives of emigrants.



ASSESSMENT



CONCLUDING EPISODE 5

Write journal entries

As a follow-up activity, have each student write a journal entry on Portfolio page 23, describing the personal responses of the character to the overturned wagon. The characters should indicate whether they agree or disagree with the decision made at the wagon train meeting.

Students' journal entries might provide you with an opportunity to assess students' understanding of the process that went into making the decision and the values behind the decision.

ASSESS: The journal entry

- is written from the character's point of view;
- includes accurate information and feelings about the event;
- includes a description of what happened at the meeting and a personal assessment of the decision;
- follows a journal format.

Discuss students' experiences

Have students think about their work in responding to the damage done by the thunderstorm and flash flood. Use questions like these to get students thinking:

- What values motivated your family's decision and that of the wagon train?
- How did you help your family and the wagon train members decide what to do about the destroyed food?
- Do you believe your wagon train reached the best possible decision about how to help the family? What would you have done differently?
- Did the disaster catch you by surprise?
- What other natural disasters could affect your journey? Do you feel more prepared for them now? Why or why not?

For OPTIONAL ACTIVITY

- How would you describe the chores you had to complete while the wagon train was stopped?
- How would you describe the emigrants' daily life along the trail?
- Why do you think people would endure such hardship? What made these people continue their journey?

As students answer the questions, you might assess how well they understand the various factors that are a part of decision making and the interdependence of the wagon train members.

AUTHOR NOTE

Student Involvement

Teachers have said that some students like the journal writing and write many entries as they elaborate on their characters' experiences.

PORTFOLIO

18



ASSESSMENT



ASSESSMENT

CRITICAL INCIDENT

AN OUTBREAK OF CHOLERA

6

EPISODE

FACING THE PROBLEM

page 40

As the wagon train nears Fort Laramie in Wyoming, students discover that cholera has affected one of the families on the wagon train. They discuss issues related to the illness.

Materials Teaching Master 5, *Sudden Illness on the Trail*, TH p. 60
Content Slide Set 7

Grouping Whole class

Schedule 30 minutes

RESEARCHING THE PROBLEM

page 41

Students research cholera, write their reactions to the outbreak in their journals, and come to a decision.

Materials Portfolio 19, *Journal of the Oregon Trail*, p. 24
Content Slide Set 8
Resources for doing research on cholera

Grouping Students could research cholera individually or in small groups. Students work alone to write in their journals, but share their ideas with the whole class to help the class make a decision.

Schedule Depends on time allowed for research

CONCLUDING EPISODE 6

page 42

After the incident is resolved, students arrive at Fort Laramie and receive mail there. They then discuss their experiences.

Materials Content Slide Set 8

Grouping Whole class

Schedule 1 hour

EPISODE OBJECTIVES



- **Social Skills** *Work with other members of the wagon train to decide what to do when members of the group become ill.*
- **Critical Thinking** *Define the issue of the outbreak by researching cholera and considering the alternative approaches wagon train members might take. Make a decision based on these alternatives.*
- **Civic Competence** *Recognize that the freedom to help make decisions about the ill wagon train members involves a responsibility to those individuals and the entire wagon train.*
- **Government** *Examine the wagon train's government in terms of establishing order and managing conflict.*
- **Government** *Recognize and give examples of tensions between the wants and needs of the individual emigrants and the wagon train as a group.*
- **Literacy** *Write a journal entry from the character's point of view.*
- **Literacy** *Read a primary source to compare Storypath events to the experiences of actual emigrants.*

FACING THE PROBLEM

Launch the episode

Now that the families have faced the problem of the ruined food on the Great Plains, another problem awaits: One of the families on the wagon train is stricken with a sudden illness. Students can apply some of their problem-solving skills, developed in Episode 5, to this newest crisis.

Explain to students that the wagon train is making its way to Fort Laramie, which is approximately 35 miles inside the Wyoming border. (Wyoming was admitted as a state in 1890.) Have students in the family groups read Content Slide Set 7 and answer the slide questions.

Introduce the problem

Select one of the families on the wagon train to act seriously ill. When other students ask the family what the problem is, give Teaching Master 5, “Sudden Illness on the Trail,” TH page 60, to a member of a different family. Since you’ve already filled in the names of the ill members of the wagon train, the chosen family member can read the scenario to the class to let them know about the problem.

Also, you or another adult might play the commander at Fort Laramie. The commander will have to decide if he will let the emigrants enter the fort to rest and trade goods.

Consider the issues

Now that students have learned about the new problem, have them brainstorm the problems or issues that surround the outbreak of the illness. Be sure that they consider both practical and ethical issues. Students should not try to solve the problem at this point, but, rather, establish the issues they face. Lead students to pinpoint issues such as the following:

- What could be causing the sickness?
- Are people panicking? What might happen if people panic?
- What will happen if some members of the wagon train help the sick family? Will they also become sick?
- Should the wagon train wait for the sick people to recover? How long will that take?
- What are the risks of waiting?
- Will the soldiers let the wagon train into Fort Laramie? Will the soldiers help?
- If no one can enter the fort, how will the emigrants get the supplies they need?
- Can anything be done to help the family get better?

Write the questions on the board for students to use as a reference throughout the episode. Add more questions as they come up.

CUSTOMIZE

Management Tip

Before you begin this episode, choose a family to act seriously ill. Don’t choose the same family that lost the food in Episode 5.

- Write this family’s name on the blank line on Teaching Master 5.
- Explain to the family that they will begin to act seriously ill during a specified class period to help move the story along.
- Explain to the family that another class member will read a statement explaining what is happening.

LITERACY

Conduct Research

As students conduct research to find out more about cholera, encourage them to

- write a list of questions to guide their research;
- locate and use a variety of sources;
- take notes on the most important ideas.



CONNECT

Map Skills

The wagon train is now moving toward Fort Laramie. Students can use their topographical maps to

- label the route taken thus far;
- label Fort Laramie;
- identify the various landforms and bodies of water in this region;
- identify, in other colors, other well-known trails to the West, including the Mormon Trail and the Santa Fe Trail.

RESEARCHING THE PROBLEM

CUSTOMIZE

Technology

Encourage students to use the Internet or software as resources for their research. Programs such as *Grolier's Electronic Encyclopedia* or Microsoft's *Encarta* would be valuable resources in helping students find out more about cholera.



ASSESSMENT

Research cholera

After brainstorming the issues surrounding the illness, students will probably want to identify the exact illness and find out more about the disease (what causes it, how it is treated, and so on). Reveal to students that the family's symptoms point to cholera. Since the critical incident is designed to create the need to know, have students step out of their roles to research the disease. After their research, students will be more informed before making a decision about what to do as their characters. When their research is complete, students can contribute information to a class "Cholera Information Sheet," a poster on which you or a student can write the basic facts students discovered about the illness.

Students can refer to Content Slide Set 8 for information about cholera and its destructiveness along the Oregon Trail.

Write a journal entry

After students have completed their research and the class has reviewed the basic facts about cholera, students should write their characters' reactions to this event on Portfolio page 24. Discuss the possible responses that the characters might have to the situation. As students write, you might review their journal entries to assess how well they understand both the disease and the dilemma of the wagon train.

ASSESS: The journal entry

- is written from the character's point of view;
- includes accurate information and feelings about the event;
- explains the decision made by the wagon train;
- includes two risks that were considered during the decision-making process;
- follows a journal format.

Agree on a course of action

Have some students share their journal entries and use them as a focus for discussion. Encourage students to come to a consensus, deciding what the wagon train should do to handle the problem. Students should realize that they have no idea whether or when the family will recover from this illness. Students can use their wagon train guidelines from Episode 3 and review how they resolved their food crisis in Episode 5.

CONNECT

Science

Treatments for diseases have changed since the 1840s. Students might want to find out how outbreaks of cholera are treated today. What diseases were almost always fatal in 1840 that are now treated easily? How did people treat these diseases then compared to today?



CONCLUDING EPISODE 6

Resolve the incident

Although the students have decided what the wagon train will do in this situation, the teacher will ultimately need to decide how the soldiers at Fort Laramie will respond to the wagon train that is carrying people who are (or were) seriously ill. The response should follow logically from the discussion of the students. The teacher or another adult could play the role of the commander of the fort.

At some point, you will need to tell students that the family has recovered. This means that, based on the students' decision, the revived family's wagon will eventually catch up to the wagon train, or the wagon train can proceed on its journey with the recovered family in tow.

Although the commander's decision will flow from the course of the story, some possible responses of the commander are:

1. The commander wants the wagon train to remain outside the fort gates for a specified amount of time to prove that no one else is infected.
2. The commander will allow trading outside the gates.
3. The commander feels the wagon train is safe since no one else has been stricken with cholera.

Distribute mail

At this point, distribute any mail that is waiting at Fort Laramie. Based on Episode 3, there could be mail from characters' "relatives" (parents or other relatives of students). Encourage families to share their mail and discuss what it feels like at this point in the journey to get mail from home.

Discuss students' experiences

Before students reflect on their own responses to the illness, share with them how actual emigrants responded to illness on the Oregon Trail by reading the journal entry in Content Slide Set 8. After you or students have read this entry, encourage them to record their thoughts as they respond to questions such as these:

- Compare and contrast your wagon train's response to illness with the responses in the emigrant's journal entry. Who do you think handled the problem better—your group or the actual emigrants? Why do you think so?
- What kinds of emotions were evoked by the events in this episode?
- What kinds of skills and strengths do you think the pioneers would have to possess in order to continue on their journey west?
- What skills did you learn about resolving problems that could help you solve future problems on your journey?
- How did you feel about your group's resolution of the problem? Did you agree with the rest of the group? Why or why not?

AUTHOR NOTE

Resolving the Illness

Remember that the stricken family should not die for two reasons: (1) deaths can be traumatic to the students, and (2) a group of students would then be excluded from future participation in the Storypath. Instead, explain at some appropriate point that the family is getting better and will be able to continue the journey.

CUSTOMIZE

Current Events

Ask students to think about hardships endured today by people who immigrate to the United States from other countries or people who migrate from one part of the United States to another, such as migrant workers in California or Texas. What hardships might these people have endured? How are their experiences similar to those on the Oregon Trail?



- What did your group seem to think was more important—the welfare of the people with the illness or the welfare of the group? Why do you think so?



ASSESSMENT

As students answer the questions and discuss their experiences, you might assess how well they understand the ethical and emotional issues involved in dealing with an outbreak of illness.

7

EPISODE

CRITICAL INCIDENT A WAGON IS WRECKED

INTRODUCING THE SITUATION

page 45

The wagon train winds its way through the Rocky Mountains. Students discover that one of the wagons has been destroyed. They discuss how they have handled previous problems to prepare them for handling this one.

Materials	None
Grouping	Whole class
Schedule	Approximately 30 minutes

RESOLVING THE PROBLEM

page 46

Students meet in character to solve the problem.

Materials	None
Grouping	Students can discuss the problem first in family groups and then as the entire wagon train.
Schedule	30 minutes

CONCLUDING EPISODE 7

page 46

Students respond to the events in their journals and complete projects to express their dreams of a new life in the Oregon Country.

Materials	Portfolio 20, <i>Journal of the Oregon Trail</i> , p. 25 Portfolio 15, <i>Dreams of a New Life</i> , p. 19 For projects: <ul style="list-style-type: none">■ large sheets of construction paper, butcher paper■ scissors, glue■ colored markers, crayons Optional for quilt: scraps of fabric, needles, thread Students' journals
Grouping	Students work in family groups to complete their projects.
Schedule	1–1½ hours

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify ways different groups of emigrants responded to crises on the wagon train.*
- **Social Skills** *Plan and take action with the rest of the wagon train members to decide what to do about the wrecked wagon.*
- **Social Skills** *Compromise and negotiate to resolve the problem of the wrecked wagon.*
- **Critical Thinking** *Appraise various issues and consider different points of view to decide what to do about the wrecked wagon.*
- **Civic Competence** *Recognize the ways in which an individual can shape the decision of a group.*
- **Literacy** *Write a journal entry from the character's point of view; support opinions with evidence.*
- **Literacy** *Create a written or visual representation of what emigrants hoped for in their new lives.*

INTRODUCING THE SITUATION

Primary Source

CUSTOMIZE

Other Critical Incidents

If this incident does not meet your needs, consider designing another critical incident. Keep these ideas in mind:

- The critical incident should be logical to the story and encourage students to confront an accident or other disaster.
- Students should think critically about the consequences of various solutions and have ownership of the final decision.

Launch the episode

Read to students the following passage from an emigrant's diary, explaining that they now find themselves in this situation:

"The roads were rocky and often very steep . . . sometimes to keep the wagons from pressing upon the animals in going down grade, young pine trees were cut down and after stripping them of all but the top branches they were tied to the front and under the rear axle. The branches dragging upon the ground, or often solid rock, formed a reliable brake. Then again a rope or chain would be tied to the rear of the wagon and every one, man, woman and child would be pressed into service to hold the wagon back. At other times a chain or rope would be fastened to the front axle and we climbed up impossible boulders and pulled with might and main while the men pushed with Herculean strength to get the loaded wagon over some barrier. During one particularly steep descent, the axle on the front wagon suddenly broke, causing the wagon to plunge down the hill. The oxen were not hurt, but the wagon was broken into pieces."

Be sure that students understand the events that caused the accident, drawing a diagram on the board if necessary. Explain to students that, in this episode, they will consider how they have solved problems during the first part of their journey and come to a consensus on what to do about the family whose wagon is now destroyed.

Discuss decision making

Because students have already handled other critical incidents, they have learned various skills for making decisions. To help them make connections to past experiences, ask students to think about how the wagon train solved other critical incidents.

CONNECT

Map Skills

The wagon train is now moving through the South Pass of the Rocky Mountains. Students can use their topographical maps to

- label the route taken thus far;
- label the Rocky Mountains;
- label the South Pass;
- identify the various bodies of water in this region.

From Haun, Catherine. "A Woman's Trip Across the Plains, 1849." HM 538. This item is reproduced by permission of *The Huntington Library, San Marino, California*.

RESOLVING THE PROBLEM

CUSTOMIZE

Management Tip

Before meeting in the large group, students could meet in family groups to decide what they would like to do about the situation. Each family could choose a spokesperson to report to the entire group. This option might make the wagon train meeting more organized.

Students can conduct a wagon train meeting to decide what to do now that a wagon has been wrecked. Remind students that they are to conduct the meeting in role. Guide the discussion so that students consider the various alternatives available to the wagon train and the advantages and disadvantages of each of the choices. Some choices might include:

- dividing the family and having each family member join another wagon;
- taking time off to try to rebuild the wagon;
- taking the family back to Fort Laramie, where they can begin preparations for joining another wagon train.

The wagon train members should arrive at a decision and move on along their journey.

LITERACY

Speaking Skills

To get their points across during the meeting, you might want to share these techniques for persuasive writing and speaking:

- Consider the audience, adapting your argument to their biases.
- State your position in the beginning of your speech.
- Order your arguments from least to most persuasive to leave a strong impression.
- Give specific evidence to support your arguments.

CONCLUDING EPISODE 7

Write in journals

Students should record their characters' reactions to this event in their journals on Portfolio page 25. Remind them to indicate whether they think the decision just made was the best possible one under the circumstances, giving specific reasons for their opinions. After writing their entries, students can share their ideas with others in the class. The journal entries provide an opportunity for you to assess how well the students understand the issues involved in making this difficult decision and how well they can support their opinions with evidence.

ASSESS: The journal entry

- is written from the character's point of view;
- includes accurate information and feelings about the event;
- evaluates the wagon train's decision;
- follows journal format.

Complete projects

Explain to students that the emigrants faced many hardships along the trail, and they often became discouraged. The dream of a better life, however, kept them moving ahead even under the most difficult circumstances. Instruct students to discuss their hopes and dreams for a new life in the Oregon Country in their family groups. Have them read and discuss Portfolio page 19, "Dreams of a New Life," and complete one of the options. When the "Dreams of a New Life" activities are finished, each of the family groups should share its results. Discuss the various dreams, and compare and contrast the various families' responses. Display the completed projects in the classroom.

PORTFOLIO

20



ASSESSMENT

PORTFOLIO

15



LITERACY

Writing

- Support opinions with evidence.

CONNECT

History

Encourage students to find real-life examples of "Dreams of a New Life." Students should be able to find songs, poems, paintings and drawings, and/or letters by actual emigrants. They can compare and contrast the actual artifacts with their projects. What hopes do the artifacts express?



ASSESSMENT

ASSESS: The “Dreams of a New Life” activity

- clearly communicates a desire for a better life;
- is logical to the family and the circumstances;
- relates feelings about the emigration experience;
- demonstrates that the student contributed effectively to the overall project;
- demonstrates thoughtfulness and care in the construction of the project.

8

EPISODE

CRITICAL INCIDENT AN ENCOUNTER WITH INDIANS

SETTING THE SCENE

page 49

As the wagon train approaches the Snake River, students discuss attitudes toward American Indians in the 1840s.

Materials Content Slide Sets 9 and 10

Grouping Whole class

Schedule 30 minutes–1 hour

MEETING THE INDIANS

page 49

After examining data about emigration and deaths caused by Indian attacks, students encounter a group of Indians.

Materials Teaching Master 6, *Emigration Data*, p. 61

Grouping Whole class

Schedule 1 hour

CONCLUDING EPISODE 8

page 50

Students reflect on the experience and write from the perspective of an American Indian.

Materials Portfolio 21, *Journal of the Oregon Trail*, p. 26
Portfolio 16, *Graphic Organizer: Venn Diagram*, p. 21
Content Slide Sets 9–11
Students' journals

Grouping The whole class discusses their reactions to the encounter, and students work individually on the journal entries and Venn diagrams.

Schedule Approximately 1 1/2 hours

EPISODE OBJECTIVES



- **History** *Critically examine ethnic stereotypes, recognizing that they existed in the 1840s as well as today.*
- **Culture/Social Interaction** *Recognize that the physical environment of the Oregon Trail contributed to both the interaction between the emigrants and the American Indians and the emigrants' fears of the Indians.*
- **Culture/Social Interaction** *Identify how different cultures interact and communicate with other cultures.*
- **Social Skills** *Work with other members of the wagon train to decide on the appropriate actions to take during an encounter with Indians.*
- **Literacy** *Write a journal entry from the character's point of view.*
- **Literacy** *Use a Venn diagram to compare emigrants' and American Indians' perspectives.*

SETTING THE SCENE



CONNECT

Map Skills

The wagon train has now made it through the South Pass. Students can continue mapping their progress as the wagon train approaches the Snake River, "Indian Country." Students can

- label their progress up into what is now Idaho;
- identify the various landforms and bodies of water in this region.

Launch the episode

Inform students that they are nearing the Snake River, which is known to be in Indian territory. Tell them that it is time to stop for the night and build a campfire. The families will probably want to talk about what they have heard about encounters with Indians. Have students read the journal entry in Content Slide Set 10. Explain that this is an actual account of an Indian attack gleaned from a journal of the time. Then have them consider the information in Contact Slide Sets 9 and 10 before discussing the misperception.

Discuss attitudes toward Indians

Once students have read about the rumored attacks, encourage them to discuss whether or not they believe these reports are exaggerated and why they might be exaggerated. Use questions such as the following as a springboard for discussion:

- ❓ What kind of attitudes did people have toward American Indians in the 1840s? (*Students should glean from the report that Indians were generally considered uncivilized savages who readily attacked emigrants.*)
- ❓ Why did these attitudes exist? (*Lead students to realize that these attitudes were mostly caused by fear and misunderstanding.*)
- ❓ Why might some Indians feel hostility toward the emigrants? (*Students might suggest that the emigrants came to the Indians' land uninvited, killed the animals that Indians needed for food, brought new diseases that killed the Indians, and settled on land where someone else already lived.*)
- ❓ Why do people from different cultures sometimes have misunderstandings when they meet? (*Answers will vary. Students might suggest that misunderstandings are caused by language differences and differences in values. Sometimes people simply don't trust people who look and act differently.*)

CUSTOMIZE

Management Tip

Before beginning this episode,

- arrange for a few adults to play the roles of American Indians;
- arrange for two other adults to play the roles of government officials;
- provide these adults with background on their roles.

AUTHOR NOTE

Misunderstanding of American Indians

The threat of Indian attacks was frequently misrepresented in these accounts, since the settlers did not understand the indigenous cultures and regarded the Indians as savages. Encourage students to re-examine sensationalized information regarding Indian atrocities.

MEETING THE INDIANS

Examine emigration data

As the families sit around the campfire, two adults who are acting in the role of government officials should approach and ask if they can join the group. They should explain that they are doing research on Indian attacks and other causes of death along the Oregon Trail. Then they should distribute a statistical report they have compiled, Teaching Master 6, "Emigration Data," TH page 61. As they engage students in conversations about their trip, these officials should mention that only 4% of emigrant deaths have been caused by Indian attacks. They should point out that most deaths on the trail have been caused by disease, starvation, foul water, and accidents, including accidental gunshot wounds.

TEACHING
MASTER

T6

When the officials have departed, ask students to use the statistical report to compare the total number of deaths by Indian attacks to the total number of people emigrating. Ask students what conclusions they can draw from these statistics. Then have students discuss the following questions:

- Why are there no statistics regarding the number of Indians killed by emigrants?
- Why would people be so fearful of Indians when the statistics show very few people were actually killed by Indians?
- Why do people sometimes form attitudes that are not based on factual information?
- Do we have similar circumstances in the world today?
- What can we learn from these historical events to guide our actions today?
- Based on what you know, why do you think there was such a large increase in the number of emigrants in the late 1840s?
- What factors might have contributed to the increasing number of deaths by Indian attacks in 1847?

An Encounter with Indians

Tell students that a scout has spotted a small band of Indians about two miles away that seems to be headed toward the wagon train. Ask the members of the wagon train what they will do. Remind students to play the roles of their characters. When the discussion is nearly exhausted, adults who are role-playing the Indians appear. They should explain their mission: to trade fresh salmon for food and other items. Explain to students, in the role of narrator, that the Indians had and have a full, strong oral tradition. Eloquent speaking was revered. Explain to them also that one of the major difficulties between emigrants and American Indians was that they often could not understand each other because they spoke different languages. They usually could only communicate through an interpreter. For this Storypath, however, those playing the roles of the Indians will communicate in English so that their actual perspectives can be expressed. Let the event unfold naturally—do not intervene unless absolutely necessary.

AUTHOR NOTE

Special Arrangements

A few adults should play the roles of the Indians. They should not dress or act stereotypically. They should avoid greetings such as “How,” and will speak primarily in English. The actors should approach the wagon train cautiously—emigrants and American Indians have not established any trust between them yet. Refer adults to Content Slide Sets 9 and 10 for background information.

CONCLUDING EPISODE 8

Reflect on the experience

Once the meeting between the emigrants and the Indians has been completed, students can reflect on the experience. Use the role-playing scenario to guide the discussion. You can prompt discussion with questions such as these:

- What did you learn about interacting with people of a different culture? What makes it difficult?
- How did your character feel when the Indians approached the wagon train? How do you think the Indians felt about you?

- How did your character help the meeting with the Indians go more smoothly?
- What did your character learn about the Indians that will help you when you encounter other tribes on your way west?
- After reflecting on the experience, what would your character have done differently?

Once students have discussed the experience, they can describe their characters' reactions to the Indian encounter in their journals, on Portfolio page 26.



ASSESSMENT

ASSESS: The students' response to the encounter with American Indians

- discusses cultural differences;
- demonstrates an ability to take another point of view to improve understanding of events;
- conveys empathy for people's experiences.



ASSESSMENT

ASSESS: The journal entry

- is written from the character's point of view;
- includes accurate information and feelings about the event;
- includes the perspectives of others;
- follows journal format.



ELL Understand different perspectives using a Venn diagram

Refer students to Content Slide Set 9 to learn more about American Indian culture and to Content Slide Set 11 to learn more about how relations between the emigrants and the Indians became more hostile over time. Discuss with students how cultural differences and western expansion affected the Indians' and emigrants' perspectives.

Now that students have considered how the emigrants felt about the Indians, encourage them to consider how the Indians viewed the emigrants. Students can read accounts written by Chief Luther Standing Bear and Chief Crazy Horse of the Oglala Sioux in Content Slide Set 10. After students read these accounts, discuss with them why the American Indians responded to the westward movement as they did.

Next refer students to Portfolio page 21, "Graphic Organizer: Venn Diagram." This organizer will help students compare the perspectives of the Indians to those of the emigrants.

ASSESS: The Venn diagram

- identifies at least two perspectives for each group;
- identifies at least two shared perspectives for the two groups;
- identifies at least two feelings for each group;
- identifies at least two shared feelings for the two groups.

AUTHOR NOTE

Encourage Understanding

It's important for students to step out of their roles as pioneers and step into the role of American Indians for this activity. As they express themselves through the eyes of the American Indians, they widen their circle of understanding for the American Indian culture. They also develop a method for building understanding of other cultures they may encounter in their daily lives.

LITERACY

Organizing Information

- Use a graphic organizer.
- Compare and contrast.



ASSESSMENT

9

EPISODE

CONCLUDING EVENT

CELEBRATING THE JOURNEY'S END

PREPARING FOR SEPARATION

page 53

Students discuss their feelings as their journey comes to an end and brainstorm reasons and ways that communities celebrate.

Materials Content Slide Set 12

Grouping Whole class

Schedule 30 minutes

HOLDING THE CELEBRATION

page 53

Families make keepsakes to commemorate their journey on the Oregon Trail. Then they plan the celebration and celebrate.

Materials Depending on the keepsakes families create, they may need art supplies, cameras, tape players and music, and/or food

Grouping Students work in family groups to create keepsakes.

Schedule 2–3 hours divided over several days: one or two days to create the keepsakes and plan the celebration and one day for the celebration itself.

CONCLUDING EPISODE 9

page 54

Students reflect on their experiences and write in their journals.

Materials Portfolio 22, *Journal of the Oregon Trail*, p. 27

Grouping Students work individually on journal entries and share their reactions to the experiences with the entire class.

Schedule 1 hour

EPISODE OBJECTIVES



■ **Culture/Social Interaction** *Use language, stories, music, and artistic creations to express the culture of the emigrants and reflect the experience of emigrating.*

■ **Culture/Social Interaction** *Identify how the experience of traveling with the other members of the wagon train influenced individual characters.*

■ **Social Skills** *Participate in organizing and planning the group's celebration.*

■ **Literacy** *Write a journal entry from the character's point of view.*

PREPARING FOR SEPARATION

Launch the episode

Inform students that the wagon train has reached The Dalles, a point on the Columbia River. From this point, some families will now travel to different places. Most will travel to the Whitman Mission, Oregon City, Fort Vancouver, or to the Willamette Valley. After many arduous months, the time has come to say good-bye. Many friendships have been formed, through sharing triumphs over adversity, caring for and comforting one another through illness or accidents, and sharing supplies. Ask students to discuss how they feel as the community breaks apart and the families separate.

CUSTOMIZE

Celebrating

Students may have their own ideas about how to celebrate the conclusion of this journey. You can let the students decide, as long as their ideas are logical to the story and meet your goals for the unit.



Discuss celebrations

Ask students, “Why do communities celebrate? How do they celebrate?” Encourage them to think about celebrations they have heard about or participated in in their own communities.

Share with students that, now that the trip west is nearly over, the families are making plans to celebrate the wagon train’s arrival to this part of the continent. Explain to students that this celebration is unique because families are leaving each other and most likely will never see each other again. Discuss the difficulties of traveling from place to place in the Oregon Country in the 1840s, including transportation difficulties, the nature of farm life, and other responsibilities that kept people close to home. Help students see how unlikely it would be for families or individuals to visit each other after they part. How will these circumstances influence the celebration that is planned?

If students want to learn more about the arrival of wagon trains to this part of the country, refer them to Content Slide Set 12.

CONNECT

Map Skills

The wagon train has made it to The Dalles! Students can map the points of interest, such as

- The Dalles
- the Columbia River
- the Whitman Mission
- Oregon City
- Fort Vancouver
- the Willamette Valley

Students can use the information they learn about these places to conduct realistic conversations with other emigrants during their “Good-Bye Celebration.”

CUSTOMIZE

Wedding Plans

You could suggest that there be a wedding between two of the characters as another aspect of the celebration.

HOLDING THE CELEBRATION

CONNECT

Music

Your music program may have songs from the time period that students might want to sing or play at the celebration.

Create keepsakes

Ask students, “Now that families will be separating and probably never see each other again, how can they keep their relationships alive?”

Guide students’ responses so that students understand that people might create “remembrances” of each family as a way to commemorate the relationships. Brainstorm the kinds of remembrances that families might make to preserve important memories. Possible responses might include:

- a drawing representing a significant event on the journey
- a commemorative quilt
- a family recipe or family symbol
- a letter of appreciation written to each family
- a song or poem that captures a special feeling about the journey
- an album that highlights important memories

CONNECT

Creative Arts

Encourage those working on decorations to use color to reflect the mood of the celebration. They might also consider the types of materials available to these pioneers of the 1800s.



ASSESSMENT

After students have brainstormed a list of possibilities, instruct each family to create something that can be shared with each of the other families.

ASSESS: The keepsake

- is appropriate to the Storypath;
- evokes an affective response related to the characters' experiences;
- demonstrates careful and thoughtful preparation and creation;
- demonstrates group collaboration.

Plan the celebration

Discuss with students the type of celebration they wish to have as well as how it might be organized. Encourage students to plan an appropriate activity such as a barbecue dinner cooked over the "campfire." Arrange students in groups to plan the celebration.

Celebrate the arrival of the wagon train

The day has arrived, and it's time to celebrate! The wagon master may wish to make a speech to highlight the importance of the occasion for the community. Be sure to plan time for the exchange of the family keepsakes. You might invite the school's principal to act as an official at The Dalles. He or she could congratulate the wagon train members on completing their difficult trip and welcome them to the Oregon Country.

CONCLUDING EPISODE 9

Reflect on the experience

Once students have attended the celebration and received their keepsakes, they can write about the celebration on Portfolio page 27, "Journal of the Oregon Trail." Remind them to describe their characters' thoughts and feelings about the end of the journey. Are they sad or happy, or do they have mixed feelings? Ask students to share their journal entries and compare and contrast their feelings with the feelings of the others on the wagon train.

ASSESS: The journal entry

- is written from the character's point of view;
- describes the celebration and feelings of the character now that the journey is over;
- follows journal format.

Prepare for the synthesis of students' learning

Students have investigated the perils and accomplishments of pioneers along the Oregon Trail. They have built an understanding of the journey across the United States in the 1840s and the motivations of the people who undertook that journey. Even though the students' own journey along the Trail was simulated, they were genuinely invested in the results.

CONNECT

Creative Arts

Students who are working on projects such as drawings, quilts, or albums can use vivid images to reflect the emotions and experiences of the journey. Those working on albums can arrange images and captions to convey both the literal experience and the feelings involved.

CUSTOMIZE

Involving Families

The celebration is an ideal time to invite parents or other family members to participate. Not only can they join in the celebration, they can also share their own experiences. Perhaps some of the parents have emigrated or have artifacts of the Oregon Trail they can share with the class.

CUSTOMIZE

ELL Students can write invitations in their native languages. They and their families in particular may have personal experiences of emigration.

PORTFOLIO

22



ASSESSMENT

The next step in student learning is the synthesis of their experiences. Synthesis activities allow students the opportunity to demonstrate the level of their understanding and help you assess what they have learned from the unit.

Synthesis activities appear on pages 64–66 of this Handbook.

Name _____ Date _____

WAGON TRAIN APPLICATION

Character's name: _____

Age: _____

Physical features: _____

Present occupation: _____

What skills do you have that might be useful on the journey?

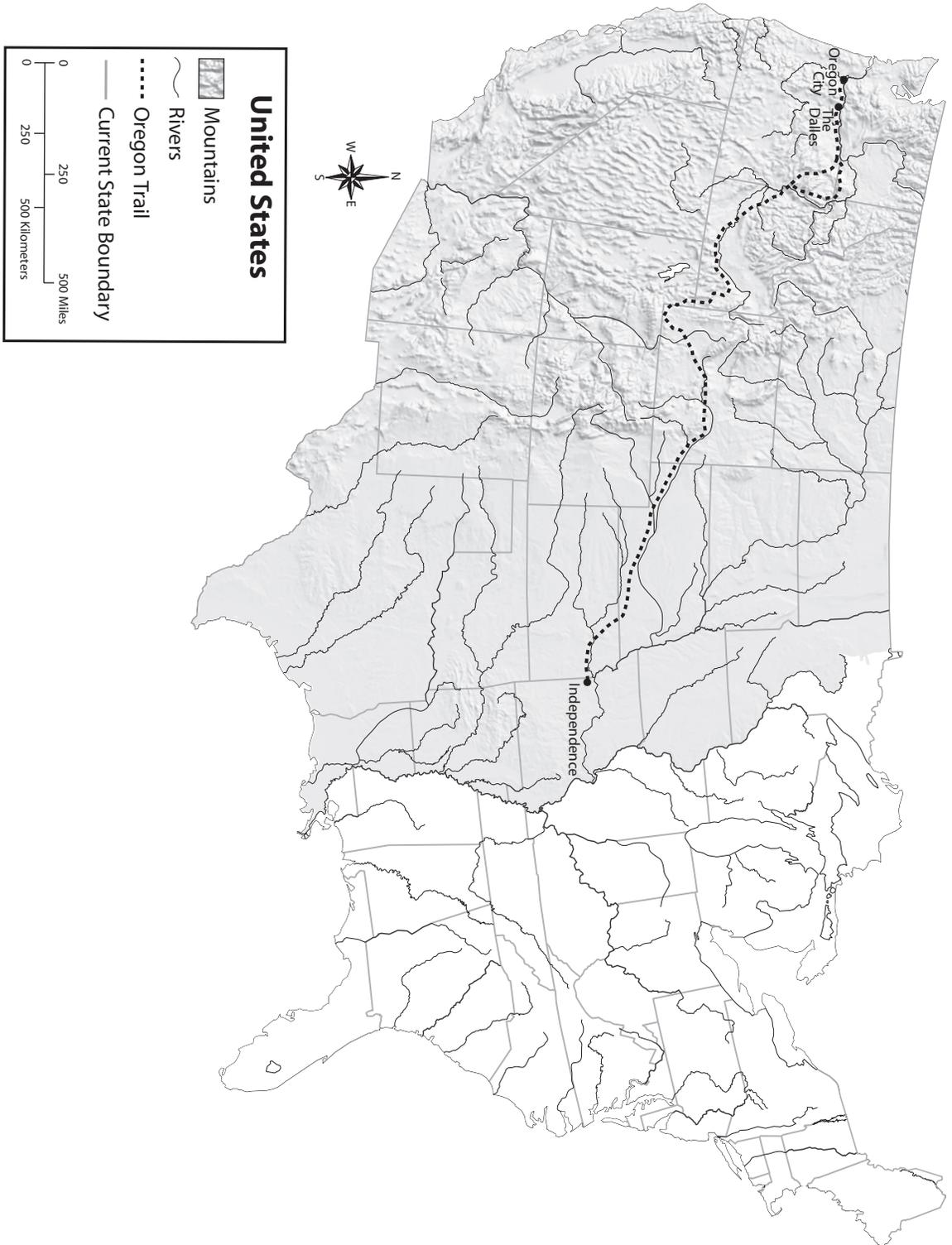
List your personality traits. Circle personality traits that will help you reach the Oregon Country. Underline those that may hold you back.

What leisure activities do you enjoy?

List any previous experiences you have had that will make you a good member of our wagon train.

Name _____ Date _____

TOPOGRAPHICAL MAP OF THE CONTINENTAL UNITED STATES



Name _____ Date _____

A FAREWELL LETTER

Charles F. Putnam to his parents, April 11, 1846

**Primary
Source**

This letter from Charles F. Putnam is genuine. His ideas are expressed here as he wrote them, including errors in punctuation and grammar.

Dear Father & Mother,

We have all arrived at Independence except Nathan, who we left at St. Louis to come on with the baggage that we could not get on the boat we came on; it being already too heavy loaded. Nathan was in good health, Will be here tomorrow. We are all in excellent health & fine spirits & hope this may find you & all enjoying the same. Do not give yourselves any uneasiness about us, for we are well provided with every thing that is necessary for such an expedition, both as it regards our equipment & the number & respectability of the persons that are going to California. Many of the most respectable farmers in this County have sold their farms, and made all the necessary arrangements for such a trip. There will be several companies of single gentlemen who will start in a few days, with only two Mules for each person, one of them to ride & the other to carry their provisions. But we intend to wait until the main body start, as we think it will be more expedient & much safer to go with those who have families. . . .

The California fever rages high here. I will tell you what a preacher said who had been there he said this to Mr Webb the editor of the paper here. "That he saw a gentleman in California who said he had died & been to heaven & that he rapped at the door & Father Gabriel came out, and asked him where he was from? he said from California, well said Father Gabriel, you had better go back, California is a heap better country than this!" Webb reports it for the truth, but most persons think he is jesting.

The weather is very cold. It has taken up more room than I anticipated to express what little I have, but I am in hopes that I can be able to give you a more definite state of things in my next. Tell Virginia that there are a number of young Ladies going along & that she must endeavor to obtain her accomplishments soon & be ready to start with the next emigrating company. . . .

Write soon. Give my love to sister Bell & Joseph & all.

From your son,

C. F. P.

Name _____ Date _____

PLACES ALONG THE OREGON TRAIL



THE PLAINS

The sky seemed somehow bigger here. The landscape was an awesome space and an empty openness where nearby objects seemed to shrink and become mere specks on the endless roll of the brown grasslands. This never-ending flatness was a deception; it was riddled with all manner of troughs and bumps, crevasses and hollows, stones and inclines. Occasionally, out of the never-ending flatness would rise curious and stark rock formations, sometimes like huge needles and towers growing from nothing and nowhere. The vegetation was not what it seemed. What looked to an eastern eye like tan, withered grass was, in fact, a rich food supply to great herds of buffalo and other wildlife.



FORT LARAMIE

We came up the Laramie River, near where it empties into the North Platte, which we crossed on a bridge, the first one we had seen on the whole route. At this point, a road turned off, leading up to the fort. The fort was made up of a parade ground protected by earthworks, with the usual stores, quarters, barracks, and so forth. There was also a post office and blacksmith shop. All in all, it was a pleasant-looking place with mature trees and some fine large stone buildings. At all times there were soldiers on guard.



THE ROCKY MOUNTAINS

The mountains rose out of the plains like a huge rock barrier. There were no obvious gaps to allow access to whatever lay on the other side. The upper mountains dominated the skyline with a pattern of jagged peaks and smoother curves where it seemed, at least from a distance, that a route could be forged. It was possible to see above the tree line snow fields where the winter snows lingered long into the summertime. Between the forest's edge and the snow were alpine meadows carpeted in an abundance of wildflowers. The mixture of rock, vegetation, and snow created a rich pattern of endless variation and beauty. But this was also a landscape full of danger and foreboding.



THE SNAKE RIVER

Cutting through the double-baked, sun-blasted desert of lava slabs was the Snake River, a swift-running torrent in a wild, rocky, and barren wilderness. It ran in a dramatic canyon, sometimes hundreds of feet deep, tempting yet inaccessible from the burning heights above. At other points the river hissed and twisted across great flat rock slabs and plunged in huge waterfalls, throwing up great plumes of spray. Further on, the flow widened but ran with a swiftness of current that swept everything in its path at a terrifying rate. The only feasible crossing of the river was at a point where three islands like stepping stones split the channel.

Name _____ Date _____

SUDDEN ILLNESS ON THE TRAIL**Primary
Source**

Where we encamped that night, an arm of the Platte ran between high bluffs; it was turbid and swift as heretofore, but trees were growing on its crumbling banks. . . Through the ragged boughs of the trees, broken and half-dead, we saw the sun setting in crimson behind the peaks of the mountains; the restless bosom of the river was suffused with red; our white tent was tinged with it, and the sterile bluffs, up to the rocks that crowned them, partook of the same fiery hue. It soon passed away; no light remained but that from our fire, blazing high among the dusky trees and bushes, while we lay around it wrapped in our blankets, smoking and conversing through half the night.*

In the morning we awoke with the dawn and traveled on to Fort Laramie. As our wagon train approached the fort, we noticed that one wagon had stopped. When we went to see what was wrong, we discovered that

(names of family members)

were very ill. They have been vomiting and suffer from diarrhea. They have high fevers and are becoming weaker every moment from loss of fluids from their bodies. We don't know what is wrong, but it is clear that they cannot go on.

*Francis Parkman, *The Oregon Trail* (New York, Signet Classic, 1978), pp. 78–79 (first published in 1849).

Name _____ Date _____

EMIGRATION DATA

- It is important to note that data on Indian deaths caused by emigrant attacks was not gathered and recorded. However, broad statements made in emigrants' journals attest to the decimation of Indian groups.

- Note that the year 1849 shows the impact of the California gold rush and that the years just prior to that show the beginning of the Mormon migrations to Utah.

Emigration by Year and Destination		
Year	Oregon	Utah & California
1840	13	0
1841	24	34
1842	125	0
1843	875	38
1844	1,475	53
1845	2,500	260
1846	1,200	1,500
1847	4,000	2,650
1848	1,300	2,800
1849	450	26,500
1850	6,000	46,500
1851	3,600	2,600
1852	10,000	60,000
1853	7,500	28,000
1854	6,000	15,127
1855	500	6,184
1856	1,000	10,200
1857	1,500	5,300
1858	1,500	6,150
1859	2,000	18,431

Deaths Caused by Indian Attacks
Number of Deaths
0
0
0
0
0
4
4
24
2
33
48
60
45
7
35
6
20
17
(?)
32

From *The Oregon Trail: Yesterday and Today*, by William E. Hill.
 Reprinted by permission of the Caxton Printers, Ltd., Caldwell, Idaho.

Name _____ Date _____

SELF-ASSESSMENT: SOCIAL SKILLS

Social skills are an important part of belonging to a community such as a wagon train. Use this chart to keep track of how well you work with others during this unit.

Episode: _____

Describe the group situation or event: _____

Criteria	I need to work on this.	I do this some of the time.	I do this most or all of the time.
I respectfully listened to others.			
I contributed actively to the group.			
I encouraged others to participate.			
I suggested solutions to problems.			
I did my fair share of work.			

One thing our group did well together:

One thing our group needs work on:

One thing I really did well:

One thing I could do better:



UNIT QUESTIONS FOR REVIEW

DISCUSSING THE JOURNEY

Lead a discussion that reinforces the concepts and generalizations taught throughout the unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.

- ❓ What factors influenced people to travel to the Oregon Country?
- ❓ How was life in the 1840s different from life today?
- ❓ What did emigrants need to do to prepare for the journey?
- ❓ What kinds of hardships did emigrants to the Oregon Country face?
- ❓ What role did the natural environment play in the hardships faced on the journey?
- ❓ How did members of wagon trains create communities and govern themselves?
- ❓ What factors influence difficult decisions?
- ❓ Describe the relationship between the emigrants traveling on the Oregon Trail and the American Indian tribes they encountered. What factors influenced the relationship?

REFLECTING ON THE JOURNEY

Students need time to reflect on their experiences and progress through this unit. Have students write answers to questions such as these:

- What have I learned about the lives of emigrants traveling on the Oregon Trail?
- What is the best work I did during this unit? Why was it good?
- What work could I have done better? How could I have done it better?
- What did I learn about working with others? How might these skills help me outside of this unit?



SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also powerful assessment tools for you because they're multimodal. They allow for the variances in students' abilities as learners. These activities also allow you to assess students on a variety of subjects on a number of different levels.

Each synthesis activity is followed by Criteria for Assessment.

For a list of Unit Objectives that students demonstrate for each activity, see pages 74–77 of this Handbook.

1. PORTFOLIO RESPONSE

Activity

Have students review their Portfolios and identify at least five items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- List three important ideas from your Portfolio. Why are these ideas important?
- What challenges did your character face? How did your character respond to these challenges?
- What values were exhibited by the members of the wagon train? Explain why you think this.
- What skills do you believe improved as a result of this unit? Explain why.

Criteria for Assessment

Learning objectives are demonstrated if:

- an explanation is provided stating why each item was selected and its importance for learning;
- the Portfolio demonstrates an understanding of the emigration experience and the importance of the values exhibited by the wagon train members;
- reflections are thoughtful, well organized, and clearly communicated;
- appropriate writing conventions are used.

2. A LETTER ABOUT THE OREGON TRAIL

Activity

Have students write letters, in the role of their characters, for a newspaper back home about the events on the Oregon Trail. In their letters, they should be sure to answer the following questions:

- What circumstances prompted your family to travel to the Oregon Country?
- What hardships did your family encounter and how did you respond?
- How did your character respond to the personal challenges of the Oregon Trail?
- How did the environment influence the trip?
- How did the wagon train community work together to solve problems?

Criteria for Assessment

Learning objectives are demonstrated if the letter:

- addresses each of the questions;
- demonstrates an understanding of the challenges people faced on the Oregon Trail;
- captures the human dimension of the experience;
- is well organized and clearly written;
- uses appropriate writing conventions.

3. A PHOTO ALBUM OR SKETCHBOOK

Activity

Have students create an album to capture the experience of the *Oregon Trail* Storypath. Students can review books, diaries, or journals related to the Oregon Trail. Then they can draw pictures or photocopy old photos and sketches from the Oregon Trail experience. (They should adapt those photos and/or sketches to represent their families and wagon train.) Then have them write captions for the pictures to illustrate the experiences of their families and other members of the wagon train on the Oregon Trail. Students should include pictures/photos that represent:

- the emigrants
- the wagon, animals, and provisions
- the various settings, including the Plains, Fort Laramie, the Rocky Mountains, and the Snake River
- hardships on the trail, such as illness and destroyed provisions
- an encounter with American Indians
- the members of the wagon train working together to solve problems

- the celebration when the wagon train arrives

Criteria for Assessment

Learning objectives are demonstrated if the album:

- demonstrates understanding of the physical hardships of the trip, the personal or ethical challenges, the environmental factors, and the wagon train community;
- demonstrates events of the Storypath;
- is logically sequenced;
- includes captions that are appropriate and carefully written;
- is carefully designed and constructed.

EXTENDING STUDENTS' EXPERIENCES

CONDUCTING INTERVIEWS ABOUT EMIGRATION

Students can write questions and interview a friend or family member who has migrated across the country or emigrated from another country. If possible, students should record the interview with a tape recorder or video camera. Students can identify some of the fears, hardships, and joys the Oregon Trail emigrants encountered and compare these issues to the experiences of the person they are interviewing.

Here's a sample list of topics students may cover in the interview:

1. fears/concerns before the journey
2. possessions/people left behind
3. people they hoped to meet at the destination
4. reasons for making the journey
5. hardships along the way
6. what they expected to find, and what they discovered
7. what they learned through encounters with different cultures

Students can add to the list of topics before and during the interview.

Present the Interview Information

Guide students to focus their presentations on the most interesting and important information from the interview. You might want students to present what they've learned through one or a combination of the following methods:

- written "magazine" article, including photographs
- written report comparing the experiences
- diagram/chart comparing the experiences
- an audiovisual presentation using the tape of the interview
- description of the subject's journey using maps and labels

ASSESS: The interview project

- makes clear comparisons between the experiences;
- clearly identifies the subject;
- presents ideas in a logical order;
- presents accurate facts;
- presents information clearly;
- is well organized;
- is carefully prepared, including interview questions.



ASSESSMENT

RESEARCHING THE OREGON TRAIL

Students can research aspects of the emigration experience that they'd like to learn more about, or you can choose the topics students investigate. You might want students to use primary source documents, so that they can compare and contrast an actual historical document with their own understanding of the events.

The Storypath unit provides a context in which to examine primary source documents and learn more about emigration across the United States in the 1800s. This examination can be accomplished in any number of ways.

Themes for Researching

You can have students consider the topics as they relate to one or more of the themes below. These themes can help students stay focused as they compile and analyze information.

- People traveled to the Oregon Country in search of a better life.
- The critical factors that contributed to the migration were hunger for land, the government's encouragement of western settlement, an economic depression in the late 1830s, and a pioneering spirit.
- People traveling to the Oregon Country encountered hardships related to the harsh environment, limited resources, sickness, and accidents. They also had to deal with disagreements among people on the wagon train and between emigrants and the indigenous people whose land they were traveling through.
- The quality of human life is inextricably tied to the natural environment.
- Members of the wagon trains created communities by developing social systems encompassing roles, values, and rules to guide their behavior.
- The choices people make are determined by their values and knowledge of alternatives.
- Migration along the Oregon Trail brought about drastic and permanent changes in American Indians' way of life.

Present the Research

Students can present what they've learned through one or a combination of the following methods:

- written report
- oral report
- visual display: poster, story boards, time line, maps
- diorama
- illustrated book
- slide show
- multimedia presentation

You may want to tailor this list to students' individual projects.



ASSESSMENT

ASSESS: The research project

- clearly identifies the sources;
- presents ideas in a logical order;
- presents accurate facts;
- presents information clearly;
- uses vocabulary appropriate to the subject and time period;
- addresses one or more of the themes as they apply to the topic and presentation;
- is well organized;
- is carefully prepared;
- uses appropriate writing conventions;
- includes an appropriate title.

You might want to create research guides like the two modeled below. Guides such as these can help students stay focused and provide structure as they conduct research.

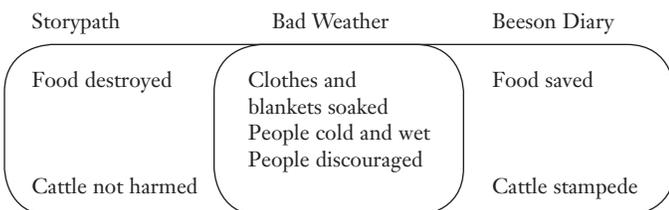
RESEARCH GUIDE 1 Writing a Summary

Step 1 Find a Resource

Make a list of the diaries and other books you'd like to use.

Step 2 Compare and Contrast Critical Incidents

Make a list of Storypath critical incidents. Locate three similar incidents in your resource. Make a Venn diagram showing the similarities and differences of each of the critical incidents. Use the model below as an example.



Step 3 Write a Summary

Compare and contrast the information you have found. Trade summaries with a partner, and answer these questions:

- Is the resource clearly identified?
- How could the summary make better sense?
- Is the summary accurate and well organized?

Step 4 Prepare the Final Summary

Use your partner's suggestions to make any corrections. Check spelling, and writing conventions such as punctuation, capitalization, and grammar.

RESEARCH GUIDE 2 Creating a Visual Aid

Step 1 Prepare a Visual Aid

Prepare a visual aid to accompany your presentation. Use one of the following ideas:

- Redraw and enlarge the Venn diagram, using contrasting colors and key words.
- On poster board, copy a quotation from the journal that captures the writer's feelings.
- Photocopy sketches or photographs that relate to the critical incidents. Mount them on poster board.
- Use your own idea. Discuss with your teacher first.

Step 2 Evaluate Your Visual Aid

Is the visual aid

- well organized?
- easy to see from a distance?
- carefully prepared?
- clearly related to the summary?

Step 3 Prepare for the Oral Presentation

Read your summary, underlining key words and phrases. Practice what you will say with a partner. Evaluate your presentation. Did you

- state the source of your information?
- speak clearly?
- use the key words in the summary to guide your presentation?
- organize the information so that it's easy to understand?
- refer to your visual aid during your presentation?

Step 4 Make Your Presentation

- Display your visual aid.
- Have your summary in front of you.
- Make eye contact with your audience.

BACKGROUND INFORMATION

EMIGRANTS OR IMMIGRANTS?

In the 1800s, the people who left the eastern United States to settle in the west saw themselves as emigrants. Emigration is the process of moving from one place to another. Emigrants to Oregon Country thought of their destination as unsettled land, available for the taking. However, from the point of view of American Indians, the people moving west were not simply emigrating. Rather they were immigrating, or moving into an area that was already populated. How these settlers were viewed highlights the question of perspective in the history of western expansion.

MANIFEST DESTINY

“Manifest destiny,” a term introduced by politicians in the 1840s, embodied an idea of the United States’ mission. It encouraged Americans to move west, thereby expanding American territory. But manifest destiny was not just an excuse used for expanding westward. It was the belief that Americans had the God-given right and obligation to civilize an area that they saw as wilderness. The American Indians who lived in the west were also viewed as wild, in need of civilizing or removal altogether. This point of view was deeply ingrained in American culture and the national consciousness, taking form in paintings, novels, and newspaper articles. What was seen as a divine right by the European Americans moving west ultimately led to the decimation of American Indians and the destruction of their way of life.

LAND ACTS

To encourage westward expansion, the United States government made it cheap and easy for farmers to purchase land. This practice began in the near west and extended farther as more people began looking toward Oregon and California. Veterans of the War of 1812 were given 160 acres of public land, while veterans of the Mexican Wars received a substantial discount on land purchases. Civilians could buy land for \$2 an acre on a four-year plan. By 1817, the government had reduced the minimum purchase requirement to 80 acres (in 1800, the minimum was 640 acres). However, land speculation led to the Panic of 1819. As a result, the government discontinued credit sales, but reduced the price of land to \$1.25 per acre. Even with these prices, many pioneers settled land before it became available. When it did go on the market, the land was auctioned and many squatters could not afford to buy the land they lived on. To further encourage settlement of the west, Congress passed the Preemption Act of 1841, legalizing squatting.

THE CALIFORNIA TRAIL

In January 1848, James Marshall, who had been hired by John Sutter to help construct his lumber mill north of Sacramento, discovered gold. By August, eastern newspapers had picked up on the story, and in December the government made an official report that gold had been found in the hills of California. In 1849, tens of thousands of people flocked overland to California to strike it rich. Mining towns sprang up all over northern California. Many people thought the forty-niners were crazy, that they had caught a disease called “gold fever.” Gold fever struck people of all ethnicities and even spread to Europe. Most of the gold migrants were men. Unlike settlers to Oregon, prospectors did not hope to make a new life for themselves in the West, but just wanted to get rich and go back east. Although the reports of gold were true, most people found that most of the gold had been mined out by the time they got there. Disappointed and penniless, many went back home or flocked to Colorado, Utah, and Nevada where other mineral discoveries had been reported.

THE MORMON TRAIL

The Church of Jesus Christ of Latter-Day Saints was founded by Joseph Smith in 1830 and became the immediate subject of religious persecution because of, among other things, its doctrine condoning polygamy (marrying multiple people). The Mormons settled in Missouri, but were driven out in 1838. They then settled in Nauvoo, Illinois, and were again forced to leave when an angry mob murdered Smith. Their new leader, Brigham Young, led them to the Great Salt Lake basin to set up a utopia they called Deseret. By 1847, 16,000 Mormons had emigrated to Deseret, and, although the trip was difficult, and the land dry and mountainous, they managed to create a new life for themselves. This area, Utah, finally became a state in 1896.

54° 40' OR FIGHT

Several countries had claimed the Oregon Country as their own. In 1818, Great Britain and the United States agreed to joint occupation of this territory. In 1824, Russia withdrew its claim to the Oregon Country, and the northernmost border of this area was set at 54° 40'. Beginning in 1825, the United States tried to reach a deal with Great Britain that gave Oregon to the United States and fixed its northern border at the 49th parallel, but Britain refused. In 1844, James K. Polk won the presidential election on a platform for expansion with a rallying cry of “Fifty-four forty or fight,” calling for occupation of all of Oregon and annexation of Texas. But in 1846, Great Britain agreed to the original terms. Polk signed a treaty ending joint occupation of Oregon and designating the 49th parallel as its northernmost boundary.

WOMEN ON THE TRAIL

In many ways, women on the trail faced greater hardships than anyone else. It was not uncommon for women to both bear and bury children along the trail. Women had to work as hard as men in order to survive the hazardous trip. In addition to their traditional duties (such as cooking, cleaning, sewing, tending the sick, and managing the children), women took on added, nontraditional responsibilities. For example, on the trail, women tended cattle and packed and unpacked the wagon as needed. Overall, women on the trail showed remarkable strength and stamina in the face of new hardships and dangers. Men recognized these traits in women on the trail and the frontier, and, accordingly, women in the West met less resistance when they launched their battle for equality than women in the East. Wyoming Territory was the first to grant women suffrage in 1869, and other territories soon followed.

AFRICAN AMERICANS

In general, African Americans did not make the move westward until after the Civil War. Those who went west before 1865 usually stayed away from Oregon, where, although it later entered the United States as a free state, whites did not welcome them. It is estimated that some 2,000 African Americans (mostly men) went to California during the gold rush.

SURVIVAL LESSONS ON THE TRAIL

American Indians taught many emigrants a number of survival lessons. One of the most important lessons was how to “jerk” meat. This method of preserving meat involved cutting the meat into thin strips and drying it over a fire for two days. Emigrants soon discovered they could drape the strips of meat over strings tied across the back of the wagon. The meat would dry in the hot sun as they traveled. Emigrants also learned from the Indians how to “shoe” their oxen. The heavy loads in the wagons and the rugged terrain taxed the sturdy oxen and often left them with bleeding feet, unable to go on. The Indians taught the emigrants to wrap pieces of buffalo skin, the hair on the inside, around the oxen’s feet and fasten the skins with string or leather. These “moccasins” cushioned the oxen’s feet and allowed the oxen to continue traveling as their feet healed.

CHILDREN ON THE TRAIL

Like women, children on the trail took on added responsibilities. They had many nightly chores to perform, including gathering buffalo chips for fires, collecting water, milking cows, and helping waterproof the wagon before crossing rivers. Anyone over the age of 14 was considered an adult and performed the more rigorous tasks of the trail. Still, many children looked at the journey as an adventure rather than hard work. Children’s journals show an eagerness and a will unbroken by the hardships of the trail.

WAGONS

In the 1700s, pioneers used the heavy, sturdy Conestoga wagons to venture west from the east coast. Conestoga wagons, named after the town in Pennsylvania where they were created, were also used on the flat Santa Fe Trail. However, emigrants on the California and Oregon trails found that they were better off traveling in smaller, lighter farm wagons. The wagons' smaller size and weight made them easier to maneuver over steep, rocky mountains. Additional features that came in handy in the mountains were a movable tongue that accommodated the varying inclines and the disparity in wheel size—smaller front wheels made sharp turns easier.

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9	Synthesis 1	Synthesis 2	Synthesis 3
Culture/Social Interaction													
Identify ways different groups, societies, and cultures address similar human needs and concerns.	Identify ways that the group can address one family's needs.					●						●	●
	Identify how different cultures interact and communicate with other cultures.								●			●	●
	Identify ways different groups of emigrants responded to crises on the wagon train.							●					
Cite ways in which language, stories, music, and artistic creations express culture and influence behavior.	Use language, stories, music, and artistic creations to express the culture of the emigrants and reflect the experience of emigrating.									●	●		
Demonstrate an understanding of how people interact with their physical environment and social conditions.	Demonstrate how people are influenced by their setting and family circumstances by creating characters that are appropriate to a time and place.	●											
	Determine how the traits of a character will help that character survive the environment on the Oregon Trail.	●									●	●	●
	Recognize that the physical environment of the Oregon Trail contributed to both the interaction between the emigrants and the American Indians and the emigrants' fears of the Indians.								●			●	●
	Understand that conditions on the Oregon Trail influenced the emigrants' behavior and emotions.										●		●
Identify how family, groups, and community influence the individual.	Identify how the experience of traveling with the other members of the wagon train influenced individual characters.									●		●	●
History													
Identify examples of change and cause-and-effect relationships.	Identify how the circumstances of the 1840s could have motivated people to move west.	●											
Cite examples of how people in different times and places view the world.	Cite examples of how emigrants in the 1800s prepared for the journey west.		●										
	Cite examples of how the American emigrants in the 1800s viewed the world.			●									
	Critically examine ethnic stereotypes, recognizing that they existed in the 1840s as well as today.								●				●

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9	Synthesis 1	Synthesis 2	Synthesis 3
Geography													
Examine the interactions of people with their physical environment and the changes that occur over time.	Provide examples of how emigrants prepared for the challenges of the physical geography of the United States.		●										
Consider existing uses of resources and land; propose and evaluate alternatives.	Evaluate the resources and topography of the United States, and consider a course of action based on these geographical issues.				●	●							
Government													
Examine government in terms of establishing order and security and managing conflict.	Examine the wagon train's government in terms of establishing order and managing conflict.						●						
Recognize and give examples of tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.	Recognize and give examples of tensions between the wants and needs of the individual emigrants and the wagon train as a group.					●	●						
Social Skills													
Participate in organizing, planning, making decisions, and taking action in group settings.	Organize, plan, and make decisions while determining the characteristics of family members.	●											
	Organize, plan, and make decisions within a group to make a covered wagon and animals.		●										
	Plan and make decisions while creating a frieze with group members.				●								
	Plan and take action with the rest of the wagon train members to decide what to do about the wrecked wagon.							●					
	Participate in organizing and planning the group's celebration.	Participate in organizing and planning the group's celebration.									●		
Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and problems.	Participate in persuading, compromising, debating, and negotiating in choosing a leader and devising rules for the wagon train.			●									
	Participate in persuading, compromising, and negotiating to solve the problem of the ruined food.					●							
	Compromise and negotiate to resolve the problem of the wrecked wagon.							●					

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9	Synthesis 1	Synthesis 2	Synthesis 3
Social Skills (con't.)													
Work with others to decide on an appropriate course of action.	Determine an appropriate course of action to complete the frieze.				●								
	Work with other members of the wagon train to decide what to do when members of the group become ill.					●							
	Work with other members of the wagon train to decide on the appropriate actions to take during an encounter with Indians.								●				
Critical Thinking													
Use criteria to make judgments through such processes as appraising ideas, considering points of view, and evaluating statements or positions on issues.	Appraise various issues and consider different points of view to decide what to do about the wrecked wagon.							●					
Organize ideas in new ways.	Organize ideas from group work, class discussion, or readings in new ways.	●	●		●								
Define issues or problems and consider alternatives, and then make a decision based on evaluation of alternatives.	Define issues and consider alternatives when planning what provisions to take on the journey.		●										
	Consider alternative ways to deal with a problem on the wagon train and make a decision based on evaluating these alternatives.					●						●	●
	Define the issue of the outbreak by researching cholera and considering the alternative approaches wagon train members might take. Make a decision based on these alternatives.							●					
Civic Competence													
Identify examples of freedoms, rights, and responsibilities of citizens.	Recognize that the freedom to help make decisions about the ill wagon train members involves a responsibility to those individuals and the entire wagon train.						●					●	●
Identify and practice selected forms of civic discussion and participation.	Participate in a democratic wagon train “town meeting” to solve a problem affecting the group.					●						●	●
Recognize and evaluate the variety of formal and informal actions that influence and shape public policy.	Recognize the ways in which an individual can shape the decision of a group.							●			●	●	●
Recognize and interpret how the “common good” can be strengthened through various forms of citizen action.	Interpret how the “common good” can be strengthened through the rules and sense of community on the wagon train.			●								●	●

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9	Synthesis 1	Synthesis 2	Synthesis 3	
Literacy														
Read a wide range of print and non-print texts to build an understanding of the United States in the past.	Read primary sources for specific information related to emigrants' journey west.		●				●							
Use word identification strategies to comprehend, interpret, and evaluate historical content.	Use specialized vocabulary to understand and communicate ideas about the emigrants' journey along the trail.				●									
Apply a range of strategies to comprehend and appreciate texts.	Compare and contrast Storypath events with a primary source.						●							
	Compare and contrast emigrants' and American Indians' perspectives.							●						
Use spoken and written language for learning and to exchange information.	Present characters to the class orally.	●												
	Listen actively to and take notes during oral presentations.	●												
	Prewrite and draft friendly letters of farewell.		●											
	Write journal entries from the characters' point of view.			●		●	●	●	●	●	●			
	Express a point of view in character.					●							●	
	Support opinions with evidence.								●			●	●	
	Create representations of what emigrants hoped for in their new lives.								●					
Use visual language for learning and to exchange information.	Use a topographical map to plot routes.		●											
	Create visual representations of emigrants' lives.							●					●	
	Use a Venn diagram to compare emigrants' and American Indians' perspectives.									●				

HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the CD provide a quick reminder for students to use as they work with the slides. These Reading Tips cover strategies that are especially effective for reading and understanding nonfiction text:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Scanning for specific information
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content Slide Sets suggest applicable strategies that the students will need to use on their own.

READING MINI-LESSON FRAMEWORK

1. Describe the strategy, explaining when and why readers use it. Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.

2. Model the steps as you “think aloud” with a sample text. Demonstrate how you would use each strategy, using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete for developing readers. Language that will help you includes the following:

- “I think about what I already know...”
- “When I look for the main idea, I ...”
- “Here is a clue that will help me ...”
- “That makes me think ...”

3. Guide students to apply these steps as they read during the unit. Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try out the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.

4. Assess students’ progress. Students’ independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

ADDITIONAL RESOURCES

LITERATURE

Easy

Erickson, Paul. *Daily Life in a Covered Wagon*. New York: Penguin Putnam Books for Young Readers, 1997. Examines life in a wagon train as the Larkin family makes the journey west in 1853. Historical fiction.

Gerrard, Roy. *Wagons West!* New York: Farrar, Straus, Giroux, 1996.

A rhyming adventure about one emigrant family's journey to Oregon in the 1850s. Historical fiction.

Average

Ancona, George. *Powwow*. New York: Harcourt Brace & Company, 1993.

Discover the wonders of the annual Crow Fair in Montana, the largest celebration of Native American pride in America. Nonfiction.

Landau, Elaine. *Wounded Knee Massacre*. Connecticut: Children's Press, 2004.

Examines the gruesome battle at Wounded Knee, South Dakota, in 1890 between the U.S. Cavalry and the Sioux Indians. Nonfiction.

Murphy, Dan. *Oregon Trail: Voyage of Discovery*. Las Vegas: KC Publications, 1993.

Beautiful photograph book of the geographic features along the Oregon Trail. Text accompanies the photographs. Nonfiction.

Thompson, Gare. *Our Journey West*. Washington, D.C.: National Geographic Society, 2003.

A fictionalized account of the Marshall family's travels along the Oregon Trail by wagon train, told through letters, illustrated text, and diary excerpts. Historical fiction.

Upton, Harriet, et al. *Trailblazers*.

Vero Beach, FL: Rourke Enterprises, 1990.

Describes the journeys of men who explored the American West during the early 1800s, including John Colter, Lewis and Clark, Joe Walker, and Thomas Nuttall. Nonfiction.

Advanced

Gregory, Kristiana. *Across the Wide and Lonesome Prairie*. New York: Scholastic, Inc., 1997.

Through her diary, thirteen-year-old Hattie Campbell chronicles her family's journey from Missouri to Oregon on the Oregon Trail in 1847. Historical fiction.

Van Leeuwen, Jan. *Bound for Oregon*. New York: Penguin Putnam Books for Young Readers, 1996. An historical novel for young readers describing the journey of Mary Ellen Todd and her family to Oregon in 1852. Historical fiction.

MULTIMEDIA

Videos

Lewis and Clark: Great Journey West. National Geographic Society, 2002.

Breathtaking scenery adds a sense of adventure during this look at the famous journey of Lewis and Clark.

The Way West. Public Broadcasting System, 1995.

Four DVDs by filmmaker Ric Burns highlight the great journey and establishment of the western part of our nation.

Internet

The Oregon Trail. www.isu.edu/~trinmich/Oregontrail.html

Created by the makers of the PBS documentary *The Oregon Trail*, this Web site gives a comprehensive overview of the journey thousands of people made to settle the West.

The National Oregon/California Trail Center.

www.oregontrailcenter.org

The official Web site of the National Oregon Trail Center.

The Oregon Trail Guidebook. www.beavton.k12.or.us/greenway/leahy/ot/guidebook.htm

This Web site, put together by an elementary school class and filled with photographs, gives a wonderful look at the supplies people brought with them, and the people and hardships they encountered on the Oregon Trail.



SKETCH



OREGON TERRITORY



OR,

**Emigrant's
Guide**

by

**P. L. Edwards, Esq.
of Richmond, Mo.**

LIBERTY, MO.

PRINTED AT THE "HERALD" OFFICE

1842

Introduction.

*Richmond, Mo., 15th September,
1842.*



MY DEAR SIR:

Your favor of the 13th ult., soliciting information of the Oregon Territory, is now before me. I regret that the pressure of professional and other engagements, have prevented a more prompt compliance with the wishes of yourself and friends. I will now, however, with pleasure, endeavor to atone for my seeming neglect, by appropriating a day of leisure to your service. In assuming, however, the responsible task which your confidence has imposed upon me, I cannot refrain from observing, that written descriptions of the utmost attainable accuracy, will wholly fail to impart an impression of the country in all respects, just and adequate. Perhaps not one in a thousand who may visit the Territory, will find it to correspond with his previous conceptions; and personal observation will present a state of things greatly differing from that portrayed by his previous wild imaginings. The reality will be in some respects more, and in others less, favorable than the fancy sketch. And disappointment, either pleasurable or painful, will be an emotion of no unfrequent recurrence.

You first ask for information in regard to the route and outfit of emigrants.

In reply, I can recommend no other route than that usually taken by traders and trappers, with occasional deviations which it would be useless to endeavor to point out on paper. I mean the route up the South Platte, a short distance above the junction of the north and south forks, thence up the north fork, until you have travelled some six or eight days within the first range of mountains, called the Black Hills; thence to the Colorado of the West, and thence to Fort Hall, on Lewis's river, by the way of Bear river.

I have been frequently asked whether I considered it practicable to perform the expedition with wagons?

I answer, that in my opinion, about two-thirds of the trip might be thus accomplished; and as to the remaining part, I am so far from believing that any sort of wheeled vehicle could be rendered available, that in my opinion, in many places it would be very difficult, perhaps nearly impossible to get them along empty. And were I to join a company of emigrants, I should always prefer horses and mules to any other mode of conveyance; and inconvenient as it may seem, I should always prefer packing the few necessaries of the journey, to the encumbrance of wagons. If the latter are

employed at all, let them be light but substantial, and drawn by horses and mules. Let it also be understood, that they are to be abandoned by the way. But even this might, in many cases, be advisable, as women and children might thereby perform the first part of the journey with greater facility, and become gradually inured to its fatigues. Some people think that when they reach Lewis's river, the difficulties of the trip are all surmounted, and that they will then have nothing to do but jump into boats or canoes, and glide down the stream to the mouth of the Columbia. This opinion is wholly wrong. The most difficult part of the journey is yet to be performed. Lewis's river is so obstructed by rapids and falls, that the Hudson's Bay Company, with the most experienced boatmen, never think of navigating it.

As to the distance, you will be better enabled to form a satisfactory estimate by reference to a correct map, and by my telling you that the journey is never performed by large companies, in less time than four months. The expedition which I accompanied, reached Fort Vancouver in something less than five months, traveling, on an average, say twenty miles per day; but this included frequent delays to recruit our animals, and for other purposes, amounting in the whole to about one month. We, however, had nothing worse than horses and mules to retard our march. A company composed of men, women and children promiscuously, need not expect to perform the same trip in less than from five to six months.

It is always necessary to start with provisions enough to last until you reach the buffalo; from your town, say one month's regular travel. I should always advise a company to start with a good supply of cattle. It is easier to drive them than to pack other provisions, and, besides, fresh meat is greatly to be preferred. I will also state, that I should never desire a company of more than 100 or 150 persons, though a goodly proportion of these were women and children. Small companies advance more rapidly, and incur less inconvenience from want of food and pasturage. A company of this character, should be large enough to insure safety with proper vigilance, and all beyond this is unnecessary, and sometimes worse than useless. I would also advise emigrants to encumber themselves with little more than they will need for the journey. It is frequently asked by those who intend going to the country, "What will I need when I arrive there?" This question admits but one safe and sensible answer. You will need every thing there, that you would need here in the same pursuits. But what proportion of all this can be taken across the mountains? The answer is, comparatively nothing. Then we must resort to other means of supplying a colony in the Oregon with necessaries. As yet, the Hudson's Bay Company have liberally supplied the infant settlement.

But I am not prepared to say, what stress may be placed either upon their disposition or immediate ability to supply a great number of emigrants. In my opinion, the safer course on all occasions, when justified by the number and resources of the emigrants, would be to freight a vessel with supplies from the United States: otherwise, I should have no fears that a small company might, at any time, be supplied with the real necessities of life, but perhaps, with very little beyond. I should always entertain misgivings as to the issue, if I saw a rush of emigration, unless I had first seen supplies thus forwarded by sea, or other arrangements made to effect the same ends. To think of transporting the implements of agriculture and mechanics across the Rocky Mountains, is utterly preposterous; and the Hudson's Bay Company, if willing, might not be able to supply the wants of a great number, unless previously advised that there would be such increased demand. If the colony could command a vessel, many of the necessary supplies might, in the course of a few weeks, be procured from the Sandwich Islands. The distance of these Islands from the mouth of the Columbia, is about two weeks ordinary sail. And here I will observe, that in my opinion, the difficulty of emigration, and that of procuring supplies when there, are the great obstacles to the speedy colonization and prosperity of the Territory. A colony once established there, with the implements of agriculture and mechanics in their possession, and it needs no prophet's ken to foresee that their destinies would be onward.

Description of Country.

So much for the route and outfit. You next ask for a general description of the country itself.

For the sake of convenience, I will consider the country in three divisions, corresponding with the three principal ranges of mountains which traverse it north and south. First, the country lying between the Rocky mountains proper, and the range called the Blue Ridge. Second, the country between the Blue Ridge and Cascade, Klamet or California mountains: and third, the country between the Cascade mountains and Pacific coast: And,

First. The division lying between the Rocky mountains and the Blue Ridge. This is by far the least interesting portion of the Territory; and, perhaps, it would be difficult for imagination to picture a region more entirely unavailing to any of the purposes of civilization. The traveller is fated to a feeling of dreary sterility, which is seldom relieved. The eye seldom rests upon a spot which might, by any sort of unnatural torture, be rendered capable of production, while the climate and almost [entire] destitution of rain, preclude

the idea of cultivation. Even the game which enliven and enrich the mountains, seem averse to this region, and seldom honor it with their tread. It is true, that with the assistance of a good glass, you might sometimes see the wild and reckless mountain sheep bounding on some lofty and inaccessible crag, as if he too, would fain ascend above that accursed land which he had unfortunately inherited from his forefathers. And, there too, you might sometimes see the decayed bones of animals which do not now inhabit the country, indicating most satisfactorily to any sensible antiquary, than in olden time, ere yet tradition had learned to chronicle the achievements of men or beasts, there had existed a mortal feud between Indians and their allies, the dogs, on the one part, and the buffalo, deer, &c., on the other part, and that the fierce contest had finally terminated in the expulsion of the latter, or, perchance, their total annihilation. But in sober earnestness, the country presents few redeeming traits. I only speak of that portion of this division over which I have travelled, for beyond this, my information is very limited.

Second. The division between the Blue Ridge and the Cascade mountains. And here the westward traveller is impressed with an obvious improvement in the country. The climate is mild, equable and healthy—but the country is adapted to a pastoral and not to an agricultural people. I am of opinion that the description of this country given by Capt. Wyeth, is the most accurate I have seen, and that I cannot do better than to quote his own language. He says, "I think the agriculture of this district must always be limited to the wants of a pastoral people, and to the immediate vicinity of the streams and mountains, and irrigation must be resorted to if a large population is to be supported in it. This district, which affords little prospect to the tiller of the soil, is perhaps one of the finest grazing countries in the world. It has been much underrated by travellers, who have only passed by way of the Columbia river, the land along which is a mere collection of sand and rocks, and almost without vegetation. But a few miles from the Columbia, towards the hills and mountains, the prairies open wide covered with a low grass of the most nutritious kind, which remains good throughout the year. In September, there are slight rains, at which times the grass starts; and in October and November, there is a good coat of green grass, which remains so until the ensuing summer; and about June, it is ripe in the lower plains, and drying without being wet, is like made hay. In this state it remains until the autumn rains again revive it. The herdsman in this extensive valley of more than one hundred and fifty miles in width, could at all times keep his animals in good grass, by approaching the mountains, on the declivities of which there is almost any climate; and the dry grass of the country is at all times excellent. It is in this section of

the country, that all the horses are reared for the supply of the Indians and traders in the interior. It is not uncommon for one Indian to own several hundreds of them. I think this section for producing hides, tallow and beef, is superior to any part of North America. There is no question that sheep may be raised to any extent in a climate so dry, and sufficiently warm, where little snow or rain falls. I think this the healthiest country I have ever been in." So far Capt. Wyeth has, I think, very accurately described this division. He is a practical man, and speaks from extensive personal observation. There is one inconvenience, however, to which this division must always be subject. The navigation of the Columbia river to any part of this division, is impeded by rapids and cascades, and can only be effected by frequent *portages*, both of cargoes and boats; and there is no practicable land route to the point on the river, below which the obstructions to navigation cease. From the best information, however, which I could obtain, a road might be made from Fort Nezperce, in this district, to Puget's Sound, without any inadequate expenditure. Here there is as fine a harbor as the world affords; and if the proposed road be attainable, this would of course become the most eligible outlet for the larger portion of this division. In this section are located the Missions of the American Board of Commissioners for Foreign Missions, and in its western extremity the Methodist Was-co-peem Mission, under the immediate charge of the Rev. Messrs. Perkins and D. Lee. In this division, the Indians display more wealth and character than in any other part of the Territory. Here are the Ki-oos, Nez-per-ces, Wal-la-wal-las and Sa-lish; these tribes have been long distinguished by their honesty and fidelity to the whites. They now seem to be gradually merging into one tribe, and have, in a great measure, adopted the Nez-per-ce as a common language. I will not here omit to state, that this district is generally well supplied with the finest of fish. Game is not abundant—the buffalo never advance so far westward. In this division, timber is scarce and is seldom found, except in the mountains and immediately on the water courses; there is also a great deal of sandy and unproductive land. The waters are of course pure and healthful. In concluding this brief sketch, I will observe, that in my opinion, those who have been reared in the West, will rarely see much in this district to excite their admiration: they will recognize little semblance to the countries which they have been taught to esteem, and would rarely be content here. Those who have been accustomed to countries less fertile than the west, would be more inclined to appreciate this division.

Third. The country between the Cascade mountains and the coast. And here we are to examine by far the most interesting portion of the Territory. This division includes the valleys of the Cowalitz, Chasty, Umpqua,

and far-famed Wallamette. The Cowalitz is a stream which empties into the Columbia from the north, about fifty miles from its mouth. The valley formed by the river is said to be fertile, but is only sufficiently extensive for a small county. The climate here is more capricious than it is in the Wallamette and valleys south. There were in 1838, in this valley, but two small farms.

The Chasty valley lies on Chasty river, and is near the line between the United States and Mexico; it is a country of pleasing and varied scenery, and sufficiently extensive for, say two counties. It is, however, too remote from navigation to invite settlement for years to come—the nearest ports being the Columbia and San Francisco.

The Umpqua valley lies between the Chasty on the south, and the Wallamette on the north, and is separated from each by a transverse range of mountains. This valley is much more extensive than either of the former, and in point of soil and scenery, is not inferior to any portion of the Territory—but like the Chasty, it is remote from navigation, the Columbia being the nearest port. I have no doubt, however, that a road traversable with wagons, might, with little difficulty, be opened from this to the Wallamette. While I was in the country, a schooner entered the mouth of the Umpqua river, but the entrance is difficult, and the harbor unsafe, besides, the river is not navigable; and it would be next to impossible to effect a good road from the coast to the agricultural part of the valley. The intervening country consists of rugged and almost impassable mountains.

THE WAL-LAM-ETTE VALLEY. And here we are to describe that portion of the Territory which has generally engaged the almost exclusive attention of travellers. The average distance from its western limits to the ocean is, say, seventy miles. The intervening country is mountainous and covered with immense forests. This valley is between 200 and 250 miles in length, and averages say, 50 miles in width, in the middle of which meanders the Wallamette river. From the mouth of the Wallamette for about forty miles upward, there is little country adapted to agriculture: on both sides, lofty hills and mountains generally approach the river, and those on the west extend far away to the ocean. They are, however, generally covered with luxuriant vegetation and immense forest trees, indicating that the most formidable obstacles to their cultivation, are their uneven surface and the immense labor that would be requisite to prepare them. I have no doubt, however, that when cleared, they would in many instances prove as productive as any other portions of the Territory. About forty miles from the mouth, are the Wallamette Falls. They are about twenty-five feet in height—in some places nearly, and in others quite, perpendicular. They are from six to eight hundred yards wide; and except in very high water, there are two

channels—a mass of rocks projecting out in the middle—and presenting a semi-circular fall on the west, and one in the form of a segment on the east. Here is one of finest water powers in the world. The river is at most times navigable for vessels of ten or twelve feet draught, to within two miles of the falls; and from the falls to the lower settlement about twenty miles above, it is navigable for small steamboats, and in the winter for those of almost any dimensions.

From the falls to the settlement, the country immediately contiguous to the river, is similar to that below, but the hills and mountains are less elevated; and at the settlement, this valley spreads out in all its loveliness and verdure. There is, however, a most beautiful valley called the Fallatee, from the tribe of Indians who inhabit it on the west side of the river, and separated from it by the broken country before mentioned. This valley extends from the main Wallamette, of which it is a part, to a point opposite the falls, from which it is but a few miles distant, and a good road is said to be attainable from the one point to the other; this would open up a good land communication from the falls to every part of the Wallamette valley. From this point to the southern extremity of the valley, I am confident that I hazard little when I say, that no country in the world of the same dimensions, will support a denser population; and there is no country in which agriculture, in all its varied departments, may be prosecuted with more facility. In this valley, about ten miles above the lower settlement, is located the Methodist Mission, under the superintendence of the Rev. Jason Lee. But you want more specific information of this portion of the Territory, and I will now proceed more in detail premising that I must necessarily omit many items of which the emigrant would wish to be advised. And first,



Of the Soil and Products. The soil is generally of a silicious nature, and bears little resemblance to the dark vegetable mould which we of the west are used to prefer. It produces well without the application of manure; but I have never known any country in which its happy effects are so palpable. Even the ashes deposited from the burning of stubble or other remains of the previous year's produce, effect a marked improvement in the crops. The soil is deep and its productive qualities durable, but little if any deterioration being yet perceptible in the oldest fields. Capt. Wyeth considers "the soil equal to that of any part of New York." It is adapted to the culture of wheat, rye, oats, barley, and generally all sorts of small grain; all varieties of peas and beans, Irish potatoes, and nearly all sorts of roots cultivated in the United States. I have seen a large

field of wheat, measuring from six and a half to seven feet in height, which had received no other manuring than the straw which had been produced on the same ground the two previous years. I have also seen a field of flourishing wheat, growing and maturing on ground which had received no other preparation than having been ploughed in the spring, and sown in peas, and after these had been removed, the wheat was sown and harrowed in. The ground without manure, produces from fifteen to twenty bushels of wheat per acre, varying with the culture and season; and I should not omit to observe, that the cultivation is generally quite defective. I will also observe, that small grain is generally of a better quality, being heavier and more healthful than I have been accustomed to see. In no country in the world, may the husbandman look forward with more assurance to the reward of his toil—for as sure as he sows, "he will in due season reap." The grain crops have never failed, or been affected by blight, weevil or mildew. The harvest occurs in the dry season, and I have never but once known it in the least interrupted by rain. There is but little difference in the produce of grain sown in the spring and that sown in the fall.

Irish potatoes are of a much finer quality than we rear in the west, being dry and mealy. Indian corn will not produce well, owing alone, as I suppose, to the coolness of the springs, and the drouth of the summers. The small, hard corn may, with occasional irrigation, be matured in quantities sufficient for all useful purposes. Nearly all sorts of garden vegetables reared in the United States, do well there; but those which are late in maturing require irrigation. The first cabbage planted at the Mission, and reserved for seed, was standing in the garden three years afterwards, and in the third year, produced three good heads; and when I left the country, the venerable vegetable was still flourishing in its green old age, and vieing with the junior generation around. The experiments made with apples, and a few other fruits, have proved very successful. I cannot, however, state from personal observation, what number and variety of fruits may be reared in the Wallamette Valley—but from the experiments made at Fort Vancouver, which is situated north, there can be no doubt that many of the most valuable fruits may be reared, and that even grapes, in select localities, will amply repay the labor of culture. The indigenous products, are principally the kam-as and wap-pa-to roots, hazel nuts, service berries, huckle berries, and others for which I know no English name—all of which constitute the principal subsistence of the natives; neither grapes, walnuts, hickory nuts, persimmons, nor many other wild products are found in an indigenous state west of the Rocky mountains. The number of wild esculent products is, I should say, more limited in the

Territory than in the Mississippi valley, if we exclude the kam-as and wap-pa-to roots.

The Climate is mild and equable, and wholly dissimilar to that of any country of the same latitude east of the Rocky mountains, or on the Atlantic coast. It seldom snows, and then it usually melts as it descends—the ground is seldom covered, and then it remains but a few hours. During a residence of four winters, I knew but one exception. There is no weather which a western or northern man would call cold—the mercury seldom approaches the freezing point—and ploughing may be generally prosecuted throughout the winter. Vegetation is green during the winter, and stock continue fat without feeding. In the language of Mr. Slocum, “I do not think there is a finer grazing country in the world, if we take the whole year into consideration.” The winter rains are, however, a very serious objection to the country; the rainy season usually sets in about the middle of September, and continues for two or three weeks, when it remits for about the same length of time; when it again resumes, no safe calculation can be made for dry weather, until the next regular dry season. I have, however, seen about a month in winter, of as lovely weather, with clear frosty nights and sunny days, as I have ever seen a Missouri autumn. Upon the whole, from the safest estimate I can make, I will state that it seldom rains in the months of June, July, August, and the early part of September. During the months of November, December, January, and the early part of February, there is little dry weather; and the remaining parts of the year will be varied with rainy and dry weather. These seasons will not always occur exactly in this order—but without pretending to exactitude, they will generally bear to each other about these proportions.

From the sandy nature of the ground, it is not so muddy as strangers would naturally suspect. I have seen the ground more mirey at the breaking up of the Missouri winter, than I have ever seen it there. The rivers too are short, and the waters soon find their level. The rains are usually more odious to strangers than to the old residents; the latter have, generally, learned to prefer them to the snows and intense cold which prevail in the northern and western States of the Union.

Scenery. The general appearance of this country, is picturesque and lovely beyond any thing to which we of the Mississippi valley have ever been accustomed. In a memorial to the Congress of the United States,

presented by Dr. Linn in the winter of 1838–9, and which I drew up for the settlers before I left the Territory, it is said, that “a large portion of the Territory, from the Columbia river south to the boundary line between the United States and the Mexican Republic, and extending from the coast of the Pacific about 250 or 300 miles to the interior, is either well supplied with timber, or adapted to pasturage or agriculture. The fertile valleys of the Wallamette and Umpqua, are varied with prairies and woodland, and intersected by abundant lateral streams presenting facilities for machinery.” And I will here simply refer to this memorial, as containing a brief general description of the country.

Never shall I forget the wild ecstasy of one hour in that Territory. ’Twas a lovely day in a lovely autumn—for nine weary months had I been far away from that lone home; and oft when I lay down to repose, I knew not that I should ever awake—and when I arose, I knew not that I should sleep again. For two days had I toiled in advance of my company, and now I was upon the summit of a tall mountain which commands a bewildering prospect of that loved valley, and I stayed upon that green summit. The birds of autumn caroled their soft melodies around, and the blushing flowret bent at the feet of the intruder. On every side stretched away the undulating and verdant prairie to the far mountain’s base—and sunny groves rose like fairy isles on the tranquil bosom of some still, green ocean of romance. Away to the north was the smoke wreathing above the trees which clustered around the lone mission-house—and I thought there was an altar to God, and incense from the bosom of the wilderness. There dwelt the guileless benefactors of their race—the pure in spirit—whose fondest hopes are garnered in the world to come; and beyond, was the ice-bound summit which knows no variety of season—and summers come and go—and the nations live and die—and the pure flowers bend at the feet of the unvarying deity and wither in his breath—and still he looks down with the same cold and icy smile on the annual successions of variegated vegetation in the soft valleys below—and is changeless ever!—and mountains rose on mountains, and receded far away in the dim, blue distance, until they mingled in the soft bland skies. And I thought of the green phantomland beyond, whither retires the spirit of the fierce warrior when the conflict of life is over—and there was intensity of contrast! Below my feet was all that was soft, and bland, and holy—and beyond, all was the stern rivalry of sublimity and grandeur!—and I thought too, of the vast INFINITE that made them all! I know not how long I paused—I started at the admonition of my solitary Indian guide, brushed away the unconscious tear from my eye, and rushed down the dark glen before me—

the scene of enchantment was gone—but the recollection never!



Health. The interior regions are, as I have before stated, as healthy as any portions of the world. But you will desire information of this division. To express myself in general terms, I do not consider the country either as peculiarly healthy, or as peculiarly unhealthy. The diseases of the country are principally colds, influenzas and intermittent fevers, all of which are generally of a mild character. To these we may add, among the Indians, consumption; of the latter, great numbers of the natives die annually. I have, however, never known but two white persons die of this disease, nor do I now recollect to have ever heard of any but the two, laboring under pulmonary affection; and these cases were never attributed to the country. Previous, I believe, to the year 1819 or 1820, a case of fever and ague was never known in the Territory. About this time it commenced its fearful ravages among the Indians, and has continued ever since, though greatly mitigated in its character. In one day's ascent of the Wallamette in a canoe, I have counted nine depopulated villages; in some instances whole tribes were nearly annihilated, and the few desolate survivors fled from the abodes of death, and identified themselves with their less unfortunate neighbors. In thousands of instances where this disease did not itself prove fatal, by being long protracted, it induced others, which soon brought the sufferer to his grave, and ushered him into the far spirit-land whither his wives and babes had already gone. To protracted fever and ague, is no doubt attributable most of the pulmonary diseases before mentioned. This fever yields readily to prompt medical treatment, and I have never known it prove fatal to a white person; indeed, the administration of the mildest cathartics followed by the usual tonics, is generally sufficient to arrest it in a few days. This unprecedented fatality among the natives, extended from the coast about 100 miles interior—but was more marked in its effects, commencing about 50 miles from the coast and extending about 50 miles further inland; and from the Columbia south, to within about 50 miles of San Francisco in California, a distance of near 600 miles. Over this vast region did the dark angel of death move his leaden sceptre—the children of the forest knew no remedy and died—

Died the stalwart chieftain and his slave—
The frenzied mother and her babe.

And often, when wearied in his far sojournings, has the humble writer pillowed his head upon bones which the

destroyer had left none to bury. But this fatality was confined exclusively to the natives—and from the health enjoyed by the whites, the country may be safely placed in the category of the healthy. Persons whose judgments are entitled to high regard, think that the former prevalence of the intermittent fever was attributable to temporary causes, and that it will finally disappear. In point of health, however, this division will never rival the interior and less fertile portions of the Territory.



Extent of Country. Mr. Slocum estimates that “there are in the Territory, exclusive of the Columbia and Wallamette, 14,000,000 acres of as good land as any in Missouri or Illinois.” I am forced to say that I think this estimate quite extravagant: there is really very little country on the Columbia fit for agriculture. From the mouth of the Columbia to the middle division which I have described, lofty hills and mountains generally approach the river, and for more than 100 miles interior, they are, with few exceptions, covered with heavy and almost impenetrable forests; neither is there any good farming country of any extent, immediately on the coast; the mountains usually project up to the ocean, and are covered with forests like those just described. It is really difficult to make an estimate approximating certainty. If we take into consideration the mountain regions which are heavily timbered, and produce abundant vegetation, it will add greatly to the extent of the farming country. But in these regions, no experiments have ever been made; and it will be long, I imagine, before men can be found of sufficient hardihood to attempt preparing them for cultivation. The country lying north of the river, with the exception of the Cowalitz, the small tract around Fort Vancouver, and the country in the vicinity of Puget's Sound, is, so far as I am informed, generally of the same character with the mountain regions just described. This portion of the Territory, derives its principal importance from its timber, and from the fact that Cape Disappointment commands the entrance of the river. A well constructed military post on this point, would bid defiance to half the navies of the world. Whoever commands the north side of the river, virtually commands the Territory.



The Timber of the country, consists principally of fir, ash, pine, cedar, white oak, cottonwood, white maple and alder. Some portions of the valleys are defectively timbered; but the timber in the neighboring mountains, will always be inexhaustible. There is no walnut, hickory, black oak or sugar maple, west of the mountains.

It is in the vicinity of the coast, that the immense trees spoken of by travellers are generally found.

Stock. The year previous to my departure for the United States, a joint stock company was formed for the purpose of procuring cattle from California, and placed under the command of Mr. Ewing Young, and I accompanied the expedition in the character of treasurer and joint purchaser. The cattle were to be driven through the intervening country usually laid down on our maps, as “the unexplored region.” With a company of seventeen white men and three Indian boys, we started with 800 cattle, and reached the Wallamette with 630. The expedition was replete with hardships and dangers which we need not detail. Previous to this, there were but few cattle in the Territory, except those belonging to the Hudson’s Bay Company, numbering between 700 and 800, and all of which had proceeded from one cow and bull since the year 1818. In California, a similar country for stock, thirty per cent, per annum increase of a promiscuous herd of cattle, is considered a moderate estimate. Those which we brought to the Wallamette, were all young cows, with barely a sufficiency of males for the purposes of procreation. From these data, you can pretty satisfactorily determine the extent to which the country is now supplied with cattle. I am not apprised that any others have been since brought to the country. An expedition started to California in 1838, but the party was defeated by the Chasty Indians, and returned. I do not know that there are in the country, any sheep, except those belonging to the Hudson’s Bay Company, and these were, when I left, but few. There were then a sufficiency of horses in the Wallamette valley, to answer the wants of the settlers—and they have no doubt increased beyond their wants; they might at any time be procured in any reasonable numbers from the interior. I should always, however, recommend a company of emigrants to take with them as many horses and cattle, of good stock, as they could conveniently manage. The Spanish cattle are not considered good for the purposes of the dairy. Sheep might, with more facility, be obtained by sea, or from California by land. Hogs do well—but there is no mast on which they can fatten, as in the western States. They will never be an article of much commercial interest unless a trade in pork and bacon hams should be opened with China, when the profits might amply repay the feeding. There are, also, a sufficiency of ordinary domestic fowls—the wild game is pretty well exhausted in the Wallamette. The salmon do not ascend above the Falls—but at this place, there is one of the finest fisheries in the Territory; settlers will find little difficulty

in securing an abundant supply. Above the falls, there are but few fish, and those are of inferior quality.

Society is of course, too young to have assumed any fixed and permanent characteristics, composed as it is, of such dissimilar elements. But I here recollect, that many persons reared east of ourselves, consider the antiquity of a country, as the best criterion of its intelligence and refinement; and when these paragons of stupidity gather up energy enough to venture beyond the old barn, and clear out into the *dark regions of the far and benighted west*, it requires several years of rigid discipline to convince them, that we are not heathens, and of the no less unpleasant truth, that they are fools. So you will just be cautious, that you do not estimate the rudeness of the society by the test of its longitude west.

The Missionaries have, since the year 1834, wielded a most happy influence on the moral and intellectual character of the infant colony; and around the Mission, there is slowly and gradually forming a moral, religious and industrious population—perchance the germ of a powerful State. The missionaries have not confined their labors to the Indians, but have always kept up regular sabbath preaching to the white population. Connected with the Hudson’s Bay Company, there are also, many gentlemen who would do no discredit to any circles of society. These gentlemen sustain the forms and courtesies of civilized life, much more than Americans engaged in the same pursuits.

Statistics.—When I left the Territory, I supposed that there were about 55 permanent settlers in the Wallamette valley—I mean adult males, including the Missionaries. I recollect that in 1837, Mr. Slocum and myself made an estimate of the population of Fort Vancouver, and we determined it at something over 700, including whites, Indians, women and children. Besides this, the company have trading posts and wandering trappers throughout the Territory.

Water Communication.—This is bad, and will always be a serious drawback on the prosperity of the country. There is no safe harbour south of the Columbia and north of San Francisco, and the navigation of the rivers, as I have shown is impeded by rapids and cascades. Of the Columbia, as a port of entry, I need not now speak.

Currency.—There was, when I left, no gold or silver in the Territory. Peltries constituted the circulating medium, an otter skin passing at ten and a beaver skin at eleven shillings, Halifax; and for small change, beads answered a very happy purpose. Fur skins, at these rates, commanded goods at 50 per cent. advance on the London invoice prices. Here there are no inflations and contractions in monetary affairs.

Indians.—The natives are generally mild and indolent. Their wars are little else than a mere farce, and the whites have the mastery of those around them. Settlers in the Wallamette need entertain little apprehension of hostilities, and if death continues his annual harvests, there will in a few years be few in the valley. I should feel as safe there as I do here.

Conclusion.

You lastly ask, "What kind of seeds should be taken by emigrants?" From what I have already said, you will conclude that they can take little more than garden seeds, and of these they will need about the same there that they would need here. These might in some measure be procured there.

I have now, in a very imperfect manner, executed the duty assigned me. I have endeavored to sketch the

country with as much fidelity as my knowledge and the brief limits to which I am necessarily confined will admit, and I now submit the effort to your charitable consideration. I cannot now refrain from observing, that however favorably to the Territory this sketch may be construed, yet I have no doubt that the country is by many greatly overrated. I am sometimes asked if I consider the country better than Missouri? I answer, no! I do not consider any country upon the whole superior to Missouri. There is another fact worthy of remark: so far as my observation has extended, eastern men are more generally pleased with the country than those of the west. I will also say that I think the education and habits of the former are generally better adapted in the country than those of the latter. Emigrants from the west will frequently expect thrilling incidents; like those which their ancestors saw in their early history, and may be disappointed. Emigrants should go prepared to work and not to hunt. You will not understand me as wishing to abate the ardor of your friends. Adventure, like virtue, brings its own reward; and let those who start on this enterprise learn to derive happiness even from privation and peril. While they reluctantly forego the fond endearments that cluster around the homes of their childhood, let them learn to despise the incidents of common-place life, and aspire to be the benefactors of their race—the founders of a new, enlightened and powerful state. Their contemporaries will admire, and posterity reward.

I am, very respectfully, &c.
P.L. EDWARDS

DR. T. M. BACON, Liberty, Mo.

STORYPATH®



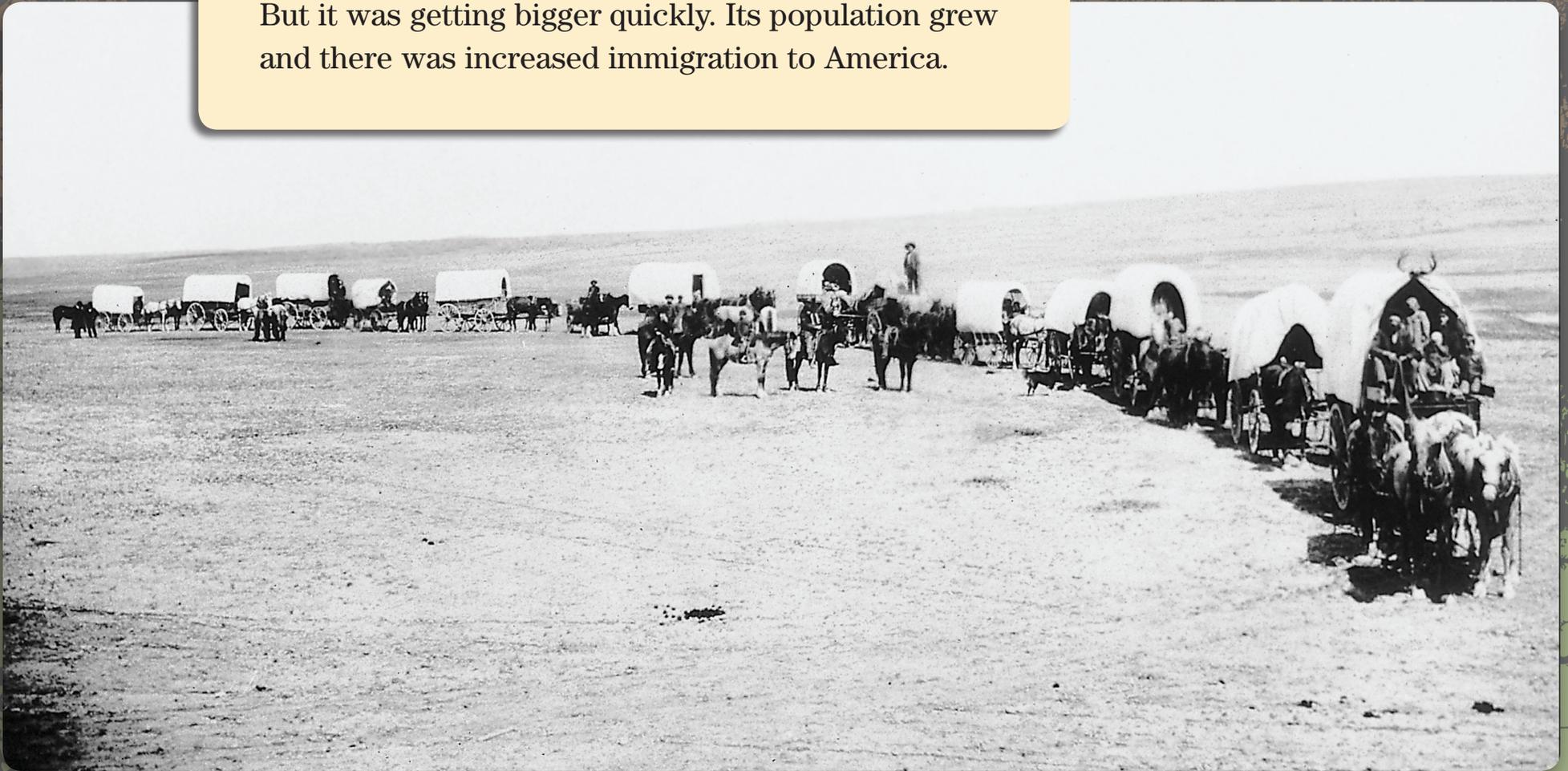
The Oregon Trail

www.teachstorypath.com



Why did America grow?

In 1800, the United States was only 24 years old and occupied less than one-third of the land it does today. But it was getting bigger quickly. Its population grew and there was increased immigration to America.





Dateline

continued

1776

In the Beginning

The United States is formed as a nation of 13 colonies along the East Coast, with a population of about 4 million.

May 2, 1803

Louisiana Purchase

President Thomas Jefferson pays France \$15 million for the land between the Mississippi River and the Rocky Mountains, known as the Louisiana Territory. This new land almost doubles the size of the United States and people begin to think about moving west.

1804–1806

Lewis and Clark Expedition

Meriwether Lewis and William Clark explore the Louisiana Territory. They travel beyond the Rockies into the Oregon Country and return with stories of a beautiful region filled with fertile land and abundant game.



Dateline

continued

1812 **South Pass** **Discovered**

The South Pass, a valley passage through the Rocky Mountains, is discovered by fur traders.

1818 **Treaty with Great Britain**

This treaty establishes the northern border of the United States from the Lake of the Woods to the Rocky Mountains and allows both countries to settle the Oregon Country.

1824 **U.S. Treaty with Russia**

The Russians give up claim to the Oregon Country and sign a treaty with the United States designating the northern boundary at 54° 40'. Great Britain still claims a right to the Oregon Country. The rights of the American Indians who live there are not considered.



Dateline

continued

1827 **Independence, Missouri**

This town is established as a jumping-off point for the Oregon Trail to the north and the Santa Fe Trail to the south.

1836 **Missionaries Defy the Odds**

Two missionary families travel to Oregon Country, proving that women and wagons can make the trip.

1837 **Depression Strikes America**

In cities, thousands lose their jobs. The price of corn drops below cost and farmers struggle to survive. The idea of cheap, fertile land in the West becomes very appealing.



Dateline

continued

1842–1844 **A Topographical Map**

John Charles Frémont travels the Oregon Trail and charts a series of topographical maps of the route.

1843 **Mass Migration Begins**

One thousand emigrants set out in wagon trains to make a new life in the Oregon Country.

1846 **The Oregon Question**

Joint occupation of Oregon ends when President Polk signs a treaty with Great Britain. The 49th parallel becomes Oregon's northern border.



Dateline

continued

1846

The Mormon Trail

Thousands of people of the Mormon faith are driven out of their homes in Nauvoo, Illinois. Led by Brigham Young, they head west and settle in what is now Utah.

1848

Territory Status

Oregon becomes an official U.S. Territory.

1848

Mexican Cession

Mexico gives up claims to the land that makes up present-day California, Nevada, Utah, and parts of four other states.



Dateline

1849 Gold Rush

Gold is discovered near Sacramento, California, in January 1848, but the news doesn't reach the East until late summer. Thousands set out for California in hopes of striking it rich.

1859 The Thirty-Third State

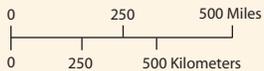
In February, Oregon enters the Union as a free state with a population of about 50,000.

1. Read the dateline on Slides 2–7 and look at the map on Slide 7. How did the United States grow in 1803?
(understanding visuals)



The Growth of the United States in the 1800s

- The United States, 1800
- Louisiana Purchase, 1803
- Oregon Country
- Florida
- Mexico
- Mexican Cession, 1848
- Texas
- Present-day boundaries



2. How might the growth in 1803 have influenced people to move west? (making inferences)

Why did people want to move west?



SET 2

SLIDE 1



Emmanuel Gottlieb Leutze's 1861 painting, *Westward the Course of Empire Takes Its Way*, helped to romanticize western emigration.

- 1. The painting shown here was painted in the 1840s. How does it portray the emigrants' move west? Give two reasons why you think this painting does or does not show manifest destiny. (understanding visuals)**

Newspaper Excerpts from the 1800s



SET 2

SLIDE 2

In the 1840s, newspapers became more popular in America. Through newspapers, Americans learned for the first time about what was happening in different places.

November 26, 1830

News Flash



The Rocky Mountains

In a few years, a trip to the Pacific, by way of the Rocky Mountains, will be no more of an undertaking than was a journey from the Atlantic cities to Missouri twenty years ago. Well and truly may it be said that “Westward the Star of Empire takes its way.” We noticed, two weeks ago, the return of Messrs. Smith, Sublette, and Jackson, from the Rocky Mountains, and stated that they had taken two wagons out and back again. We now learn from

them there was an error in the number two; the actual number was ten. . . .

Messrs. Smith, Sublette, and Jackson are the first that ever took wagons to the Rocky Mountains. The ease with which they did it and could have gone on to the mouth of the Columbia, shows the folly and nonsense of those “scientific” characters who talk of the Rocky Mountains as a barrier which is to stop the westward march of the American people.

2. How might the newspaper excerpts on Slides 2–3 have influenced someone to go west? (*scanning, making inferences*)



Newspaper Excerpts from the 1800s

April 24, 1820

“Today Congress passed the Public Land Act to help settlers purchase land in the West. Anyone thinking about buying land beyond the Rocky Mountains can now do so for a minimum of \$100.”

May 10, 1837

“Today most of the banks in New York City stopped making cash payments to their customers. Some experts estimate that over 600 banks will fail this year. If so, unemployment will increase across the nation.”

March 9, 1846

“[California’s] natural advantages are of the most important character—a most salubrious [healthy] climate, a perpetual spring, as it were, without the sultriness of summer, or the chilling winds of winter—a soil unsurpassed for richness and productiveness, some of the principal articles of agriculture growing in a wild, uncultivated state...”



Manifest Destiny

In the 1840s, many Americans believed it was their manifest destiny, or inevitable God-given right, to stretch the nation across the continent to the Pacific Ocean. However this view of western expansion had no regard for the American Indian people who already lived in the west or for their way of life.



What did emigrants need for the journey west?

The emigrants had to do many things to prepare for the long journey west. They had to pack items they would need for the journey, as well as supplies to set up their new homes and carry them through the first winter.

supplies for the journey

washboard

1. What challenges did emigrants have to plan for as they prepared for their journey? How did they prepare to meet the challenges? *(main idea/supporting details)*

2. Explain how this wagon was built for a long journey west. (scanning)



SET 3

SLIDE 2

In the 1800s, emigrants traveled in light-weight wooden wagons. The wagons were covered with canvas that was coated with linseed oil to make it waterproof.

The jockey box gave people a place to rest their feet and store tools.

The tongue moved up and down as the wagon crossed bumpy terrain.

The front wheels were smaller than the back ones, making it easier to make sharp turns.

axle

A can of grease hung behind the wagon. Wheels were greased often to keep them moving smoothly.



Bringing Animals

Emigrants needed to decide whether to use oxen or mules to pull the wagons. Mules were more expensive, but were faster for distances less than a thousand miles. For longer journeys or journeys over rough terrain, emigrants often chose oxen because they were hardier. Oxen could also be used for beef if no other food was available. Cows were good to have on the journey, too, because their milk was a valuable addition to the food supply. In an emergency, cows could be used to pull the wagon.



Primary Source

The journal entry below shows how fear of the unknown often led emigrants to link Indians with violence.

From the journal of Benjamin Franklin Bonney, 1845:

I can well remember the hullabaloo the neighbors set up when father said we were going to Oregon. They told him how his family would all be killed by the Indians, or if we escaped the Indians we would either starve to death or drown or be lost in the desert, but father was not much of a hand to draw back after he had put his hand to the plow, so he went ahead and made ready for the trip.



Why did emigrants form wagon trains?

Emigrants usually traveled in groups called wagon trains. They formed these groups at one of the many jumping-off points, or frontier cities.

This 1869 illustration shows how wagon companies corralled, or circled, their wagons whenever they stopped. This helped keep the horses, mules, and cattle from running away.



1. What qualities would an effective leader need? *(making inferences)*



Primary Source

From the journal of James Willis Nesmith, 1843:

Without orders from any quarter, and without preconcert, promptly as the grass began to start, the emigrants began to assemble near Independence, at a place called Fitzhugh's Mill. On the 17th day of May, 1843, notices were circulated through the different encampments that on the succeeding day, those contemplating emigration to Oregon, would meet at a designated point to organize.

Promptly at the appointed hour the motley groups assembled. It consisted of people from all the States and Territories, and nearly all nationalities. The most, however, from Arkansas, Illinois, Missouri and Iowa, and all strangers to one another, but impressed with some crude idea that there existed an imperative necessity for some kind of organization for mutual protection against the hostile Indians inhabiting the great unknown wilderness stretching away to the shores of the Pacific, and which they were about to traverse with their wives and children, household goods and all their earthly possessions.





Wagon Train Laws

Many wagon trains made “laws” for the train and had a system to punish those who broke the laws. However, these systems often broke down under the strain of the difficult journey. The following excerpt is from the constitution and by-laws of the wagon train led by Solomon Tetherow:

- Anyone guilty of indecent language shall be fined at the discretion of the [Executive] Council.
- Any dog found running about camp at large shall be shot at the discretion of the [Captains].
- There shall be a driver of every 33 head of loose cattle and every one shall drive in proportion to the loose cattle he may have.
- The Committee for the purpose of drafting the Constitution, have wrote out a few by-laws for the Consideration of the emigrants.

2. How might the wagon train’s laws help everyone survive the journey? *(making inferences)*

What was life like on the trail?



SET 5

SLIDE 1

Life on the road was hard. Wagons did not have headlights, so companies used every hour of daylight to move along the unfamiliar trail.

Because the wagons did not have shocks to absorb the bumps from the ride, most emigrants walked or rode livestock the 2,000 miles, herding cattle as they went.



1. Find specific details that describe an average day on the trail. *(main idea/ supporting details)*



Primary Source

When the wagons stopped along the trail, children had work to do, such as gathering buffalo chips or milking cows. Still, many children saw the journey as a great adventure.

From a letter of Eliza Donner recalling the journey, 1879:

During a rest break, we children, who had been confined to the wagon so many hours each day, stretched our limbs, and scampered off on Mayday frolics. We waded in the creek, made mud pies, and gathered posies in the narrow glades between the cottonwood, beech, and alder trees. . . The staid and elderly matrons spent most of their time in their wagons, knitting, or patching designs for quilts. The younger ones and the girls passed theirs in the saddle. The wild, free spirit of the plain often prompted them to invite us little ones to seats behind them, and away we would canter with the breeze playing through our hair.

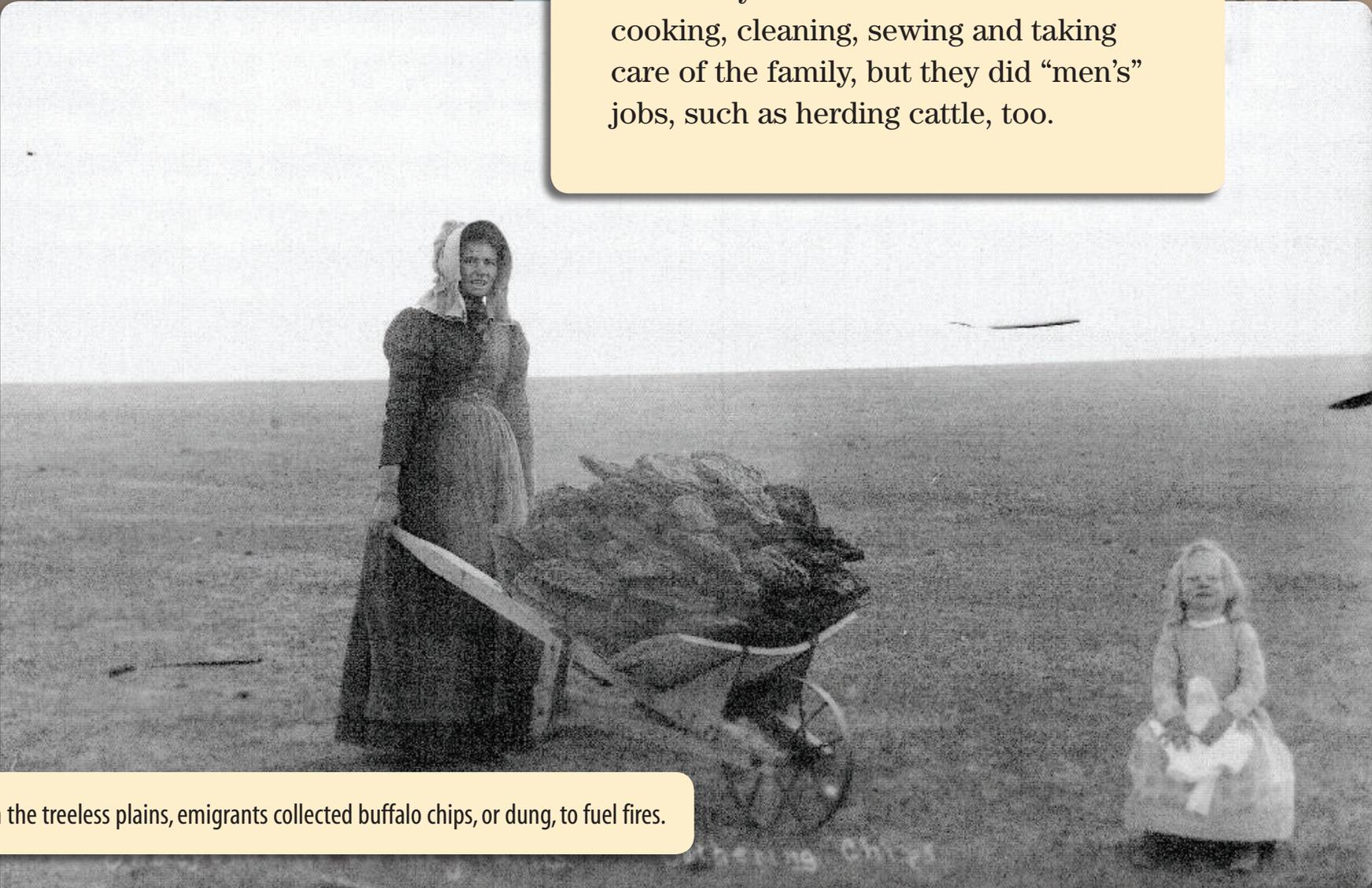
Women On the Trail



SET 5

SLIDE 3

Pioneer women worked as hard as men. They did their traditional work of cooking, cleaning, sewing and taking care of the family, but they did “men’s” jobs, such as herding cattle, too.



On the treeless plains, emigrants collected buffalo chips, or dung, to fuel fires.

2. How was life different for men, women, and children on the trail? *(comparing and contrasting)*

How did terrain and weather affect the journey?

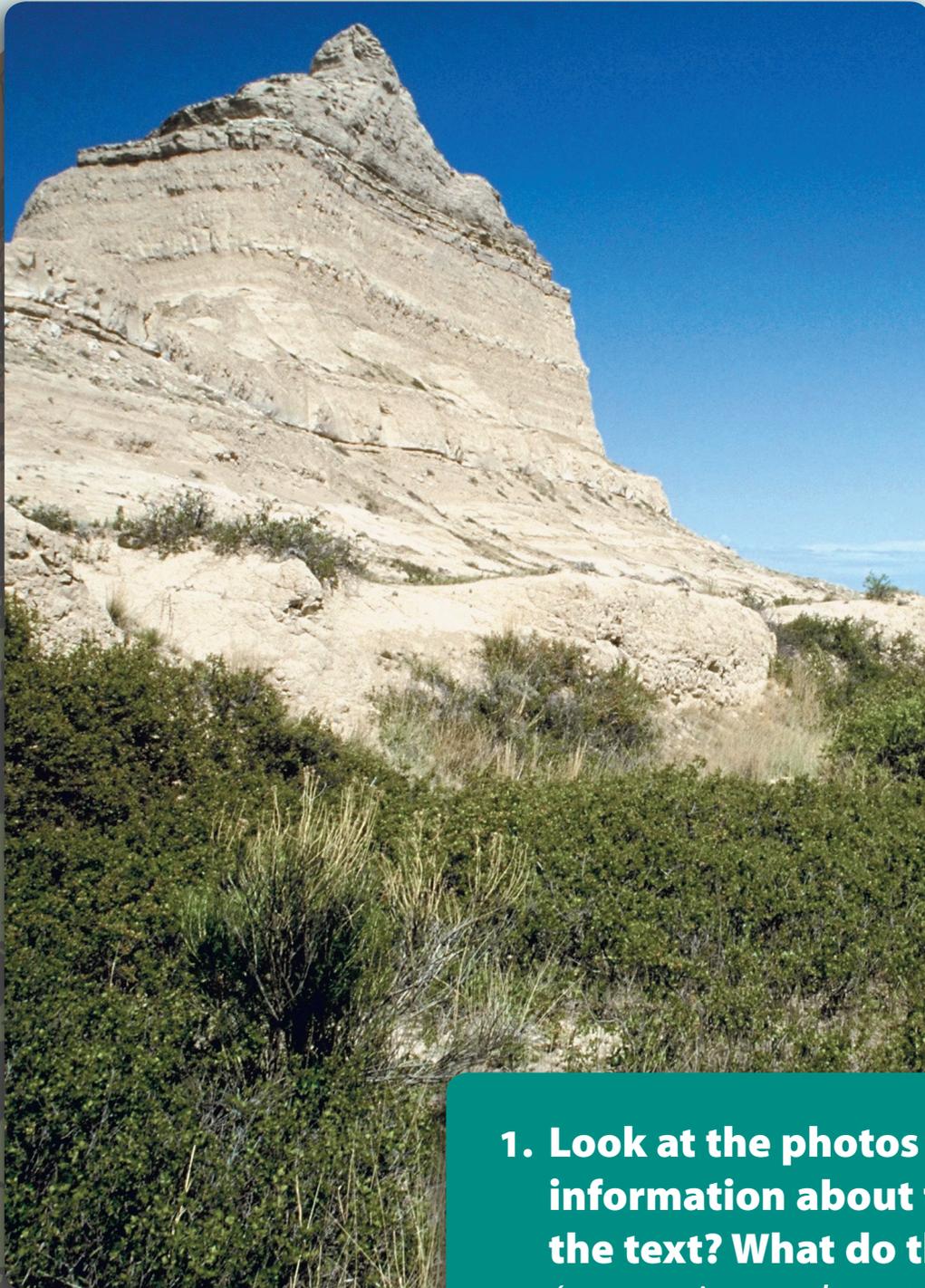


SET 6

SLIDE 1

The emigrants who traveled the Oregon Trail encountered terrain such as they had never seen before.





Mountains

Mountains were a new challenge for the emigrants. Often, several men worked together to push the heavy wagons up steep inclines. The way down the other side of the mountain could be even worse. The same men then had to act as brakes for the wagons. Wagons were attached with rope and held so they would not run over the oxen and be smashed to pieces.

- 1. Look at the photos on Slides 2–4 and read the text. What information about the land can you get from the photos and the text? What do the photos tell you that the text does not?**
(comparing and contrasting)



SET 6

SLIDE 3



Rivers

For most of the journey, emigrants traveled along the banks of rivers. These rivers served as their guides and provided water for the weary travelers and their animals, but they could also be very dangerous. The water could be contaminated quickly by dead animals left on the banks. And there were no bridges when the pioneers wanted to cross, but sometimes an Indian would ferry them across for a price.



Plains

The first segment of the emigrants' journey took them across the Great Plains, a vast, dusty prairie covered with many kinds of grasses but few trees. No one wanted to be at the end of the train, choking in the great dust cloud produced by all the wagons and animals ahead of them. So most emigrants set up a system to rotate their places in the wagon train from day to day. Still, the trail often spread out as wide as a mile as emigrants sought to avoid the dust.



Thunder, lightning, and hailstorms sent emigrants running for the shelter of their wagons. Emigrants and their goods were often soaked anyway.

- 2. Compare the challenges experienced by emigrants in the plains to challenges they experienced in the mountains.**
(comparing and contrasting)

How did forts and landmarks help the emigrants?



SET 7

SLIDE 1

There were no street signs to tell the emigrants if they were headed the right way, and no markets where they could replenish their food supply or ask directions. However, there were some forts and landmarks along the way.

Devil's Gate, Wyoming

After following the Sweetwater River for six miles past Independence Rock, the emigrants were amazed by the spectacular sight of Devil's Gate, two 350-ft rocks set 30 feet apart to let the Sweetwater through.

1. Identify reasons why landmarks were important to pioneers on the Oregon Trail. *(main idea/supporting details)*



Fort Laramie

Fort Laramie was located about 35 miles west of the Wyoming border. Most emigrants traveling from Independence reached it about 40 days (or 667 miles) into their journey. Fort Laramie was one of the largest and most populated forts along the trail. It was like a small town, with a blacksmith, traders, soldiers, and other government personnel living there.

2. In what ways did emigrants rely on forts? *(scanning)*



Primary Source



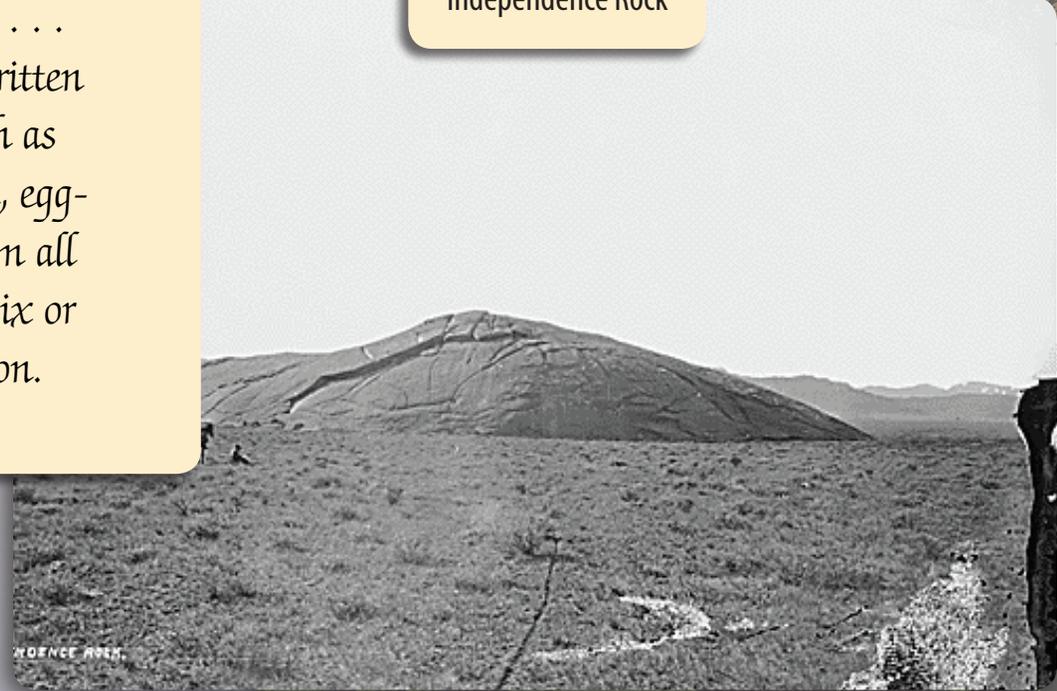
SET 7

SLIDE 3

From the journal of William Marshall Anderson, 1834:

We have breakfasted this morning at the base of Rock Independence. There are few places better known or more interesting to the mountaineer than this huge boulder. . . . On the side of the rock names, dates and messages, written in buffalo grease and powder, are read and re-read with as much eagerness as if they were letters . . . It is a large, egg-shaped mass of granite, entirely separate and apart from all . . . ranges of hills. One mile in circumference, about six or seven hundred feet high, without a particle of vegetation.

Independence Rock



More emigrants' diaries comment on Chimney Rock than on any other landmark. The Indians, who had never seen a chimney, called this "The Teepee."

What dangers did pioneers face?



SET 8

SLIDE 1

In addition to unusual terrain and climate conditions, accidental injuries and deaths were also common along the trail. Diaries tell stories of accidental shootings and of people falling out of wagons and being run over by the wheels or trampled by the animals.



With no time to mourn their dead and no place to bury them, emigrants dug shallow graves along the trail.

Cholera



SET 8

SLIDE 2

Cholera is an infection that causes diarrhea, vomiting, and cramps. It can lead to dehydration, which means the body doesn't have enough water. Dehydration is very serious and sometimes deadly.

CHOLERA.

**THE
DUDLEY BOARD OF HEALTH,
HEREBY GIVE NOTICE, THAT IN CONSEQUENCE OF THE**

Church-yards at Dudley

Being so full, no one who has died of the **CHOLERA** will be permitted to be buried after **SUNDAY** next, (To-morrow) in either of the Burial Grounds of *St. Thomas's*, or *St. Edmund's*, in this Town.

All Persons who die from **CHOLERA**, must for the future be buried in the Church-yard at Netherton.

**BOARD of HEALTH, DUDLEY.
September 1st, 1832.**

W. MAURICE, PRINTER

This 1832 graveyard notice shows how widespread and deadly cholera was.

1. Why was cholera so dangerous to the emigrants? (*scanning*)



Primary Source

From the journal of Adriette Appelgate Hixon, 1852:

As we drew nearer to where this dread disease [cholera] was prevailing we saw more fresh graves and we met returning emigrants having many tales of woe. But it was of the terrible disease raging beyond that they now told. They said, "It is terrible, and is sweeping whole families away. So we are just going back home, we are!" and cracking their whips, they moved on. It surely was a terrible disease! Sadly we discussed this new kind of obstacle that we were now facing. But there was nothing else for us to do but go ahead. It seemed that this epidemic had been prevailing in this locality for several summers. As we tried to keep going we passed wagons that were detained with their sick ones, while others, in their eagerness to get on, were traveling right along with their sick. But the silent reaper was claiming its victims and everyone felt the depression.



SET 8

SLIDE 4

If a wheel broke, emigrants had to choose between losing valuable supplies or risking a dangerous delay.



- 2. What other dangers did pioneers face?**
(main idea/supporting details)
- 3. What precautions could the emigrants take to avoid dangers on the journey?**
(making inferences)

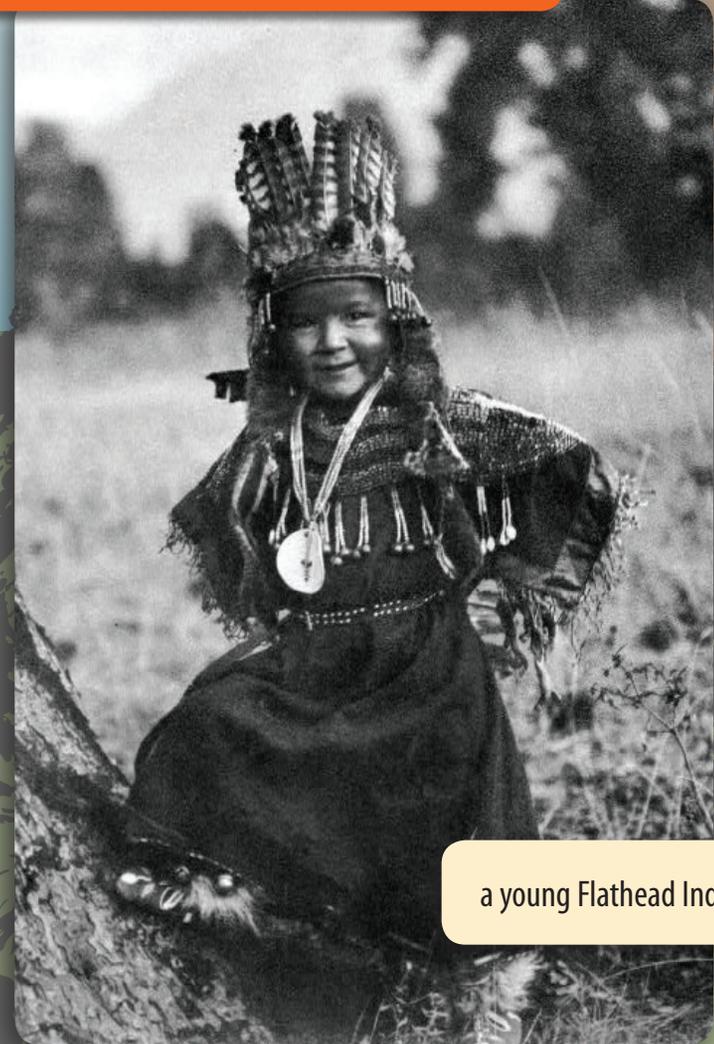


Who were American Indians along the Oregon Trail?

The regions through which the Oregon Trail passed were home to two groups of American Indians: the Plains Indians and the Plateau Indians.

American Indians Along the Oregon Trail

	Region	Major Tribes	Important Foods
Plains Indians	Mississippi River west to the Rockies	Crow Blackfoot Sioux Assiniboine Mandan	buffalo maize
Plateau Indians	Rockies west to the Columbia River	Nez Percé Kalispel Flathead Coeur d'Alène	salmon roots berries



a young Flathead Indian girl

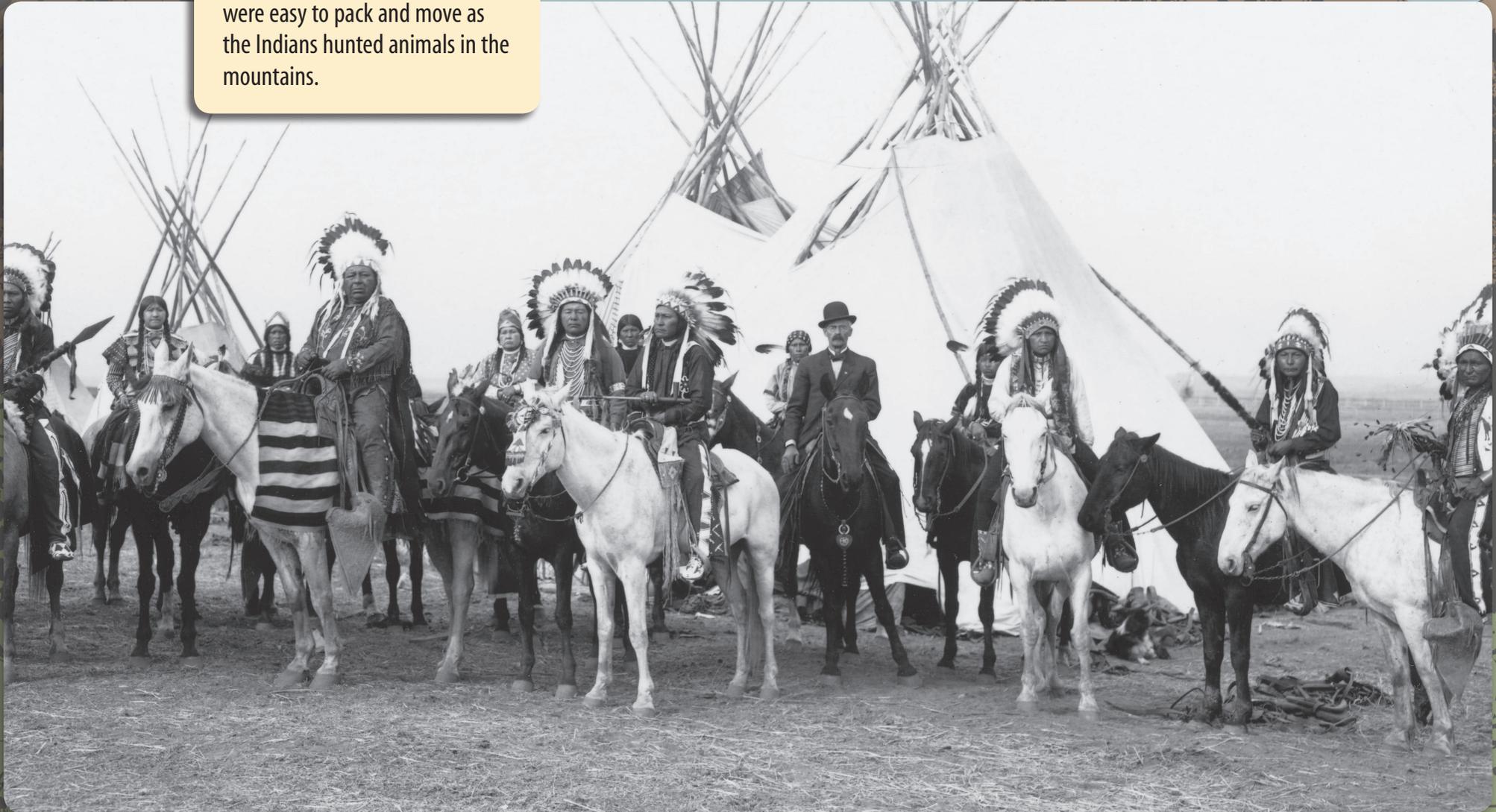
- 1. How were the Plains Indians and the Plateau Indians similar? How were they different?**
(comparing and contrasting)



SET 9

SLIDE 2

In the summer months, Plateau Indians, like the Nez Percé, lived in teepees. The teepees were made from poles tied together and covered with bison skins. Teepees were easy to pack and move as the Indians hunted animals in the mountains.



2. When and why did the Plains Indians use teepees? *(scanning)*



SET 9

SLIDE 3

Plains Indian society revolved around the buffalo. In the summer, the nomadic tribes would follow the buffalo on great hunts. Every part of the buffalo was used. Meat was eaten fresh or jerked (dried) to keep for the winter. Skins were sewn together to form teepee covers, clothing, and blankets. Tools were made from the bones. When the buffalo died out in the region, the Plains Indians' way of life was threatened.

a Crow Indian man



Why did emigrants fear American Indians?



SET 10

SLIDE 1

This 1856 painting illustrates an Indian attack, the greatest fear of most emigrants. In reality, though, it was very uncommon for Indians to attack emigrants.



Indians often guided emigrants through unfamiliar areas and gave them or traded with them for food and other items needed for survival.

1. How are the Indians portrayed differently in these two pictures? Give examples. *(comparing and contrasting)*



Primary Source

Misconceptions and overactive imaginations caused emigrants to hate and fear the Indians even before they ever met or saw them.

From the journal of Loren Hastings, 1847:

Some boys and girls went to the Bluffs a little before sunset but did not return until after dark; some other boys put on Blankets, went around them, gave an Indian hoop & ran them into camp badly frightened. We saw signs of Indians, put out our guard; before nine o'clock some of the guards shot at what they supposed to be an Indian. After all our caution this night, the Indians crept into our camp & cut two horses loose & rode them off. The Pawnee Indians are the greatest thieves I ever saw—the best way I think to civilize or Christianize Indians is with powder & lead, & this is the way we shall do hereafter. . . .

Primary Sources



SET 10

SLIDE 3

American emigrant and American Indian views of the land were very different. American settlers believed that land was something one could own, but the Indians believed land was to be shared. Here two Oglala Sioux chiefs express their feelings about emigrants coming into their homelands.

We did not ask you white men to come here. The Great Spirit gave us this country as a home. You had yours. We did not interfere with you. The Great Spirit gave us plenty of land to live on, and buffalo, deer, antelope and other game. But you have come here; you are taking my land from me; you are killing off our game, so it is hard for us to live. Now, you tell us to work for a living, but the Great Spirit did not make us to work, but to live by hunting. . . We do not want your civilization! We would live as our fathers did, and their fathers before them.

Chief Crazy Horse

We did not think of the great open plains, the beautiful rolling hills, and winding streams with tangled growth, as “wild.” Only to the white man was nature a “wilderness” and only to him was the land “infested” with “wild” animals and “savage” people. To us it was tame. Earth was bountiful and we were surrounded with the blessings of the Great Mystery. Not until the hairy man from the east came and with brutal frenzy heaped injustices upon us and the families we loved was it “wild” for us. When the very animals of the forest began fleeing from his approach, then it was for us that the “Wild West” began.

Chief Luther Standing Bear

2. What attitudes are expressed in the three primary sources on Slides 2–3? (making inferences)



What happened when settlers and Indians met?

The United States Army removed many American Indians from their homelands, forcing them to march long distances and to settle on reservations.



1. Summarize the story being told in the large illustration. Do you think the painter had more sympathy for the Indians or for the U.S. government? Give reasons for your answer. (*understanding visuals*)



Dateline

continued

15,000–35,000 years ago In the Beginning

The people who will later be called American Indians cross a land bridge from Asia and discover America.

1700s Russians Trade with Indians

Russians make contact with Northwest Coast Indians and trade tools for art and furs.

1804 Sacagawea Acts as a Guide

Lewis and Clark meet Sacagawea, a Shoshone Indian woman, who acts as a guide and interpreter on their travels.



Dateline

continued

1830 Indian Removal Act

This act is passed by Congress, allowing President Jackson to remove eastern Indians from their homelands and relocate them to Indian Territory west of the Mississippi River.

1843 Westward Migration Begins

Emigrants travel over the Oregon and California Trails.

1850s Western Conflicts

In the West, a series of wars between Indians and settlers begins that will last for the next 30 years.



Dateline

continued

1871

Indian Appropriation Act

This act is passed by the House of Representatives, ending recognition of any Indian tribe as an independent nation.

1880s

Reservations

By the mid-1880s, most of the Indians left in America have been confined to 187 reservations. These Indians lose vast areas of their land and are pressured to give up their traditions.

1889

Reduction of Indian Territory

The U.S. government opens previously protected Indian Territory, in present-day Oklahoma, home to 75,000 Indians, to emigrant settlement.



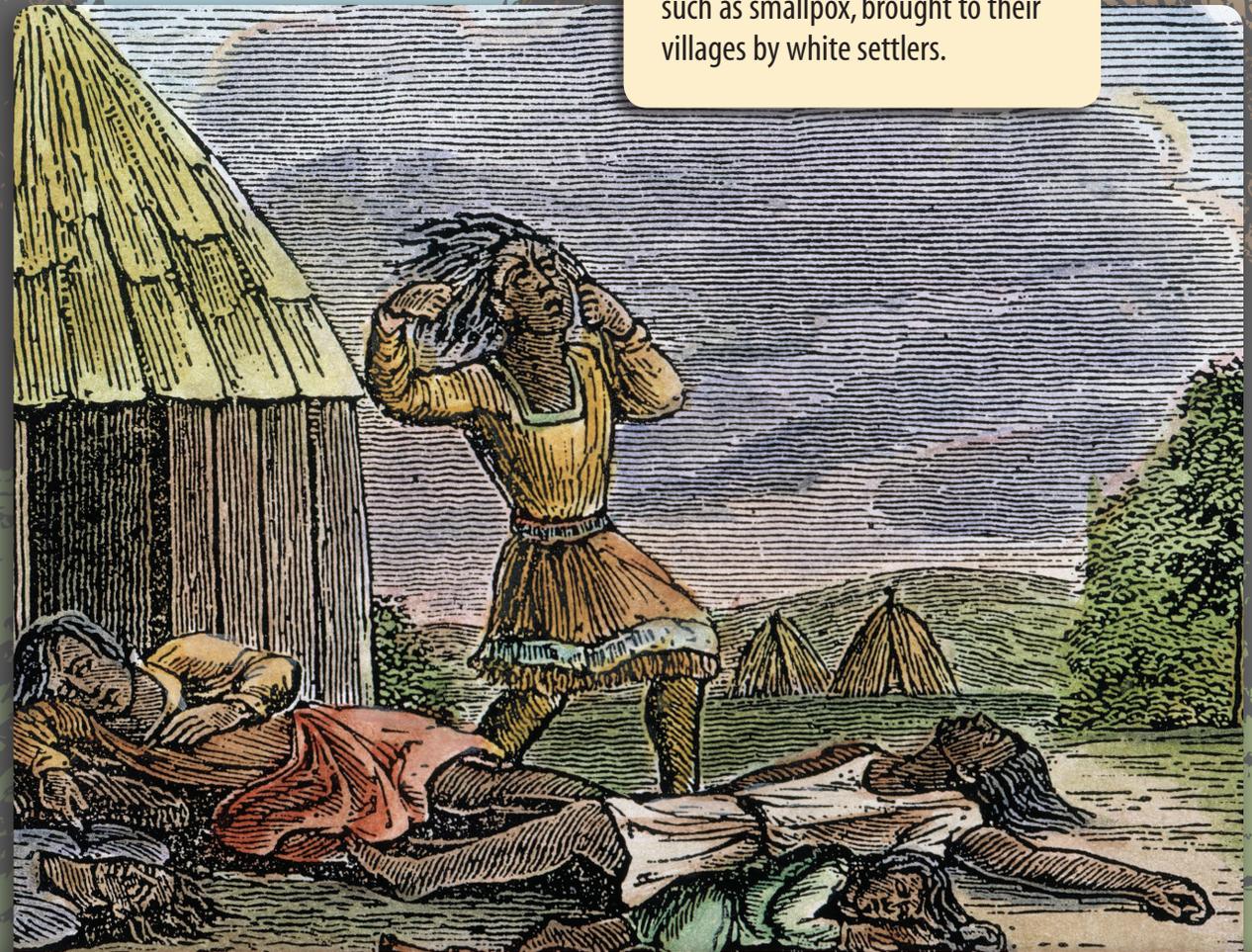
Dateline

1890

Battle of Wounded Knee

One hundred twenty Sioux warriors surrender to 500 U.S. troops at Wounded Knee Creek. The Indians, including women and children, are massacred. This is the last major conflict between soldiers and American Indians in the United States.

Thousands of Indians died from diseases which were new to them, such as smallpox, brought to their villages by white settlers.



2. Look at the dateline on Slides 2–5. How do you think western expansion affected the government’s policies toward Indians? *(making inferences)*

Primary Source



SET 11

SLIDE 6

Many Indian tribes had legends foretelling the future, which included the coming of the whites and the effects of their arrival. This Blackfoot prophecy occurred sometime after 1700 and is very similar to legends of other tribes.

One morning the people were awakened by the shouts of an old man who was greatly respected... To the chiefs he related what had been said to him in his vision:

“Our way of living, our customs, and our freedom will die in this generation. After all who now live have died, another generation will come that will wear clothing different from ours. Half of their clothing will be buckskin, and half will be made from the hair of sheep and goats. The men’s fingers will explode, and all our wild game will be killed... Then there will come a new group of our people who will have no chiefs. All the men will want to be chiefs, but there will be no one with authority. Our people will think strange things, the old will wander away, and our tipis will be destroyed. Our children will live in square-like structures and will sit on the branches of trees... In time, they will no longer need our horses, for large black beetles will carry them wherever they wish to go...they will cut the earth into small pieces for each one... They will be able to watch the chief geese flying across the sky.”

The prophecy has come true. The early traders and trappers changed the style of clothing. Our manner of living changed from tipis to houses. The firearms brought by the white man killed off the buffaloes and the smaller game animals. Soon the Indians’ form of government broke down. The black beetles are the automobiles, and the chief geese flying across the sky are the airplanes.

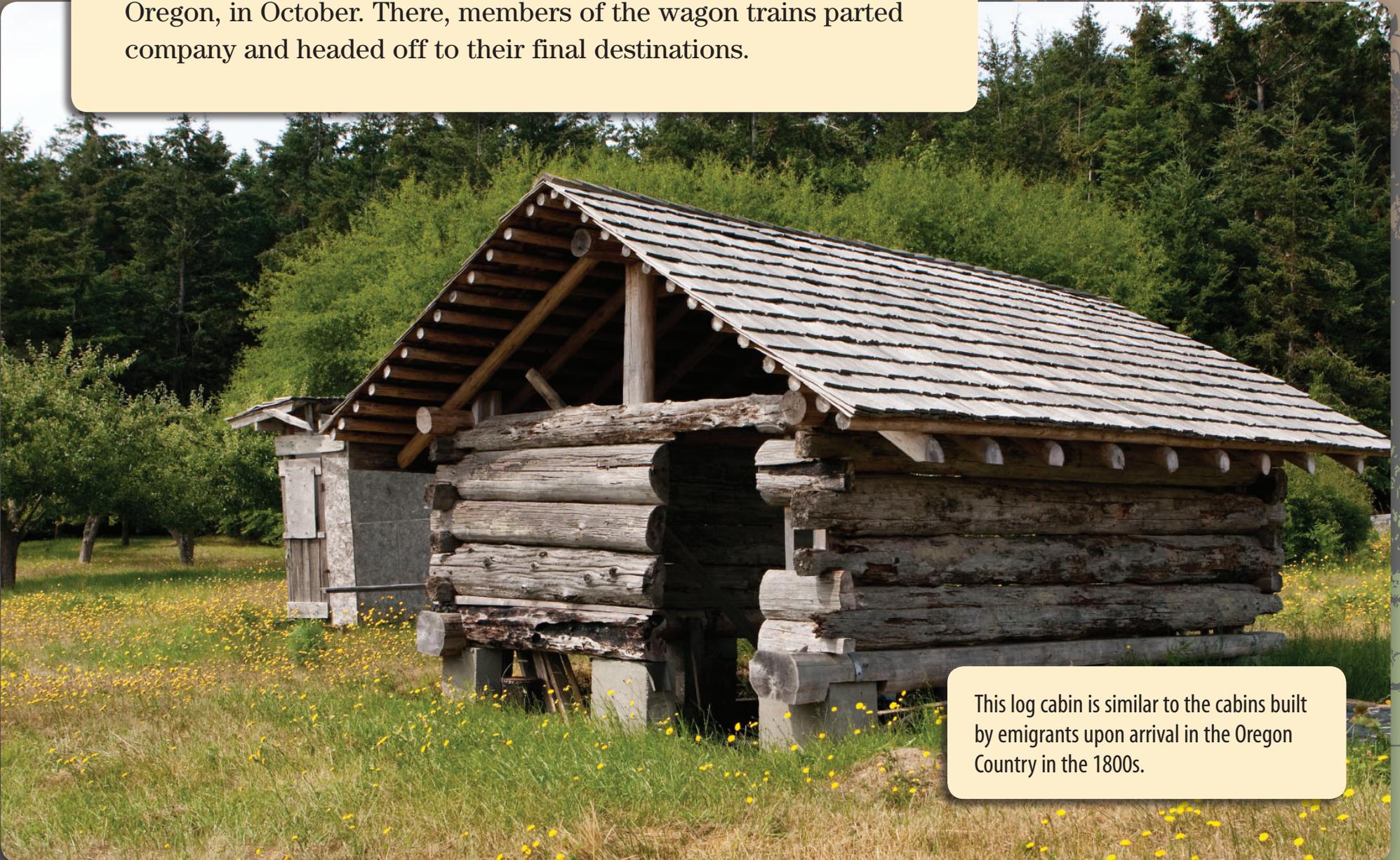


SET 12

SLIDE 1

What happened when emigrants reached Oregon?

If the trip went well, the emigrants would reach The Dalles, Oregon, in October. There, members of the wagon trains parted company and headed off to their final destinations.



This log cabin is similar to the cabins built by emigrants upon arrival in the Oregon Country in the 1800s.

Primary Source

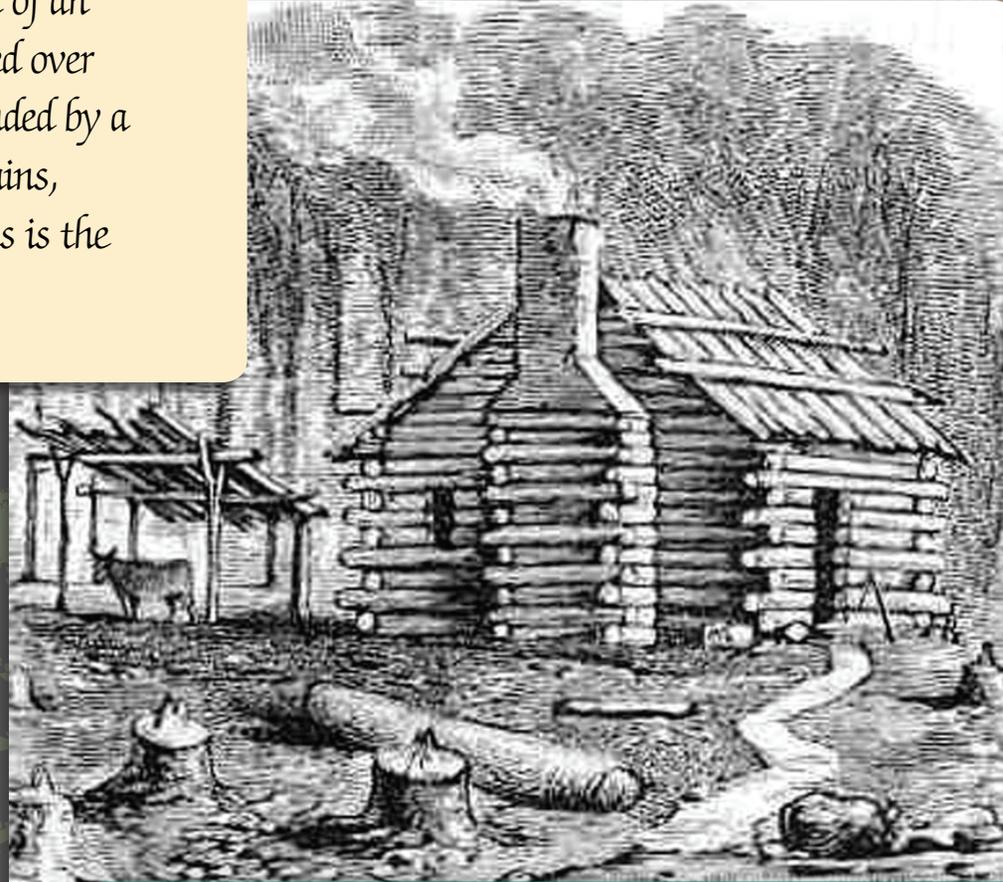


SET 12

SLIDE 2

From the journal of Adriette Applegate Hixon, 1853:

About noon of the tenth day, after leaving the Dalles, we began to see, through the timber, on ahead a vision of an open valley. Peering out, I saw that it was sprinkled over with spreading oaks, while it seemed to be surrounded by a fringe of evergreens reaching up onto those mountains, and on into the blue sky above, I thought, "Yes, this is the Oregon I have been hoping to get to."



The emigrants' first task was to clear the land, plant crops, and build a home before winter set in. Emigrants would make do with whatever supplies and furnishings remained in their wagons until spring, when their first crops would appear.

1. **What did the emigrants do to begin their new lives in Oregon?** *(main idea/supporting details)*
2. **Compare life on the trail to life in Oregon Country. How was it the same and how was it different?** *(comparing and contrasting)*



Primary Source

From the writing of Rev. George H. Atkinson, 1847:

An immigrant will come in during the Autumn, put himself up a log house with a mud and stick chimney, split boards and shingles, break eight or ten or twenty acres of prairie and saw it with wheat. You call upon him the next year & he will have a fine field ripe for the sickle. His large field will be well fenced with newly split fir rails. There will be a patch of corn, another of potatoes, & another of garden vegetables. Outside a large piece will be broken for the present year's sowing. His cattle & horse & hogs will be on the prairie, thriving and increasing without care. A few sheep may be around the house. He has a spring near... The farmer wears buckskin pants. His family has few cooking utensils, few chairs. No additions since they came into the Territory.



The Oregon Trail

Reading Tips

Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/ supporting details	Use it to find the big idea, and then identify the facts and details that support it.	<ol style="list-style-type: none">1. Think about what you want to know and what you <i>already</i> know.2. Read the text and think: <i>What is the "big idea" here?</i>3. Look for information that is important to the big idea. Some facts are interesting but not important.4. The details you find may cause you to change your big idea.
Comparing and contrasting	Use it to find information that tells you how two or more ideas are alike and different.	<ol style="list-style-type: none">1. Think about what you want to know.2. Choose two events or ideas to compare and contrast.3. List important information about one event or idea.4. For each item on the list, look for information about how the other idea is the same or different.5. Look for clue words such as "similarly," "also," and "however."
Making inferences	Use it to understand information not stated directly in the text, or to "read between the lines."	<ol style="list-style-type: none">1. Think about what you want to know and what you <i>already</i> know.2. Look for clues in the text that give you new information.3. Compare this new information with what you already know to figure out what the author is saying.
Connecting	Use it to understand new information by connecting it with what you already know.	<ol style="list-style-type: none">1. Think about what new information you want to remember.2. Think about what you already know.3. Look for connections between the new information and what you already know from experience or reading.4. These connections will help you remember the new information.
Scanning	Use it to quickly find the specific information you need.	<ol style="list-style-type: none">1. Think about what information you need to find.2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas.3. When you find what you're looking for, slow down and read carefully.
Understanding visuals	Use it to find information presented in visual form, such as maps, graphs, photographs, diagrams, and timelines.	<ol style="list-style-type: none">1. Think about what you want to know and what you <i>already</i> know.2. Look for information that explains the visual. For example, look at labels, captions, arrows, or map keys.3. Search for the specific information you want.4. Put the information into words to help you understand the visual.