

Name _____

The **Oregon Trail**



Portfolio

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

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The Oregon Trail

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CREATING FAMILY HISTORY

Use the questions and spaces below to define your family unit.

1. Define your family unit.

- What is your family's last name? _____
- Where does your family live? (Look at the United States map on Content Card 1 to get ideas of places where your family might have lived.)

- List the names, ages, family roles, and occupations of family members.

2. Why is your family moving west? Different members of the family may have different reasons.

3. Give your family a "personality." What leisure activities do you enjoy together?

4. Assess your group work. Put a check in each box that describes you.

During this activity,

- ☐ I shared my ideas about the family.
- ☐ I listened carefully to the other group members' ideas.
- ☐ I made at least three positive comments to support other group members.
- ☐ I compromised to help the group work together better.



MAKING A CHARACTER

Follow the steps below to make your character. Decide what your character will look like, including hair, facial expression, and clothes.

1. Make the head.

- ☐ Draw a circle about 2 inches in diameter.
- ☐ Cut out the circle.

2. Make the body.

- ☐ Draw a rectangle approximately $2\frac{1}{2}$ inches by 4 inches.
- ☐ Cut out the rectangle.

3. Make the arms and legs.

- ☐ For the arms, draw two rectangles about $\frac{3}{4}$ inch wide by 4 inches long.
- ☐ Draw two more rectangles approximately 1 inch longer for the legs.
- ☐ Cut out the rectangles.

4. Put the body together.

- ☐ Position the head, arms, and legs on the body.
- ☐ Glue the body together.

5. Make clothing realistic to your character and what they would wear on the Oregon Trail.

- ☐ Place the body on fabric or paper.
- ☐ Trace around the shape to make clothing.

6. Mount the figure and add details.

- ☐ Glue the figure on construction paper.
- ☐ Glue the clothing onto the figure.
- ☐ Add details such as hair, feet, hands, facial features, jewelry, or a hat.

Assessment: Directions are followed for making a realistic character. The size is appropriate, clothing is appropriate for the time and traveling on the Oregon Trail, and details are included. The character is carefully completed.



CHARACTER INTRODUCTIONS

Prepare an introduction of your character using the guidelines below. You are going to introduce your character as though you were that person. In your family group decide how you want to introduce yourselves. Use the following guidelines.

- Get into role. Remember you live in the 1840s. You are meeting people who will be on the wagon train with you so you want to make a good impression. What will be interesting information to share about your family?
- Underline important information in your wagon train application. Be sure to include your name, occupation, and why you would be a good member for the wagon train.
- Decide what else you will tell about yourself.
- Keep your introduction short and to the point.

Practice your introductions in your family group. Use the checklist below to give feedback to others in your group.

Checklist for a good introduction:

- ☐ Am I in character?
- ☐ Am I including important information and interesting details?
- ☐ Am I telling why I would be a good member of the wagon train?
- ☐ Am I speaking clearly and confidently?
- ☐ Am I making eye contact with my audience?

What feedback did you get?

Make improvements as necessary.



DATE _____

ACTIVE LISTENING GUIDE

Use the chart below to record important information about the families in the wagon train. For each family introduced, write the names, ages, and jobs of the family members. Listen for special skills families have that will help the emigrants survive on the journey and write them on the bottom lines in each box.

| |
|---|
| Family name |
| Number of family members |
| Family occupations |
| Special skills to help survive on the journey |

| |
|---|
| Family name |
| Number of family members |
| Family occupations |
| Special skills to help survive on the journey |

| |
|---|
| My family name |
| Number of family members |
| Family occupations |
| Special skills to help survive on the journey |

| |
|---|
| Family name |
| Number of family members |
| Family occupations |
| Special skills to help survive on the journey |

| |
|---|
| Family name |
| Number of family members |
| Family occupations |
| Special skills to help survive on the journey |



CREATING YOUR WAGON

Wagons for travel were basic in construction. They cost \$85 each. They were light, strong, and were carried on sturdy wheels.

Most travelers preferred to use a team of six mules, but oxen were often used instead. Oxen were cheaper, less likely to stampede, and covered long distances better. Six mules cost \$600. Eight oxen cost \$200. The harness cost \$24. The cost for the wagon and the wagon cover was \$184.

Put a check mark next to the option you've chosen:

- ☐ Option 1: I will draw my wagon.
- ☐ Option 2: I will make a three-dimensional model of my wagon.

Make the wagon to scale so that one foot equals one inch.

| | Wagon Features | Materials for 3-D model |
|-------------|--|---|
| Wagon | 9–10 feet long by 4 feet wide 2 or $2\frac{1}{2}$ feet high wood tongue (this part needs to move freely up and down to make travel over rough roads easier) | heavy-duty poster board, shoe boxes, or balsa wood |
| Wagon cover | canvas material bent wood to form a frame over the wagon 5–6 feet of headroom inside | frame: bendable wood, twigs, or pipe cleaners cover: lightweight cotton cloth or canvas, needle and thread, glue, or masking tape (to attach cover to frame) |
| Wheels | back wheels should be larger than the front wheels bolts instead of nails should be used to fasten the wheels | axles: balsa wood or wood dowels pliable wire (to attach axles and tongue to wagon) thumbtacks (to attach wheels to axles) |
| Storage | boxes and barrels can be attached to the outside and tied securely | small boxes and film containers |

Assessment: The wagon and animals were made to scale. The wagon includes key features listed. The wheels are accurately made and carefully attached. Everyone had a task in making the wagon or animals. Overall there is evidence of care taken in the creation of the wagon and animals.



MAKING A LIST FOR THE JOURNEY

Work together as a family to list items you will need for your journey. Assign at least two topics below to each person in the family group. Then share your lists to decide if you want to add more items. Everyone should make a complete list.

| | |
|-------------------------------|--------------------------|
| Food | Clothing |
| Things for cooking and eating | Things for bedtime |
| Things for livestock | Tools needed |
| Things for the wagon | Things needed for Oregon |
| Miscellaneous | Family keepsakes |

Assessment: Items listed reflect research on provisions needed. Items are realistic to the journey and occupations of the family. Family keepsakes are identified and logical to the family.



PRIMARY SOURCE READING GUIDE:

Travel Guide

The text in the travel guide shown on pages 11–12 of this Portfolio is from 1849. This guide is a primary source which means that it was actually used by emigrants in the late 1840s. Historians can use this pamphlet to learn how people planned their trip west during this time period.

Good readers often read and then reread to make sure they understand the text. Read this pamphlet at least two times. As you read, think about the main idea (how emigrants planned a successful trip) and underline important information that you can use to help you plan your trip. Then use the questions below to guide your reading.

1. What does the *Emigrants' Guide* suggest as the best kind of animal? Which will you choose?

2. What tools are recommended for the trip? Why are these tools important?

3. What food is recommended?

4. Why do you think the pamphlet recommends that one should never travel on the Sabbath?



PRIMARY SOURCE:

The Emigrants' Guide to California

by Joseph W. Ware

Reprinted from the 1849 edition

The following is an excerpt from *The Emigrants' Guide to California*

We will leave you to choose your own starting-point, simply stating that Westport, Independence and St. Joseph have facilities peculiar in themselves, for the outfitting of the Emigrant—every requisite for comfort or luxury on the road, can be obtained at either of those places, on nearly as low terms as at St. Louis. You would do well if you are crossing from the Mississippi, through Southern Iowa, or Northern Missouri, to get such articles as flour, bacon, &c.,—they will undoubtedly be cheaper on the road through to the Missouri, than when you reach the frontier,—as appearances at present would warrant us in asserting that more persons will congregate at these points during the coming, and succeeding springs, than the wisest foresight can make suitable provisions for. Your teams should be either oxen or mules. If oxen, they should not be over six years old, and not too large; the greatest difficulty may arise hereafter, unless you are careful at the start. Your time for starting from home should be arranged so as to be on the frontier by the 20th April. Your travelling parties should not be too large, not more than fifty men. Do not be deterred by any stories told you on the frontier about danger, what others have done, you can do,—recollect one thing however, is certain, that you will meet with difficulties and trials. The question is not: how quickly can I get to California; there are other things to be regarded, the most serious enquiries are, as to the best, surest, and safest routes to be taken—what supplies you need to take along with you, and what provision you need to make for your future necessities. There is information to be had on all these points, and no sensible man will set off on so important an expedition, leaving anything to uncertainty or chance. From the best observations made we are satisfied that no person should attempt to leave the frontier with more than lbs 2,500 weight, or with a team of less than four yoke of cattle, or six mules. Let your waggons be strong, but light, with lock chains, and the tire well riveted through the fellowes—if not thus fastened, you will have to wet your wheels every day, to prevent them from coming off. You want your waggon covers well coated with

paint, and a few pounds to spare. You want good stout ropes, 60 feet long, with stakes about 30 inches long, having the heads shod with an iron band, with an eye for fastening your mules to, and probably your cattle. You cannot be too careful of your teams, to prevent their straying. Have also a spare chain or two,—if you intend to farm, you want the iron work of a plough, a set of harrow teeth, axes, hoes, cradle, scythes, &c., including a small cast iron *hand Corn Mill*—be sure to have a good draw knife and frow together with a few other carpenter's tools. If you mean to “dig for gold,” you want a short pickaxe, strong in the eye, a spade, several tin and copper pans, a meal sieve (have a gold washing machine if you can afford it) of brass or copper wire; iron wire will rust—take spare wire webb along with you—see *yourself* that everything you want is procured; do not trust to others. Be sure to have a well bound cask 20 gallons in size, for supplying yourself with water, across dry plains. For provisions *for each person*: you want a barrel of flour, or 180 lbs ship biscuit that is kiln dried, 150 to 180 lbs bacon, 25 lbs coffee, 40 lbs sugar, 25 lbs rice, 60 lbs beans or peas, a keg of clear cooked beef suet, as a substitute for butter (butter will become rancid in a few days on the plains), a keg of lard, 30 or 40 lbs of dried peaches, or apples, also some molasses and vinegar. For arms, you want a good rifle, and a pair of long pistols (some companies foolishly talk of taking small cannon along), or a revolver, 5 lbs of powder, “Laflin's” best, with 10 lbs of lead, and a few pounds of shot. If you have room to spare fill up with additional provisions, as they will be scarce after you get through; four persons are enough for one team. The first subject of importance in the mind of the enquirer, is, as to the cost of the outfit, &c. From careful estimate we arrive at the following result, and think it about correct. We base the calculation upon the supposition that four persons club together to travel with the same waggon. And below we subjoin a *second estimate* for three persons using oxen only, as a team—this is compiled by another individual, and for one year's provisions.



Estimate 1

For 4 persons, with Mule teams.

Wagon, harness, and 6 good Mules.

Wagon, \$85,00

3 sett of harness, \$8 each, \$24; Mules,
\$75 each, \$450; wagon cover
painted with two coats, \$8.

Total for team, \$567,00

Flour for 4 persons,—824 lbs at \$2 per 100 lbs. 16,48

Bacon, do. do. 725 " 5 " " " 36,25

Coffee, do. do. 75 " 7c " lb. 5,25

Sugar, do. do. 160 " 5c " " 8,00

Lard and suet, do. do. 200 " 6c " " 12,00

Beans, do. do. 200 " 40c " bu. 1,60

Peaches and apples, 135 " 80c " " 3,20

Salt, pepper, saleratus, &c. 25 lbs. 1,00

\$650,78

Cooking utensils, including tin plates, spoons,

coffee pot, camp kettle, knives, and extras, 20,00

\$670,78

Making the cost to each one of the party 167,69

From which deduct value of wagon, teams &c.,

at journeys end, 450,00

Leaving cost of travel, 220,78

Cost to each individual 55,19

Estimate 2

For one year for 3 persons, with Ox teams:

Four yoke of oxen, at \$50, \$200,00

One wagon cover, &c., 100,00

Three rifles, at \$20, 60,00

Three pair pistols, at \$15, 45,00

Five barrels flour, 1080 lbs, 20,00

Bacon, 600 " 30,00

Coffee, 100 " 8,00

Tea, 5 " 2,75

Sugar, 150 " 7,00

Rice, 75 " 3,75

Fruit, dried 50 " 3,00

Salt, pepper, &c., 50 " 3,00

Saleratus, 10 " 1,00

Lead, 30 " 1,20

Powder, 25 " 5,50

Tools, &c., 25 " 7,50

Mining tools, 36 " 12,00

Tent, 30 " 5,00

Bedding, 45 " 22,50

Cooking utensils, 30 " 4,00

Lard, 50 " 2,50

Private baggage, 150 " 50,00

Matches, 1,00

One mule, 50,00

Candles and soap, 50 " 5,30

2,583

\$600,00

Cost to one man, \$200,00

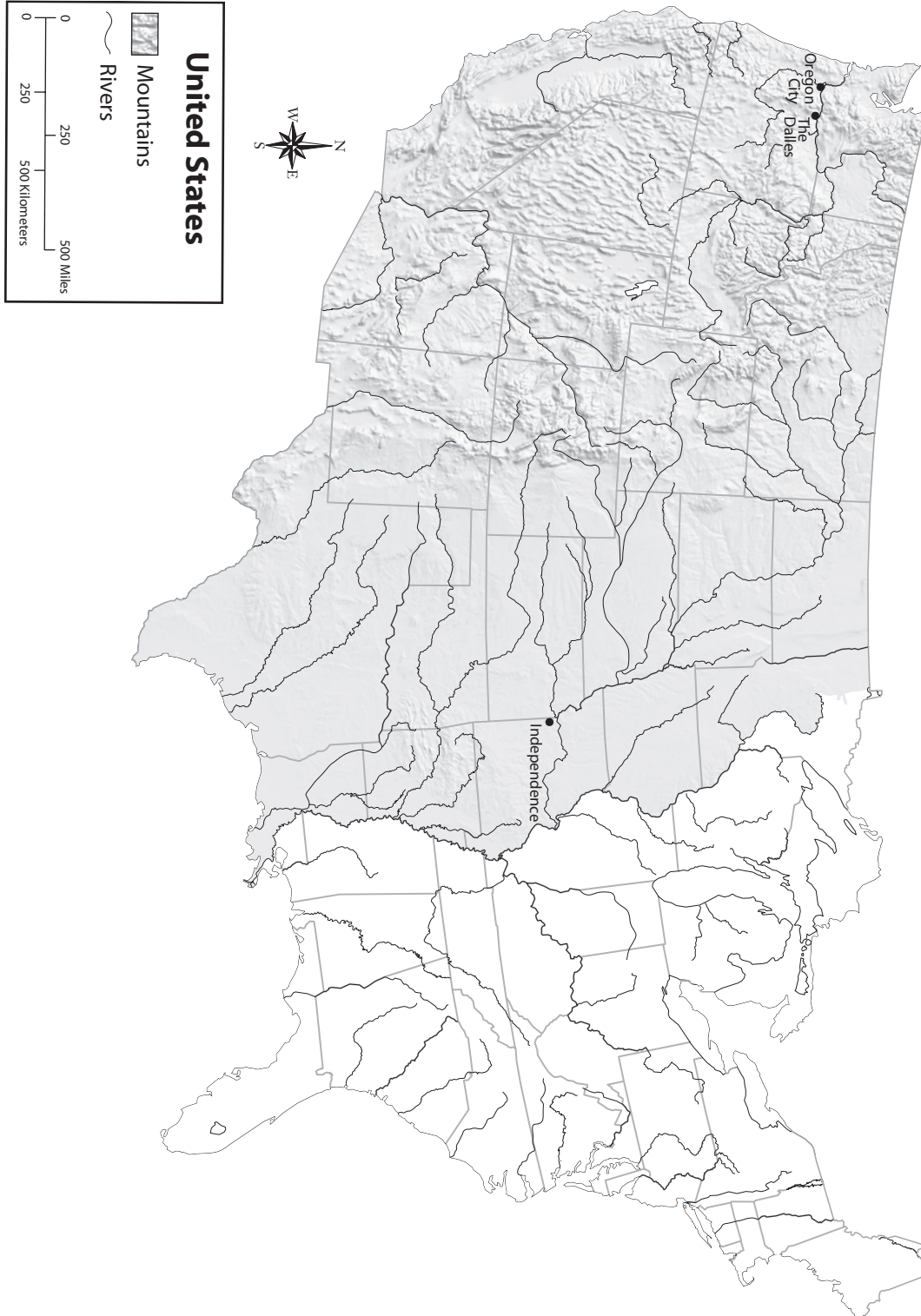
Persons having families, with children, will find it necessary to make nearly as large an estimate for each child, as for an adult. Men, women and children, eat twice the quantity on the road that they would otherwise require at home. Make no calculation upon any thing in the shape of game—you will need that too. Do not encumber yourselves with any thing not absolutely essential to your comfort; take blankets, sheets, quilts, coverlets and pillows (omit beds), with oil cloth, or India rubber spread, to lay on the ground under you. Take no horses unless of the Indian breed; the common horse cannot stand the road. Do not start with the intention of changing your wagons, for mules and Indian horses at Fort Laramie, as recommended by one through the press—it cannot be done—they are not to be had in any number. Cattle are best, except for packing over steeps. Oxen upon the whole, are the best; they need no shoeing, as the hot sand of the plain renders their hoofs so hard as to supersede the use of shoes. Some recommend cows, do not take them as a team.

Extra axle-trees are useful. Every mechanic should have his tools within his reach for emergencies on the road. Fish-hooks and lines are useful; seeds of most kinds are needed; all kinds of garden seeds, particularly peach, cherry, and plum stones—tobacco, cotton, rice, and other useful seeds.

For clothing, you want plenty of strong cheap goods for hard service—as well as boots, hats, caps, &c. When rightly equipped, the undertaking is not so serious as may be supposed. One thing we would enjoin, particularly, get up early when on the route; start your cattle up to feed as early as 3 o'clock—start on your journey at 4—travel till the sun gets high—camp till the heat is over. Then start again and travel till dark—do most of your heavy cooking at the noon camp. Never travel on the Sabbath; we will guarantee that if you lay by on the Sabbath, and rest yourselves and teams, that you will get to California 20 days sooner than those who travel seven days in the week.



VISUAL LITERACY: TOPOGRAPHICAL MAP





PREWRITING: FRIENDLY LETTER

Leaving Independence, Missouri, for the Oregon Trail

A friendly letter is written to someone the writer knows well. In a well-written letter, the writer helps create a picture in the reader's mind. **Voice** and **ideas and content** are important writing traits for this assignment.

Voice: The letter should sound like it was written by a person who is leaving loved ones behind. Interesting words create a vivid picture in the reader's mind.

Ideas and content: The topic should be focused and include important details. The information should be accurate and the writer should write as though he or she were there.

You will write a friendly letter to a friend or family member that you are leaving behind as you embark on the Oregon Trail. Use the questions below to help you organize your ideas.

1. Who are you writing to? _____

2. How do you feel about the journey ahead? List at least two feelings.

3. Why have you or your family decided to go on this journey?

4. What do you expect to see on the journey?

5. What challenges will you face?

6. What will you write to your family or friend, when you know you may never meet again?

Assessment: The prewriting includes feelings about the journey and reasons for going to Oregon Country. At least two challenges are included. There is evidence that the writer knows he or she may never again see the recipient of the letter.



DATE _____

DRAFTING: FRIENDLY LETTER

Leaving Independence, Missouri, for the Oregon Trail

Friendly letters are informal letters that tell about something important in the person's life. In this letter, you will write about your plans and concerns about embarking on the Oregon Trail. Use your notes on the previous page to write a rough draft of two or three paragraphs. Use the format below to write your friendly letter.

Date (The year is 1840.)

Greeting/Salutation

Complimentary closing

Signature

Assessment: The letter identifies the family member(s) in the salutation, accurately describes the situation, includes details, and describes feelings about beginning the journey. The letter is written from the character's point of view. It follows friendly letter format and shows evidence of revision.



FRIEZE GUIDE

Work with your group to plan and make your portion of the Oregon Trail frieze.

1. Brainstorm and list ideas for your setting.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

2. Prioritize your ideas.

Look over your list as a group. Circle the ideas that you will use.

3. Assign jobs and list assignments.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

4. Assess your work.

Put a check next to the things you did.

- ☐ I offered ideas about the frieze.
- ☐ I listened to other people's ideas.
- ☐ I disagreed in a polite way.
- ☐ I made positive comments to my group members.
- ☐ I was willing to change my ideas to help the group.

If you were to do the task again, would you make any changes in how you worked with your group?

| |
|-------|
| _____ |
| _____ |



RESOURCES ALONG THE OREGON TRAIL

Look at the four places on the Oregon Trail. Think about the resources you might find that would be important for the survival of the wagon train. For each region, make a list of resources that you think would be helpful to your survival. Include at least two resources for each region.

| Place | Resource Analysis |
|---------------------|-------------------|
| The Plains | |
| Fort Laramie | |
| The Rocky Mountains | |
| The Snake River | |

Which of the regions do you think will be most difficult? Why?

Assessment: For each region, at least two helpful resources are identified. Resources reflect the environment/setting. The region most difficult for travel is identified, supported by at least two reasons.



SELF-ASSESSMENT: SPEAKING AND LISTENING

Assess the Wagon Train Meeting

Use the rubric below to evaluate your contributions to the wagon train meeting. Rate yourself by putting a number in the second column.

1 = missed the mark; need improvement

2 = on target; contributed thoughtfully; listened carefully

3 = outstanding work; offered solutions

In the last column explain why you assigned that number for that particular criterion.

Ideas

| Criteria for assessment | Rating | Explanation for rating |
|---|--------|------------------------|
| I offered ideas for how to solve the problem. | | |
| I presented my ideas in an organized way. | | |
| I considered others ideas in my presentation. | | |

Presentation

| Criteria for assessment | Rating | Explanation for rating |
|---------------------------------------|--------|------------------------|
| I used gestures to make a point. | | |
| I made eye contact with the audience. | | |
| I used an appropriate tone of voice. | | |
| I was enthusiastic about my idea. | | |



DREAMS OF A NEW LIFE

Your family has become discouraged. There have been many accidents and illnesses on your journey. Each day seems more difficult as you continue climbing steep trails, keeping up with the wagons, and urging the exhausted animals to keep moving. The only thing that keeps you going is dreaming of a new and better life in the Oregon Country.

As a family, discuss your dreams for the new land and the reasons you had for emigrating. Write your ideas here:

Select one of the options below to express your dream. You will share your dream with the entire wagon train, so you may need to practice. Check off the steps as you complete your option.



OPTION 1 Write a Letter

- ☐ Each member contributes one idea about his or her dream of a new life in the Oregon Country.
- ☐ Outline what each of the characters might say about his or her dream or what lies ahead.
- ☐ Choose one family member to write the letter.
- ☐ Proofread the letter for good sentence structure, correct grammar, vivid ideas, and cohesiveness (connections between ideas).



OPTION 2 Make a Quilt

- ☐ Each family member selects one or more objects or symbols that represents the new life in the Oregon Country.
 - ☐ Make the quilt by drawing it on construction paper, cutting out the symbols, and gluing them to paper.
- OR
- ☐ Make the quilt out of cloth.



DREAMS OF A NEW LIFE (CONT.)



OPTION 3 Make a Picture

- ☐ Each family member contributes an idea for the drawing.
- ☐ Make a rough sketch.
- ☐ Each member completes one section of the drawing.



OPTION 4 Write a Song

- ☐ Write your family's significant ideas about your new life in the Oregon Country.
- ☐ Select a simple tune that everyone knows and is easy to sing.
- ☐ Use your list of ideas to write the lyrics for the song.



OPTION 5 Write a Poem

- ☐ Make a list of the thoughts and dreams your family has for your new life.
- ☐ Use your ideas to write the poem.
- ☐ Be sure that the finished poem has at least two lines for each member of the family to write.



OPTION 6 Your Idea

- ☐ Devise your own idea for expressing your dream of a new life, listing the steps you will need to do.
- ☐ Get the okay from your teacher and complete your project.

Assessment: Project clearly communicates a desire for a better life. The dream for a better life is logical to the family and circumstances. It relates feelings about the emigration experience. Each student contributed to the overall project and the project is completed thoughtfully and with care.

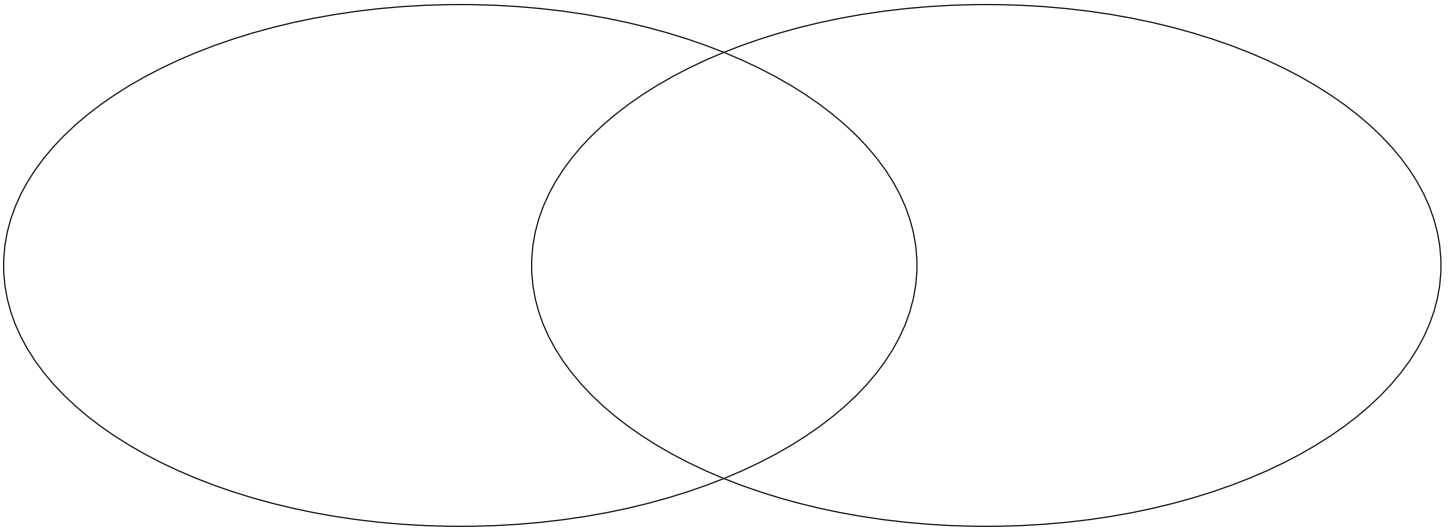


GRAPHIC ORGANIZER: VENN DIAGRAM

A perspective is a point of view of a situation or event. Work with a partner to identify the perspectives of the emigrants and the American Indians. Write perspectives that were held by one group or the other in the appropriate area. Write perspectives that were the same for both groups in the center of the diagram.

Emigrants' Perceptions

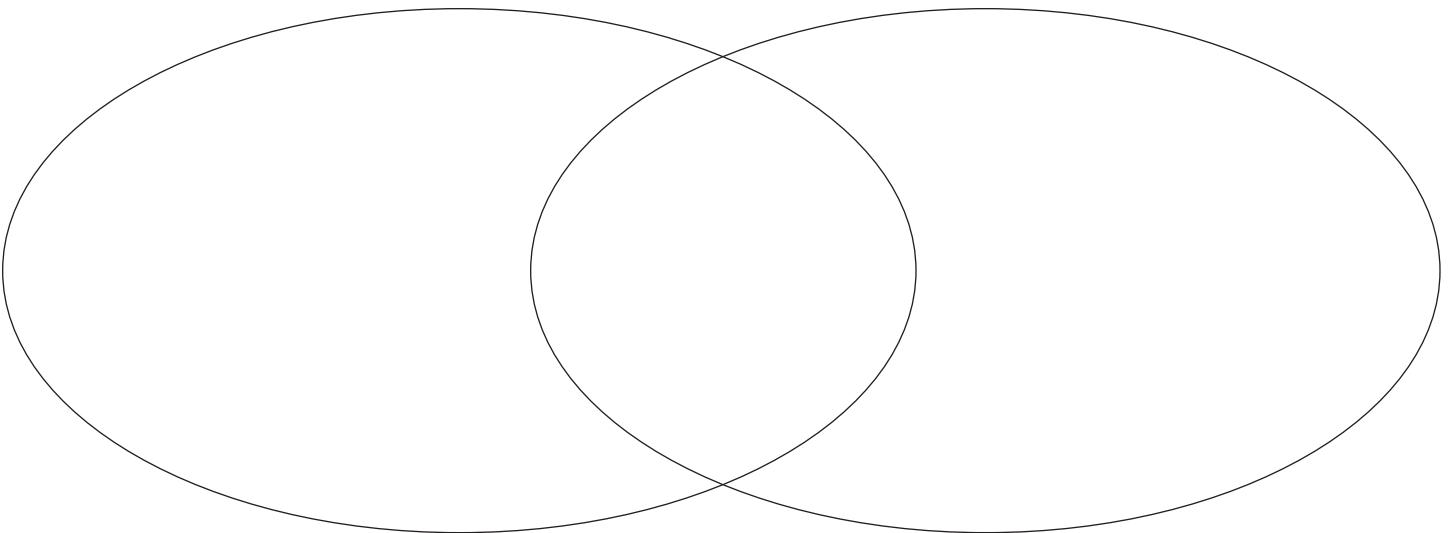
Indians' Perceptions



Write feelings that were held by one group or the other in the appropriate area. Write feelings that were the same for both groups in the center of the diagram.

**Emigrants' Feelings
Toward American Indians**

**Indians' Feelings
Toward Emigrants**



Assessment: At least two perspectives are identified for each group, as well as at least two shared perspectives. At least two feelings are identified for each group, as well as at least two shared feelings.



DATE _____



JOURNAL OF THE OREGON TRAIL

Embarking on the Oregon Trail

In character, write your own private thoughts about how you feel about starting out on the Oregon Trail. What concerns do you have? What dreams do you have?

Assessment: The journal is written from the character's point of view. It includes accurate information about the departure and the character reacts to the events based on the character description. Feelings about the departure are identified. Journal format is followed.



DATE _____



JOURNAL OF THE OREGON TRAIL

Episode event: _____

In character, write your own private thoughts about how you feel about the event that happened and the wagon train meeting. Tell whether you agree or not with the decision at the wagon train meeting and explain why.

Assessment: The journal is written from the character's point of view. The following information is included: accurate information about the event, feelings about the event, a description of what happened at the meeting, and a personal assessment of the decision. Journal format is followed.



DATE _____



JOURNAL OF THE OREGON TRAIL

Episode event: _____

In character, write your own private thoughts about how you feel about the event that happened and the wagon train meeting. What risks did the members of the wagon train have to consider?

Assessment: The journal is written from the character's point of view. The following information is included: accurate information about the event, feelings about the event, what the wagon train decided, and at least two risks that were considered in the decision making process. Journal format is followed.



DATE _____



JOURNAL OF THE OREGON TRAIL

Episode event: _____

In character, write your own private thoughts about how you feel about the event that happened and the wagon train meeting. Did the wagon train members make the best decision? Why or why not?

Assessment: The journal is written from the character's point of view. The following information is included: accurate information about the event, feelings about the event, and an evaluation of the wagon train's decision. Journal format is followed.



DATE _____



JOURNAL OF THE OREGON TRAIL

Episode event: _____

In character, write your own private thoughts about how you feel about the event that happened. Share your thoughts about how the others whom you met felt about the meeting.

Assessment: The journal is written from the character's point of view. The journal includes accurate information about the event and feelings about the event, and discusses the others' perspective. Journal format is followed.



DATE _____



JOURNAL OF THE OREGON TRAIL

Journey's End

In character, write your own private thoughts about how you feel about the journey being over. Describe the celebration and how you felt about it.

Assessment: The journal is written from the character's point of view. The celebration is described and the feelings the character has now that the journey is over. Journal format is followed.

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DATE _____



JOURNAL OF THE OREGON TRAIL



JOURNAL OF THE OREGON TRAIL

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.

[illegible]

GLOSSARY

blacksmith *noun* someone who makes, fits, and repairs horseshoes; someone who makes and repairs iron tools and equipment

buffalo chips *noun* a slang phrase used by the emigrants to describe buffalo dung

cholera *noun* an infectious disease that causes severe cramps, diarrhea, and vomiting and can lead to death

Connestoga wagon *noun* a heavy wagon used by American pioneers to travel west in the 1700s and over the Santa Fe Trail in the 1800s

cooper *noun* someone who makes or repairs wooden barrels or tubs

corral *verb* to arrange wagons in a circle to enclose livestock

emigrant *noun* someone who leaves his or her own country to settle in another area

frontier *noun* the border between American land that was settled by European Americans and land that was considered to be untamed

immigrant *noun* someone who comes to live in a country other than the one where he or she is born

jumping-off point *noun* a frontier city where emigrants to Oregon and California met and formed wagon trains

Lewis & Clark Expedition (1804–1806) *noun* an expedition set up by the U.S. government to explore the land bought in the Louisiana Purchase

Louisiana Purchase *noun* Thomas Jefferson's purchase of the Louisiana Territory from the French for \$15 million in 1803

Manifest Destiny *noun* U.S. policy used in the 1800s to justify territorial expansion, at the expense of the American Indians living there

Mormon *noun* a member of the Church of Jesus Christ of Latter-Day Saints, which was founded by Joseph Smith in 1830

mountain man *noun* a fur trapper in the Rocky Mountains and the Oregon Country in the early 1800s

peddler *noun* someone who travels about selling goods

pioneer *noun* someone who explores and/or settles in a new territory

reservation *noun* an area set aside by the government for American Indians to live on after they gave up their traditional homelands in treaties

teepee or **tipi** *noun* a temporary dwelling made of a framework of poles covered with animal skins

wagon tongue *noun* the pole attached to the front of the wagon that hooks onto the animal harnesses

wagon train *noun* a group of wagons traveling together on any of the overland trails

wheelwright *noun* someone who makes and repairs wheels and wheeled vehicles