



Westward Ho: The Difficulties of Emigrants Moving West

Author Jane Chambers
Grade Level 4-5
Duration 3 class periods

ELL Adaptation by Karen Guerrero

SIOP Elements		
<p>Preparation Adapting content Linking to background Linking to past learning Strategies used</p>	<p>Scaffolding Modeling Guided practice Independent practice Comprehensible input</p>	<p>Grouping Option Whole class Small groups Partners Independent</p>
<p>Integrating Processes Reading Writing Speaking Listening</p>	<p>Application Hands on Meaningful Linked to objectives Promotes engagement</p>	<p>Assessment Individual Group Written Oral</p>

Arizona ELP Standards

Stage III

Basic

Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:

B-10: identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)

B-12: identifying the cause and effect relationship of two related events in a literary selection.

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas in a variety of writing genres, as demonstrated by:

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).

B-5: writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support.

B-6: writing a variety of functional text that address audience, stated purpose and context:

- Letters
- Thank-you notes
- Messages
- Invitations.

Westward Ho

Standard 2: The student will identify and apply conventions of standard English in his or her communications. The student will identify and apply conventions of standard English in his or her written communications by:

B-4: using capitalization for proper nouns (i.e., names, days, months), titles (including book titles)

B-5: using punctuation for:

- sentence endings
- commas to punctuate items in a series and introductory words
- apostrophes to punctuate contractions and singular possessives.

Overview

After the Louisiana Purchase in 1803 and Lewis and Clark's Expedition to explore this unknown land in 1804 through 1806, large numbers of people moved west to take advantage of new opportunities and rich, cheap farmland. These emigrants experienced tremendous difficulties along the route to Oregon.

Key Vocabulary

cause – something that produces an action or result

effect – something brought about by a cause

exaggerated – to make bigger than the truth

agriculture – producing farm crops and livestock

toll – charge money to use a road or other service

fiddlers – people who play the violin

fare – money paid for a trip

Additional Materials Needed for ELLs

- Cause and Effect Illustrations for Westward Ho— Chapters 1 through 7 worksheets
- Vocabulary Cards

Procedures

Prerequisite Skills: Students know how to write a friendly letter.

SESSION ONE

Before the lesson, introduce the key vocabulary by projecting the vocabulary cards. Have the students individually illustrate and write the definitions in their journals or on paper. Have the students share their work in groups and then share as a class.

(Preparation: Linking to background; Grouping: Small groups, whole class)

1. Divide the students into six groups. Give each group a copy of *Voices from America's Past: Our Journey West*.
2. Discuss the vocabulary words on page 40 of the book and distribute the Supplemental Vocabulary List that accompanies this lesson. Have ELL students highlight key words and definitions on the

Supplemental Vocabulary List. **(Integrating Processes: reading, writing)**

3. Distribute one Oregon Trail map to each group.

<https://geoalliance.asu.edu/sites/default/files/maps/ORTRAIL.pdf>

4. Read the Introduction on page 4 and discuss the map on page 5. Instruct students to trace the route of the journey from Sidney, New York to Oregon City in blue. Model this on a projected map.

(Scaffolding: Modeling, guided practice)

5. As the book is read, discuss some difficulties the emigrants might have had and the causes and the effects of the difficulties. Have volunteers dramatize the difficulties and then the effects. Record the cause and effects discussed on the board.

(Application: Hands on, meaningful; Grouping: Small groups)

SESSION TWO

1. Assign a chapter from *Voices from America's Past: Our Journey West* to each group. Only assign Chapters 1 through 6. Do not assign Chapter 7.

2. Distribute the Cause and Effect Illustrations worksheets to the appropriate group based on the chapter they are assigned. Model how each group should complete the Difficulty/Cause/Effect using words from the text and draw the illustrations for all three. Instruct groups to complete the worksheet.

(Scaffolding: Independent practice, Modeling; Application: Promotes engagement)

3. Using the map of the United States where students drew the complete route of the emigrants in blue, they should now draw the section of the route that their chapter described in red (next to the blue).

SESSION THREE

1. Give the class these instructions: "You are a 10 year old child of an emigrant family traveling west from Sidney, New York to Oregon City. Write a letter to a friend back in Sidney describing three of the difficulties that you and your family experienced on the trip and what caused these difficulties. Explain to your friend what you would do differently on your next trip west in order to make your trip more successful."

Westward Ho

2. Instruct the students to use at least five vocabulary words from the book in their letter. Before they begin model an example on the board/overhead. (**Scaffolding: Modeling**)

Assessment

ELA

Use the 6 Traits Writing Rubric to grade the letter. Concentrate on the traits of Sentence Fluency and Conventions. Mastery will be considered 4 or higher. Check to see if at least five vocabulary words are used from the combined vocabulary lists and that

those words are used correctly. The correct friendly letter format must also be used.

Geography

Each group's map should be checked for accuracy of the routes to assess geography standards.

Geography and ELA

The Difficulty/Cause/Effect worksheet can be graded for accuracy to assess reading and geography standards. Each group should have at least four difficulties and their causes and effects on their chart to be considered mastery.