



Westward Ho: The Difficulties of Emigrants Moving West

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Grade Level 4-5
Duration 2 class periods

ELL Adaptation by Karen Guerrero

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 4: Human Systems

12. The processes, patterns, and functions of human settlement

13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Element 5: Environment and Society

15. How physical systems affect human systems.

Element 6: The Uses of Geography

17. How to apply geography to interpret the past.

AZ Standards

ELA

Reading

Informational Text

Key Ideas and Details

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Writing

Production and Distribution of Writing

4.W.4 and 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.

5.G1.1 Use and construct maps and graphs to represent changes in the United States.

Human-environment interactions are essential aspects of human life in all societies.

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

4.G3.1 Explain how the location and use of resources affects human settlement and movement.

5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

HISTORY

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.

Patterns of social and political interactions have shaped people, places, and events

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throughout history and continue to shape the modern world.

5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

SLOP 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

Grade 4 and 5

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.

B-2: recount a text including specific details and information.

B-4 utilize visual information to understand the text

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

Standard 5 By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing.

B-1 demonstrate awareness of the need to adapt language choices according to purpose, task, and audience.

B-2: use grade-appropriate general academic and content specific words, phrases, and expressions with developing control.

Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-5: contribute information and evidence to collaborative oral and written discussions.

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

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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.

Purpose

After reading the letters and diaries written by a fictional family who was moving west along the Oregon Trail, the students will map the journey and understand the causes and effects of some of the difficulties experienced by this family.

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

Materials

- A set of National Geographic Society's Reading Expeditions' books *Voices from America's Past: Our Journey West*. A "set" is composed of six books.
- Oregon Trail Map
- Cause and Effect Chart and Answer Key (one version adapted for diverse learners)
- Supplemental Vocabulary List
- Blue and red colored pencils
- Friendly Letter Format
- Vocabulary Cards

Objectives

The student will be able to:

- read a secondary source on a geographical and historical event.
- locate sections of a route on a map.
- identify cause and effect of a migration.
- write a friendly letter.

Procedures

Prerequisite Skills: Students have previously practiced identifying cause and effect and have written a friendly letter.

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

SESSION ONE

Before the session, 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

Prior to the session, decide which Cause and Effect worksheets should be given to students based on their ability.

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 worksheets to the appropriate group based on your assessment of the class's or student's abilities. Model how each group should complete the Difficulty/Cause/Effect.

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

3. Instruct students to use the map of the United States where they 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." **(Assessment: Written, Individual)**
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 a score of 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. Mastery will be considered a score of 90% or higher.

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.

Extensions

Students could research alternate routes and compare difficulties on both routes.

Students could compare roads and railroad routes used today and see if any of these follow the same route as the Oregon Trail.

Students could research the towns and cities that grew up along this route.

Students could research how many miles were traveled in an average day along the Oregon Trail.

Sources

National Geographic Reading Expeditions *Voices from America's Past: Our Journey West*.