

Towards the West: Oregon Trail

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Grade Level 5
Duration 3 class periods

National Standards

GEOGRAPHY

Element 4: Human Systems

9. The characteristics, distribution, and migration of human populations on earth's surface
11. The patterns and networks of economic interdependence on earth's surface
12. The processes, patterns, and functions of human settlement

AZ Standards

ELA

Reading

Integration of Knowledge

5R.1.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Writing

Text Types and Purposes

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

TECHNOLOGY

Standard 2. Digital Citizen - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

3-5.2.c. Students, in collaboration with an educator, examine, use, and demonstrate respect for intellectual property including copyright, permission and fair use, with both print and digital media when using and sharing the work of others.

Standard 3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

3-5.3.a. Students, in collaboration with an educator, employ appropriate research techniques to locate digital resources that will help them in their learning process.

Arizona Social Science Standards

Geography

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

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

- Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals

History

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

SIOP Elements

Why Towards the West?

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

Arizona English Language Proficiency Standards

Grade 3-5

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-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.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

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-1: participate in discussions about familiar topics and texts.

B-4: ask questions to gain information or clarify understanding.

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.

Overview

The Westward Expansion of the United States in the 1800s involved travelers who faced tough situations such as illness and hunger in order to find opportunities in the West. Having an understanding of this time in American history gives students insight into our American spirit.

Purpose

In this lesson, students will draw on information about Westward Expansion using multiple sources (photographs, maps and text) to gain an understanding of the economic opportunities provided in the West as well as the hardships these pioneers faced when crossing vast stretches of the Oregon Trail.

Key Vocabulary

pioneers- someone who is one of the first people to move to and live in an area

journey- to travel from one place to another

wagon- a vehicle with four wheels that is used for carrying heavy loads or passengers and that is usually pulled by animals (such as horses)

covered wagon- a large wagon with a rounded top made of heavy cloth that was used in the past by people traveling to the western parts of North America

trail- a path through a forest, field, etc.

traders- people who exchanged goods for money

Materials

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- Projection device, computer, internet
- The United States, its Major Rivers and Continental Divide map.
<http://geoalliance.asu.edu/sites/default/files/maps/USRIVCD.pdf>
- Interactive Oregon Trail map
<http://www.historyglobe.com/ot/otmap2.htm>
- YouTube video--The Oregon Trail (The Wild West) (7:10 min)
<https://www.youtube.com/watch?v=dbjpecmYF7Y>
- Vocabulary Cards
- Towards the West PowerPoint
- Tracking Sheet
- Research on the Oregon Trail
- Vocabulary Test and Answer Key

Objectives

The student will be able to:

1. Draw on information from multiple sources to define a problem and its solutions.
2. Describe the journey west on the Oregon Trail.

Procedures

Background Knowledge: Students have been studying the Westward Expansion period in American history.

SESSION ONE

1. Introduce the lesson with a KWL chart, asking students to describe what they already know about the time in American history known as Westward Expansion. Record the student responses on the chart.
2. Now ask them to describe what they know about the travel itself—the actual journey.
3. Create a second KWL chart and have students look at first chart and see if any of their earlier responses would fit on the new chart about the journey west. (covered wagons, taking along animals, walking long distances, bad and good weather, food, hostile environment, etc.).
(Preparation: Linking to background and Past learning; Grouping Option: Whole Class)
4. Project The United States, its Major Rivers and Continental Divide map.
<http://geoalliance.asu.edu/sites/default/files/maps/USRIVCD.pdf> Point out Oregon and Missouri (a popular place to leave from on the journey west). Have students share their ideas on what would be a good route to take and why.
(Application: Promotes engagement)
5. Project the interactive Oregon Trail map found at:

<http://www.historyglobe.com/ot/otmap2.htm>

Click on the landmarks and have students read the information about each site.

6. Project the YouTube video--The Oregon Trail (The Wild West) (7:10 min)
<https://www.youtube.com/watch?v=dbjpecmYF7Y> **(Integrated Processes: Reading and Listening; Application: Linked to objectives)**
7. Have students return to the second KWL chart and add any information they have now learned.
8. End class by projecting the Vocabulary Cards and explaining the definitions and images.

SESSION TWO

1. Project the Towards the West PowerPoint. Slides 1 and 2: Have students describe what they observe in and infer about the picture.
2. Slide 3: Point out the Oregon Trail as shown on The Oregon Trail map. Then have students look at the Physical Regions of the United States map and identify the regions that the trail covered. Discuss the landscape of the plains, mountains, and coastal land. **(Application: Promotes engagement, Integrated Processes: Reading, Speaking, Listening)**
3. Slide 4 and 5: Set the scene for why people traveled west and the identity they will assume as Bradley.
4. Slide 6: Introduce the idea that they will be making decisions throughout the journey and their goal is to gain decision making points and have money enough to support their new beginning in Oregon. Distribute the Tracking Sheet. Decide if the students will work in pairs or individually. **(Grouping Option: Independent or Partners; Integrated Processes: Reading, Speaking, Listening, and Writing)**
5. Slides 7-18. Go through the situations given in Decisions 1-6. Have students rate their decisions on the Tracking Sheet.
6. End the session by have students complete the Reflection questions on the Tracking Sheet.

SESSION THREE

1. Either print copies or project the National Park Service information about Scotts Bluff Traveling the Emigrant Trails
<http://npshistory.com/brochures/scbl/traveling-the-emigrant-trails.pdf> Read discuss the information as a class. Create a list of the problems the travelers faced as they journeyed on the whiteboard.
2. Distribute the Research on the Oregon Trail worksheet. Instruct students to select one of the problems they identified as a class. Note: You may want to limit how many students can do a

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specific problem so more problems are researched. Allow time for students to access the National Park Service brochure on emigrant trails and find additional information about their problem and its solutions. (**Integrated Processes: Reading, Speaking, Listening, Writing**)

Assessment

Social Science and ELA

Tracking Sheet and the Research on the Oregon Trail can be graded for completeness and accuracy. Mastery will be considered a score of 80% or higher.

The Vocabulary Test can be used to measure language acquisition. Mastery will be considered a score of 80% or higher.

Technology

The Research on the Oregon Trail can be graded. At least one additional source of information used to research the Oregon Trail should be provided to show that student understands intellectual property and can find information on a topic. The citation must at least include the web address for the information. Mastery will be considered 100%.

(Assessment: Individual, Written)

Extensions

Have students identify a journey they would like to take. How would they travel and who would they take along with them? What hardships could they encounter? Have them map the journey.

Sources

Wagon West by Frank McLynn ISBN 978-0-8021-1731-1

General Store List

https://cmhuddleston.com/uploads/3/5/8/9/35892337/greg_4_lesson_plans.pdf

Oregon Trail map

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