

## Oregon Trail

**Grade: 4<sup>th</sup>**

**Time Frame: 5-8 days**

This Oregon Trail Unit was designed to introduce the ideas of migration and westward expansion to Oregon and California to 4<sup>th</sup> graders. This is a short and broad unit covering a few aspects of the Oregon Trail. The overall goal of this unit is to introduce the Oregon Trail to students, and to give them a little aspect of what it was like to travel on the trail, and what life was like. Students will have the chance to put themselves in the shoes of the pioneers traveling on the trail, and to load their wagons up and move across the country through engaging activities.

**Goals:**

- 1) Identify what the Oregon Trail is, what happened on the trail and what life was like while traveling on the Trail.
- 2) Understand the cause and effect of the Western migration to Oregon in the 19<sup>th</sup> century.
- 3) Utilize maps and geography to locate the exact Trail, encounters with Native Americans, and points of challenge for the pioneers traveling on the Trail.

**Key Points of Unit:**

- 1) Migration is moving to a new home to find better living conditions.
- 2) Pioneers migrated to Oregon starting in the early 1840s.
- 3) Settlers came to Oregon to farm and went to California to find gold.
- 4) Manifest Destiny a concept about the United States was to extend all the way to the Pacific Ocean.
- 5) 500,000 pioneer settlers traveled on the Oregon Trail.
- 6) The trip took 4-6 months.
- 7) Settlers traveled about 15 miles per day.
- 8) Wagons were pulled by animals, therefore could not go very fast.
- 9) Wagons were loaded with 2,500 pounds of belongings.
- 10) Most wagons measured 4 feet by 10 feet.
- 11) Wagons made of hardwood-hickory, maple or oak.
- 12) Hardships on the trail were: accidents, attacks from indigenous people, supply shortages, weather, drowning, disease, and terrain.
- 13) Green River killed 37 people in one summer from it's treacherous waters.
- 14) Marcus Whitman was a missionary who ran the Whitman Mission in Waiilatpu.
- 15) Mr. and Mrs. Whitman were killed because the Cayuse felt that Mr. Whitman was providing a lethal vaccine.

**Lesson 1: What is the Oregon Trail? Why was it created?**

- Students will talk about the concept of migration, how the Oregon Trail became a major passageway to the westward expansion, and demonstrate their understanding by writing a

narrative explaining the pioneers migration, and a by creating a map of the Trail route the settlers took.

Rationale: For the first lesson of this unit, I simply started off by introducing migration and the idea of traveling to a new place and moving away from home. I talked about the reasons for this, and then explained the reasons why these pioneer settlers chose to move across the country to find a better life. I thought it was important for the students to have the understanding of migration before we talked about the Oregon Trail itself because the concept of migration is the reason for the trail. I then introduced the Oregon Trail and what the goal of the pioneers who traveled on it was, and I felt that this was important because this is the main idea of the unit. After we talked about the history of the trail, I introduced a map and ask the students to create their own map of the trail route the settlers took. I would like my students to know where the trail is located on a Map, and because the trail is not only in Oregon, they need to demonstrate their understanding of just because the name of the Trail has the state name Oregon in it, doesn't necessarily mean the trail is only in Oregon. This was a good opportunity for 4<sup>th</sup> graders to practice using and reading a map.

### **Lesson 2: What can you take in your wagon with you?**

- Students will participate in an activity that requires them to build their own wagon using shoeboxes, and then use math to add up all of the items they could take in their wagon with them. Pioneers who traveled on the Oregon Trail could only take what fit in the weight limit.

Rationale: This second lesson was designed for the students to put themselves in the shoes of the settlers, and to imagine what it would be like to travel on the Oregon Trail for months. I wanted this unit to be interactive and engaging for the students. I started the lesson with introducing a book written in diary format that gives the students an insight of what it would be like to travel and live out of a wagon for a long period of time. I thought it would be fun for them to be in the shoes of the people traveling on the trail, and to figure out what they can and cannot take with them. This lesson challenges the students to think about what is really essential to surviving this long journey. Instead of packing their entertainment system, what would be a better choice of the weight? The students will build a shoebox model of a wagon, with any other materials they choose to use. This activity was to show their creative expression, and to challenge them to build a strong wagon to hold 2,400 pounds. Their next step is to calculate what they can and cannot take with them, and the order of importance. This activity would help with their math practice, and also teaching them what is important and what they could leave behind.

### **Lesson 3: What obstacles did these pioneers face and how did they get around them?**

- Students will simulate they traveled on the Oregon Trail and practice getting out of obstacles they face.

Rationale: This third lesson was created to also have the students place themselves in the shoes of the pioneer settlers and imagine what it would be like to have these challenges to face while traveling on the Trail. As the students are still in the shoes of the travelers, I would like them to

practice problem solving as if they were in the shoes of the travelers. On strips of paper, I imagined I would provide the students with scenarios of what could happen to the pioneers as they traveled, and I wanted the students to come up with a logical answer of what they would do to get through that obstacle. I thought this would be a good activity to focus on problem solving, and then to add a writing component, of having them write their solution down in narrative form. As they work in small groups, it would be a good opportunity for the students to practice working with others, in collaboration. This activity will also give the students a chance to really think about the different challenges the pioneers were faced with.

#### **Lesson 4: What is the Whitman Massacre?**

- Students will read about the Whitman Massacre, write a letter to a friend informing them about the facts of the event, and then create a timeline of the events that led up to the Massacre.

Rationale: The fourth lesson to this unit is a lot more academic. The students will read webpages about the Whitman Massacre. This could also be changed to using laptops if they are available. I chose to include the Whitman Massacre in this Oregon Trail unit because the Whitman's were missionaries who traveled on the trail before all the settlers traveled on it starting in the 1840s, and the Whitman Mission was a rest stop on the Trail for families. Reading the webpages is an opportunity to read informational text and check for reading comprehension. The next step is to process the informational text by simulate they are writing a letter a friend who is asking them what the Whitman Massacre is, and to inform them of what it is. I wanted to include a writing component that would be semi-fun, and not just another narrative. After the students finish their narrative, I wanted them to make a timeline of the events that led up to the Massacre. I had a vision of the students practicing their sequencing and order of events based on their reading. I was not sure how hard this would be for 4<sup>th</sup> graders, but I thought they could work in pairs if it becomes too hard.

#### **Pre-Assessment:**

Students will complete a KWL chart of what they know about the early settlers and the Oregon Trail. Students will leave the L column on their chart to fill in after the unit is complete.

#### **Summative Assessment:**

Each student will create a project of a day in the life of a boy, girl, mom, dad, grandparent, aunt, uncle, traveling on the Oregon Trail. What did they bring with them what kind of challenges did they face? This project will be told from the aspect of the person the student chooses. It may include, writing, pictures, diagrams, stories, diary entries, etc.

## Lesson 1

1. **Title:** What is it, what happened, why?
2. **Name:** Riley Chun. 29 November 2017.
3. **Grade level/Subject/Context:** 4<sup>th</sup> grade, Social Studies. This lesson is the first lesson of the unit. It was designed to introduce the topic of the Oregon Trail, what it is, why it happened, whom it influenced, and where people traveled to on the map. Students have no previous understanding of the Oregon Trail, however, they do know where to locate states on a United States map. This unit should be taught towards the beginning of the year, as this will be the main focus in 4<sup>th</sup> grade. Time: 1 hour and 30 minutes. This lesson can be split into 2 days of 45 minutes.

### 4. Standards:

#### NCSS: People, Places, and Environments

Why do people decide to live where they do or move to other places? Why is location important? How do people interact with their environment and what are some of the consequences of those interactions? They study the causes, patterns, and effects of human settlement and migration, learn the roles of different kinds of population centers in society, and investigate the impact of human activities on the environment.

Writing: 4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Provide a concluding statement or section related to the information or explanation presented.

#### Speaking and Listening:

SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

1. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
2. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Historical Knowledge:

4.2 Explain how key individuals and events influenced the early growth and changes in Oregon.

Historical Thinking:

4.7 Use primary and secondary sources to create or describe a narrative about events in Oregon history.

Geography:

4.8 Use geographical tools (e.g., maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.

4.11 Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and culture differences within Oregon and between different geographical areas.

ELPA:

4-5.2 An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

4-5.3 An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

**5. Learning Targets:**

- 1) I can describe the purpose of the Oregon Trail.
- 2) I can show where pioneers traveled on a map.

**6. Content Objectives:**

- 1) By the end of this lesson, students will be able to demonstrate their understanding of the Oregon Trail by describing in written form, the reason for the Oregon Trail, who traveled on it, how it formed, and the history behind the Oregon Trail. The student's writing will be assessed using the 6 traits writing rubric.
- 2) By the end of this lesson, students will be able to demonstrate their understanding of where the Oregon Trail originated from by identifying on a map the place of origin and the route used to end in Oregon using a string or yarn to mark the trail.
- 3) By the end of this lesson, students will be able to demonstrate their understanding of the Oregon Trail, by participating in class and pair discussions.

**7. Language objectives:**

- 1) Students will demonstrate their understanding of the reason for the Oregon Trail by writing a paragraph explaining the reasoning, who traveled on it, and how it formed.
- 2) Students will need to know how to write basic sentences and how to express their thoughts through writing using parts of speech (nouns, adjectives, verbs, adverbs, etc.).
- 3) Students will participate in a spoken class discussion about the Oregon Trail.

**8. Language Demands:**

**Academic Vocabulary:** U.S. Immigrant, Route, Migration, Pioneer

**Syntax:** Students will need to know how to write a narrative to the best of their ability. This includes paragraph structure.

**Discourse:** Students will need to be able to write a narrative describing the Oregon Trail. Students will need to use speech to communicate in class discussions and group members.

**9. Student Assessment:** As we have a class discussion, and as they are working with a partner, I will go around and monitor their speaking and listening skills, as well as check for understanding. At the end of the first day, the students will be assessed on their writing, using the 6 traits writing rubric. At the end of day 2, students will be assessed on the completion and accuracy of their map model of the Oregon Trail. Participation in all activities and discussions will also be assessed.

**10. Materials/Preparation:**

- Laptop with Internet access
- Projector
- Folder paper
- Pencils
- Maps of the United States
- String or yarn cut into 1 meter lengths for each student
- Laptop and projector need to be connected and ready to go before lesson begins. Bring up video on screen before lesson.
- String or yarn needs to be cut and ready for students before lesson.

**11. Differentiation Strategies:** While this lesson is designed using a Universal Design for learning framework, differentiation is important to support all learners and their needs.

**Process:** ELL students may write their sentences in Spanish, if they are struggling to write it in English. Students who prefer to type their narrative, may use a computer as a tool instead of handwriting their narrative. Students who finish early will be asked to continue to write, or to focus on editing their narrative.

**Product:** Students who may not be able to write as well may talk their narratives into a computer that will process their words into a narrative for them. Students may draw pictures to represent their thoughts. Sharing the map and talking about what they learned will help visual and auditory learners.

Environment: Students may sit in an isolated area of the room if they need to concentrate. Students may sit or stand, whichever they choose. Students who need assistance may ask for help from their peers or from me.

Content: Students who need it, will be able to have access to notes so they are able to reference it when they are writing their narrative.

### 12. Lesson Introduction/Set: (12-15 minutes)

Oregon Trail Video <https://www.youtube.com/watch?v=YPUZnqo9IB8>

Start the lesson play playing this video for the students. It is an introduction and main overview of what the Oregon Trail is about, and what they will be learning about in more depth. After the video is finished, start to talk about the concept of migration, and why people want to move elsewhere to find a better life. Ask students to *turn and talk with a partner about what their ideas might be about migration*. Ask for volunteers to share what they talked about with their partners. Talk about some of the answers students came up with and then lead them to learning targets.

### 13. Communication of Learning Targets: (2 minutes)

The learning targets will be posted on the board before the lesson begins. I will ask the students to read the learning targets for me, and then ask what they think we will do during the lesson.

### 14. Learning Activities: (1 hour and 10 minutes)

- Pair Work: Students will collaborate about what their idea of migration is and why people would want to move elsewhere to find a better life. *Ask your partner what their thought is on migration and why people would want to move from their home.* (2 minutes)
- Whole Group: Have a discussion about the reason these pioneers wanted to move west and settle in new land. What are some of the obstacles they encountered on their journey, and what they were able to take with them. (15 minutes)
- Individual Work: Each student will write a narrative explaining what happened during the 1800's and how the Oregon Trail was a big passage way. Writing should be able to demonstrate the student's understanding of the reason for the Oregon Trail, who traveled on it, how it formed, and the history behind the Oregon Trail. (20 minutes)
- Group Work: Students will work together in groups of 3 to each create a map of the Oregon Trail using a map of the United States. A model map will be displayed on the board for students to use as a resource. (20 minutes)
- Whole group: Sharing of maps and what students learned. (10 minutes)

Time	Activity	Notes
12-15 minutes	Introduction	<a href="https://www.youtube.com/watch?v=YPUZnqo9IB8">https://www.youtube.com/watch?v=YPUZnqo9IB8</a>

	<ol style="list-style-type: none"><li>1. Start the lesson play playing this video for the students. It is an introduction and main overview of what the Oregon Trail is about, and what they will be learning about in more depth.</li><li>2. Ask students to <i>turn and talk with a partner about what their ideas might be about migration.</i></li><li>3. Ask students to <i>share what they talked about with their partner.</i> Talk about the concept of migration, and why people want to move elsewhere to find a better life.</li></ol> <p><i>Human migration is defined as movement of people to a new area or country in order to find work or better living conditions. People migrate to find a “better life.” Sometimes families find themselves living in a place where their rent might be too high, or their groceries cost too much for them to afford, or the parents can’t find a job. This might cause them to have to move to find a new place to call home where they can find an affordable place to live, and where parents can find a job. Migration is not always something families want to do because it might mean they have to leave family behind, but it is something they have to do in order to survive. The early pioneer settlers who traveled on the Oregon Trail were all migrating to the west of the United States to find a better life. They wanted to move away from the East of the United States where it was crowded and not enough jobs for everyone. Some people went to Oregon to farm and others went to California to find gold. Also, this idea of Manifest Destiny was true. The idea that God wanted the United States to extend all the way to the Pacific Ocean became more popular and these settlers decided to make it happen.</i></p>	<p><a href="#">Znqo9lB8</a></p> <p>Oregon Trail</p>
<p>2 minutes</p>	<p>Communication of Learning Targets</p> <p>The learning targets will be posted on the board before the lesson begins. I will ask the students to read the learning targets for me, and then ask what they think we will do during the lesson. <i>Please read the learning targets for me. What do you think they mean? What are we going to do today?</i></p>	



2 minutes	<p>Pair Work</p> <p>Students will collaborate about what their idea of migration is and why people would want to move elsewhere to find a better life. <i>Ask your partner what their thought is on migration and why people would want to move from their home.</i></p>	<p>As students talk with partners, monitor progress and check for understanding. Visit with each pair at least once.</p>
15 minutes	<p>Whole Group</p> <p>Have a discussion about the reason these people wanted to move west and settle in new land. What are some of the obstacles they encountered on their journey, and what they were able to take with them.</p> <p><i>President Thomas Jefferson believed that the key to the United State's health was expansion to the West. He believed this happened through owning farms and in order to provide for everyone, expansion was necessary. A lot of the settlers associated moving West with freedom. When the settlers figured out that moving West meant freedom and expanding mobility, most people wanted to migrate there.</i></p>	
20 minutes	<p>Individual Work</p> <p>Each student will write a narrative explaining why people wanted to move west and settle in new land. Writing should be able to demonstrate the student's understanding of the reason for the Oregon Trail, who traveled on it, how it formed, and the history behind the Oregon Trail.</p>	<p>As students are working, monitor progress and check for understanding. Assist and apply differentiation strategies as needed.</p>
20 minutes	<p>Group Work</p> <p>Students will work together in groups of 3 to each create a map of the Oregon Trail using a map of the United States. A model map will be displayed on the board for students to use as a resource</p>	<p>As students work in groups, monitor progress, check for understanding, and observe.</p>
10 minutes	<p>Whole Group</p> <p>Sharing of maps and what students learned from the map process.</p>	
10 minutes	<p>Closure</p> <p>Gather students back in the common area, and ask them to sit in a circle facing their peers. <i>We're going to go around the circle and please share with us one thing you learned today or yesterday whether</i></p>	

	<i>it was something about the Oregon Trail, or using a map. Ask students to share what they learned, listening to what were the points they picked up on.</i>	
--	---	--

**15. Closure:** (10 minutes)

Gather students back in the common area, and ask them to sit in a circle facing their peers.

*We're going to go around the circle and please share with us one thing you learned today or yesterday whether it was something about the Oregon Trail, or using a map.* Ask students to share what they learned, listening to what were the points they picked up on.

Resources:

Frontier Trails of the Old West, The Oregon Trail:

<http://www.frontiertrails.com/oldwest/oregontrail.htm>

Youtube, Oregon Trail: <https://www.youtube.com/watch?v=YPUZnqo9IB8>

History, Westward Expansion: <http://www.history.com/topics/westward-expansion>

## Lesson 2

**1. Title:** What can you take in your wagon with you?

**2. Name:** Riley Chun. 29 November 2017.

**3. Grade level/Subject/Context:** 4<sup>th</sup> grade, Social Studies. This lesson is the second lesson of the unit. It was designed to be a continuation from lesson 1 of the unit. This lesson will cover the items the pioneers could take with them in their wagon. Students will understand the importance of items. Students have a previous understanding about what the Oregon Trail is and what mode of transportation the pioneers used to travel over 2,000 miles. Time: about 60 minutes.

**4. TIP Critical Question:** What could the pioneers who traveled across the Oregon Trail afford to take with them in their wagon? What was it like to travel on the Oregon Trail?

### 5. Standards:

#### NCSS: People, Places, and Environments

Why do people decide to live where they do or move to other places? Why is location important? How do people interact with their environment and what are some of the consequences of those interactions? They study the causes, patterns, and effects of human settlement and migration, learn the roles of different kinds of population centers in society, and investigate the impact of human activities on the environment.

#### Geography:

4.11 Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.

#### Writing:

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

#### Speaking and Listening:

4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

1. Follow agreed-upon rules for discussions and carry out assigned roles.
2. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

ELPA:

4-5.3 An ELL can speak and write about grade-appropriate complex literacy and informational texts and topics.

4-5.8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

**6. Learning Targets:**

- 1) I can read informational text and comprehend it.
- 2) I can make a shoebox wagon and fill it with appropriate essentials to take me across country.

**7. Content Objectives:**

- 1) By the end of this lesson, students will be able to demonstrate their understanding of the mode of transportation for the pioneers, by designing and creating their own simulated wagon
- 2) By the end of this lesson, students will be able to apply their understanding of the wagonload allowed across the trail, by calculating and prioritizing what they could take with them.
- 3) By the end of this lesson, students will be able to demonstrate their understanding of what could be taken in the wagon by completing short answer questions about their reasoning for taking the items they did.

**8. Language objectives:**

- 1) Students will demonstrate their understanding of what life was like on the Oregon Trail, by using speech to collaborate with their peers while working on shoebox wagon.
- 2) Students will demonstrate their understanding of the trail route to Oregon, by making a map of the trail and sharing it with the class.
- 3) Students will demonstrate their understanding of what could be carried in the wagon by answering the short answer questions in writing.

**9. Language Demands:**

**Academic Vocabulary:** Wagon, Pioneers, Emigrants, and Trail

**Syntax:** Students will need to know how to write basic sentences to the best of their ability.

**Discourse:** Students will need to answer short answer questions in complete sentences. Students will need to use speech to collaborate with peers and to share with the class.

**10. Student Assessment:** Students will be assessed on the completion and functionality of their

shoebox wagon. Their wagon will be functional and filled with supplies they need to make the journey across the Oregon Trail. Students will also be assessed on whether the wagon has the appropriate necessities inside to be able to get their group across the trail alive. Students will be assessed on the quality of their answers to the short answer worksheet.

### **11. Materials/Preparation:**

- Shoeboxes- 1 per group
- Paper pictures of all the supplies on the list – enough for each group
- Scissors
- Glue
- Tape
- Construction paper
- Popsicle sticks
- Any other materials you would like to make available to students
- Calculator
- Pencil
- Worksheets and Informational text handout
- Daily Life in a Covered Wagon by Paul Erickson
- Supplies for making the shoebox wagons should be available and easily accessible to students before the lesson
- Have worksheets printed and ready to handout

**11. Differentiation Strategies:** While this lesson is designed using a Universal Design for learning framework, differentiation is important to support all learners and their needs.

**Process:** ELL students may receive assistance from other students for comprehension and clarification questions. Students may watch a video about what wagon's look like or what they looked like as the pioneers crossed the Oregon Trail. Picture cut outs can be cut out for students who need them to be. Students may type out their responses to the short answer questions.

**Product:** Students may work together in a group or alone. Students can draw a picture of their wagon instead of building one. Students may write a narrative to describe their wagon and what would be inside of it.

**Environment:** Students may work in a group or alone to make shoebox wagon. Students may stand at a table in the classroom, work on the floor or work at their desks, whatever area in the classroom they choose.

**Content:** Students may receive guidance as what to put inside their wagon, and talk about the reasons why. Students may use calculator for support.

### **12. Lesson Introduction/Set: (15 minutes)**

Gather students on carpet or common area and read book *Daily Life in a Covered Wagon* by Paul Erickson. Talk about what it might be like traveling across the country and having to take all

your belongings with you, living out of a wagon. Ask students to turn and talk with a partner about *what would be one thing belonging they would absolutely want to take with them and why they would take it.*

### 13 Communication of Learning Targets: (2 minutes)

The learning targets will be posted on the board before the lesson begins. I will ask the students to read the learning targets for me, and then ask what they think we will do during the lesson. After they have read the targets, ask them to get into groups of 3 or 4 for wagon building.

### 14. Learning Activities: (35 minutes)

- Pair Work: Students will turn and talk with partner about *what would be one thing belonging they would absolutely want to take with them and why.* (2 minutes)
- Group Work: Students will work in their groups to create their wagon using a shoebox and then decide as a group what they would take in their wagon, making sure everything adds up to 2,400 pounds. (25-30 minutes)
- Whole Group: *Please share your wagons with the class, and then talk about the reasons behind your choices to take in your wagon with you.* (15 minutes)

Time	Activity	Notes
15 minutes	<p>Introduction</p> <ol style="list-style-type: none"> <li>1. Gather students on carpet or common area and read book <i>Daily Life in a Covered Wagon</i> by Paul Erickson.</li> <li>2. Talk about what it might be like traveling across the country and having to take all your belongings with you, living out of a wagon.</li> <li>3. Ask students to turn and talk with a partner about <i>what would be one thing belonging they would absolutely want to take with them.</i></li> </ol> <p><i>500,000 pioneer settlers traveled on the Oregon Trail by a wagon pulled by oxen or mule. The trip west took about 4-6 months by wagon. Each day, the settlers were able to travel about 15 miles. Animals pulled their wagons; the animals could not go very fast, pulling 2,500 pounds behind them. It was not like they had a car with an engine that requires gas and it just goes. The animals also needed to eat, and rest and tend to their needs as humans needed. The wagon measured 4 feet by 10 feet with about 1,000 pounds of just food. The wagon itself was made out of hardwood- either</i></p>	

	<p><i>maple, hickory or oak wood, and it was not comfortable to ride in because there were no springs. The covering was made out of cotton and treated with linseed oil to keep the rain out. Also on board the wagon were toolboxes, water containers, and spare axles. Without spare axles meant leaving the wagon. Many settlers realized they over packed once they were on the trail, and had to throw their items overboard. However, since their wagon was full, many of them found themselves walking the 2,170-mile journey.</i></p>	
2 minutes	<p>Pair Work</p> <p>Students will turn and talk with partner about <i>what would be one thing belonging they would absolutely want to take with them.</i></p>	<p>Visit with each pair and listen to what students say they would bring with them. Look for answers in full sentences.</p>
2 minutes	<p>Communication of Learning Targets</p> <p>The learning targets will be posted on the board before the lesson begins. I will ask the students to read the learning targets for me, and then ask what they think we will do during the lesson. <i>Please read the learning targets for me. What do you think we will do today?</i></p>	<p>Get into groups of 3 or 4 for wagon building.</p>
25-30 minutes	<p>Group Work</p> <p>Students will work in their groups to create their wagon using a shoebox and then decide as a group what they would take in their wagon, making sure everything adds up to 2,400 pounds.</p>	<p>Monitor progress and visit every group. Check for understanding and answer questions. Apply differentiation strategies.</p>
15 minutes	<p>Closure</p> <p><i>Please share your wagons with the class, and then talk about the reasons behind your choices to take in your wagon with you.</i> Ask students to share their work and to explain why they chose to take certain items with them over the rest. Ask students to remember what item they said they wanted to take with them at the beginning of the lesson, and if that item is still the same after doing the activity.</p>	

**15. Closure:** (15 minutes)

Ask students to share their wagon and explain the reasons why they chose to take certain items

over the rest. Ask students to remember what item they said they wanted to take with them at the beginning of the lesson, and if that item is still the same after doing the activity.

**Resources:**

National Oregon California Trail Center:

<https://www.oregontrailcenter.org/HistoricalTrails/TheWagon.htm>

Frontier Trails of the Old West: <http://www.frontiertrails.com/oldwest/oregontrail.htm>

*Pack your Wagon*. Retrieved from <https://www.blm.gov/or/oregontrail/files/packwagon.pdf>

*Pack your Wagon*, U.S. Department of Interior, Bureau of Land Management,  
<https://www.blm.gov/or/oregontrail/files/packwagon.pdf>.



### Lesson 3

**1. Title:** What would you do?

**2. Name:** Riley Chun. 29 November 2017.

**3. Grade level/Subject/Context:** 4<sup>th</sup> grade, Social Studies. This lesson is the third lesson of the Oregon Trail unit. Students have already been exposed to the idea of the Oregon Trail, what happened on it, the reason for it, and what the pioneers traveled in, and what they could take with them. This lesson is to get students to really think about the obstacles and hardships the pioneers went through as they traveled on the Oregon Trail. Time: 1 hour and 15 minutes.

**4. TIP Critical Question:** How would you problem solve to get through a hardship?

#### **5. Standards:**

##### NCSS: People, Places, and Environments

Why do people decide to live where they do or move to other places? Why is location important? How do people interact with their environment and what are some of the consequences of those interactions? They study the causes, patterns, and effects of human settlement and migration, learn the roles of different kinds of population centers in society, and investigate the impact of human activities on the environment.

##### Speaking and Listening:

SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

1. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
2. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

##### Geography:

4.11 Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and culture differences within Oregon and between different geographical areas.

##### Reading Informational Text:

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.

Writing:

4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words and phrases to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELPA:

4-5.1 An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

4-5.2 An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

**6. Learning Targets:**

- 1) I can provide a solution to a hardship.
- 2) I can work collaboratively with my peers.

**7. Content Objectives:**

- 1) By the end of this lesson, students will be able to demonstrate their understanding of the hardships that happened on the trail by providing a well thought out solution to a hardship that happened on the trail.
- 2) By the end of this lesson, students will be able to demonstrate the ability to work with a group of their peers to problem solve by collaboratively creating a solution to a hardship.
- 3) By the end of this lesson, students will be able to demonstrate their understanding for problem solving hardships on the Oregon Trail by providing a written narrative of some of the hardships the pioneer settlers faced as they traveled across the Oregon Trail.

**8. Language objectives:**

- 1) Students will demonstrate their understanding of the hardships that happened on the trail by collaborating with their peers to provide a solution.

2) Students will demonstrate their understanding of the hardships by writing their solution in narrative form.

### **9. Language Demands:**

**Academic Vocabulary:** Malaria, Scurvy, cholera, terrain, mourning, hardship

**Syntax:** Students will need to know how to write opinionated sentences to express their thoughts.

**Discourse:** Students will need to be able to write a persuasive narrative and use opinion sentences to describe their solution to a hardship. Students will need to use speech to communicate with their peers and share their solution with the class.

### **10. Student Assessment:**

Students will be assessed on their ability to work with a group of their peers to problem solve. Students will also be assessed on the reality of their solution they provide. Writing will be scored using the six trait-writing rubric.

### **11. Materials/Preparation:**

- Obstacle strips with obstacles that the pioneers came across during their journey on the Oregon Trail
- Folder paper
- Pencil
- Obstacle strips need to be make prior to the lesson

**12. Differentiation Strategies:** While this lesson is designed using a Universal Design for learning framework, differentiation is important to support all learners and their needs.

**Process:** Students may choose to work alone or with a group. Students may type out their responses if they choose to. ELL students may ask for their sentence strip to be read to them, and they may write their answers in their dominant language if English is too challenging.

**Product:** Students may act out their hardship solution if they choose to.

**Environment:** Students may work at their desks, on another table, the ground, or their choice.

**Content:** Students may ask for notes or extra explanations or clarification. Use of the Internet to further understanding or dictionaries for vocabulary words will be available.

### **13. Lesson Introduction/Set: (12-15 minutes)**

<https://www.youtube.com/watch?v=jnObm7VrT0M> Hardships on the Oregon Trail

Gather the students on the carpet and show video of hardships while traveling on the Oregon Trail. Go over some of the vocabulary used to describe these hardships.

**14. Communication of Learning Targets:** (2 minutes)

The learning targets will be posted on the board prior to the lesson. I will ask the students to read the learning targets and then ask them what they think they mean. Then I will number them off and have them get into their groups for problem solving.

**15. Learning Activities:** (50 minutes)

- Group Work: Students will work in groups to provide a solution to one of the hardship situations provided on a sentence strip. They will then write their solution in narrative form. (30 minutes)
- Whole group: Share solutions to hardships and discuss whether or not that would be a good solution. (15-20 minutes)

Time	Activity	Notes
12-15 minutes	<p>Introduction</p> <p>Gather the students on the carpet and show video of hardships while traveling on the Oregon Trail. Go over some of the vocabulary used to describe these hardships.</p> <p>*Refer to notes section</p>	<p><a href="https://www.youtube.com/watch?v=jnObm7VrT0M">https://www.youtube.com/watch?v=jnObm7VrT0M</a></p> <p>Hardships on the Oregon trail – Play from about 3 minute marker</p>
2 minutes	<p>Communication of Learning Targets</p> <p>The learning targets will be posted on the board before the lesson begins. I will ask the students to read the learning targets for me, and then ask what they think we will do during the lesson.</p>	Number off students to form groups for problem solving.
25-30 minutes	<p>Group Work</p> <p>Students will work in groups to provide a solution to one of the hardship situations provided on a sentence strip. They will then write their solution in narrative form.</p>	Monitor progress and visit with each group as they discuss what they would do if they were faced with the hardship. Check for understanding.
15-20 minutes	<p>Whole Group</p> <p>Share solutions to hardships and discuss in what ways this might be a good solution.</p>	

10 minutes	Closure  Go around circle and ask students to share at least one thing they learned while doing this activity.	Check for understanding and use of full sentences as answers.
------------	--	---

**16. Closure:** (10 minutes)

Gather students back on the carpet or common area. Ask the students to sit in a circle where everyone can be seen. Ask students to *share at least one thing you have learned while doing this activity*. Check for understanding and for the use of full sentences as answers.

**Resources:**

Youtube, Hardships on the Oregon Trail: <https://www.youtube.com/watch?v=jnObm7VrT0M>

Oregon Trails R Us: <https://oregontrailrus.weebly.com/hardships.html>

\*Notes: Hardships on the trail included: accidents, attacks by people already living in the area, supply shortages, weather, drowning, disease, and terrain. Pioneer settlers were also constantly challenged to have a steady use of their money. Mourning was hard for the families because once there was a death of a family member; it was hard for the remaining family members to move forward. Sometimes only a single person from the family would make it Oregon. Deaths happened from accidents when people were accidentally run over by the wagon or shot by accidental gunfire. During celebrations, people would get so excited and accidentally shoot someone and this caused livestock and other people to stampede and this killed more people. The interactions with the Native Americans while on the Oregon Trail was really hard sometimes because although they were nice and helpful, they also were protective of their land. They would threaten to attack the pioneer settlers if they settled on their land. Some known attacks were by Massacre Rock and Bear River. At Bear River, 400 Shoshone men, women and children were shot and killed. While at Fort Laramie, the Grattan Massacre took place. Named after Lt. Grattan who ordered to open fire after a cow had wandered away from the wagon train and was found by the Sioux tribe and they ate it. The Sioux tribe offered a horse as an apology but Grattan did not want the horse and he opened fire killing the chief and this led to the Native American Wars of 1860. The weather created a challenge for the pioneers as bad storms occurred along the Rocky Mountains. Snowstorms would lead to frostbite and sometimes freezing to death. Although muddy pathways and flood streams also were a problem. On dry days, the fine powdery dust got into the traveler's eyes and mouth. Drowning was a risk when they crossed rivers like the Green River being the most treacherous killing 37 people in one summer. Many people decided to take ferries across the river, but this cost \$16 and then came unreliable as most people stuffed the ferries with their supplies, and then it would be not a guarantee they would make it across. Diseases such as malaria, scurvy and cholera put travelers at risk. Cholera was the main reason for the death of pioneers. The terrain made it hard for travelers to get their wagons up and down mountains having to pull their wagon up or holding it back from rolling down the mountain while putting rocks on the other end. The Rocky Mountains and Blue Mountains were the challenging part of the trip about half way through the journey- 1,200 miles into the trip or 3.5 months.

## Lesson 4

**1. Title:** What is the Whitman Massacre?

**2. Name:** Riley Chun. 29 November 2017.

**3. Grade level/Subject/Context:** 4<sup>th</sup> grade, Social Studies. This lesson is the fourth lesson of the Oregon Trail unit. The students have learned about the Oregon Trail, the reason for it, where the trail exactly started and went to, and then what the pioneers could bring with them in their wagon. This lesson was designed to take the students a little off the idea of traveling on the trail, to one of the events associated with the Oregon Trail. It would be ideal if lessons 1-3 were taught before lesson 4 so that students have the background knowledge of the Oregon Trail. From this lesson, students will be able to describe the Whitman Massacre and the causes that led up to it. Time: 1 hour 40 minutes.

**4. TIP Critical Question:** What was the Whitman Massacre and what were the causes that led to the event?

### 5. Standards:

#### NCSS: People, Places, and Environments

Why do people decide to live where they do or move to other places? Why is location important? How do people interact with their environment and what are some of the consequences of those interactions? They study the causes, patterns, and effects of human settlement and migration, learn the roles of different kinds of population centers in society, and investigate the impact of human activities on the environment.

#### Writing:

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Provide a concluding statement or section related to the information or explanation presented.

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

#### Historical Knowledge:

4.2 Explain how key individuals and events influenced the early growth and changes in Oregon.

Historical Thinking:

4.6 Create and evaluate timelines that show relationships among people, events, and movements in Oregon.

ELPA:

4-5.3 An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

4-5.4 An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

**6. Learning Targets:**

- 1) I can describe the Whitman Massacre.
- 2) I can describe the events that led up to the Whitman Massacre.

**7. Content Objectives:**

- 1) By the end of this lesson, students will be able to demonstrate their understanding of the Whitman Massacre by writing a letter to a friend who is asking what the Whitman Massacre is. The letter will be assessed using the six traits writing rubric.
- 2) By the end of this lesson, students will be able to demonstrate their understanding of the causes of the Massacre by creating a timeline of events that led up to the Whitman Massacre. The timeline will be assessed on accuracy, neatness, well organized, and thoroughness.
- 3) By the end of this lesson, students will have participated through class discussions and activities.

**8. Language objectives:**

- 1) Students will demonstrate their understanding of the Whitman Massacre by writing a letter to their friend.
- 2) Students will need to know how to write narrative sentences.
- 3) Students will demonstrate their understanding of the events that led up to the Whitman Massacre by creating a timeline of the sequence of events.

## 9. Language Demands:

**Academic Vocabulary:** Mission, massacre, hostage, settlement, ransom

**Syntax:** Students will need to know to write basic sentences to the best of their ability.

**Discourse:** Students will need to be able to write a letter in narrative form. Students will need to know how to write captions for a timeline.

## 10. Student Assessment:

Students will be assessed on the completion of the letter or a friend, and assessed using the six traits writing rubric. Students will also be assessed on the completion, accuracy, neatness, organization and thoroughness of their timeline of events that led to the Whitman Massacre. Participation will also be assessed in class discussions and activities.

## 11. Materials/Preparation:

- [https://www.nps.gov/nr/Travel/cultural\\_diversity/Whitman\\_Mission\\_National\\_Historic\\_Site.html](https://www.nps.gov/nr/Travel/cultural_diversity/Whitman_Mission_National_Historic_Site.html) Print copies of this webpage for each student in class
- [https://oregonencyclopedia.org/articles/whitman\\_massacre/#.WhJPALaZPVo](https://oregonencyclopedia.org/articles/whitman_massacre/#.WhJPALaZPVo) Print copies of this webpage for each student in class
- [http://www.pbs.org/weta/thewest/people/s\\_z/whitman.htm](http://www.pbs.org/weta/thewest/people/s_z/whitman.htm) Print copies of this webpage for each student in class
- Folder paper
- Pencil
- Printer paper for students to create timeline or cut long and wide strips of paper
- Webpages printed, and timeline paper need to be prepared and ready before lesson

**12. Differentiation Strategies:** While this lesson is designed using a Universal Design for learning framework, differentiation is important to support all learners and their needs.

**Process:** Students may work in a pair while writing the letter. Students may type their letter. ELL students may write their letter in dominant language.

**Product:** Students may draw a picture representation of the Whitman Massacre. Students may draw a picture of events to use as timeline.

**Environment:** Students may work standing or sitting at their desk. Students can choose to work in silence or with music.

**Content:** Students may watch a video on Whitman Massacre to understand information. Students may continue to conduct research and learn more about the Whitman Massacre.



**13. Lesson Introduction/Set:** (10 minutes)

The Whitman Massacre: <https://www.youtube.com/watch?v=1EoP9CORWYQ>

Gather students on carpet or common area and show video. Talk about the relation to the Oregon Trail, and why the Whitman Massacre is such a historical event in history.

**14. Communication of Learning Targets:** (2 minutes)

The learning targets will be posted on the board before the lesson begins. I will ask the students to read the learning targets for me, and then ask what they think we will do during the lesson.

**15. Learning Activities:** (1 hour and 10 minutes)

- Whole group: Read webpage articles on Whitman Massacre together. Students will read aloud. Talk about events as we read them. Check for understanding and comprehension. (20-25 minutes)
- Individual Work: Students will write a letter to their friend. *You have a friend who is asking you what the Whitman Massacre is. Write a letter back to them telling them what it is.* (15 minutes)
- Whole Group: Ask a few students to read their letters aloud. Now, learning about the events that led up to the Whitman Massacre, *Make a timeline that represents the sequence of events.* (10 minutes)
- Individual Work: Students will create a timeline of events that led up to the Whitman Massacre. (15-20 minutes)

Time	Activity	Notes
20 minutes	<p>Introduction</p> <p>Gather students on carpet or common area and show video. Talk about the relation to the Oregon Trail, and why the Whitman Massacre is such a historical event in history.</p> <p>*See notes section</p>	<p><a href="https://www.youtube.com/watch?v=1EoP9CORWYQ">https://www.youtube.com/watch?v=1EoP9CORWYQ</a></p> <p>The Whitman Massacre</p>
2 minutes	<p>Communication of Learning Targets</p> <p>The learning targets will be posted on the board before the lesson begins. I will ask the students to read the learning targets for me, and then ask what they think we will do during the lesson.</p>	

20-25 minutes	Whole Group  Read webpage articles on Whitman Massacre together. Students will read aloud. Talk about events as we read them. Check for understanding and comprehension.	
15 minutes	Individual Work  Students will write a letter to their friend. <i>You have a friend who is asking you what the Whitman Massacre is. Write a letter back to them telling them what it is.</i>	As students are working, monitor progress and check for understanding. Assist and apply differentiation strategies as needed.
10 minutes	Whole Group  Ask a few students to read their letters aloud.  Now, learning about the events that led up to the Whitman Massacre, <i>Make a timeline that represents the sequence of events.</i>	
15-20 minutes	Individual Work  Students will create a timeline of events that led up to the Whitman Massacre.	Monitor progress, and check for understanding. Apply differentiation strategies as needed.
5 minutes	Closure  Write “ticket out the door” telling me one thing you learned from this lesson.	Use this as an informal quick assessment of what the students have remembered at the end of the lesson.

**16. Closure:** (5 minutes)

Ask students to write a “ticket out the door” telling me one thing they learned during this lesson.

Resources:

[Whitman Mission National Historic Walla Walla, Washington:](https://www.nps.gov/nr/Travel/cultural_diversity/Whitman_Mission_National_Historic_Site.html)

[https://www.nps.gov/nr/Travel/cultural\\_diversity/Whitman\\_Mission\\_National\\_Historic\\_Site.html](https://www.nps.gov/nr/Travel/cultural_diversity/Whitman_Mission_National_Historic_Site.html)

The Oregon Encyclopedia:

[https://oregonencyclopedia.org/articles/whitman\\_massacre/#.WhJPALaZPVo](https://oregonencyclopedia.org/articles/whitman_massacre/#.WhJPALaZPVo)

New Perspectives on the West: [http://www.pbs.org/weta/thewest/people/s\\_z/whitman.htm](http://www.pbs.org/weta/thewest/people/s_z/whitman.htm)

The Whitman Massacre: <https://www.youtube.com/watch?v=1EoP9CORWYQ>

Whitman Massacre National Historic Site: <https://www.legendsofamerica.com/wa-whitmanmassacre.html>

\*Notes:

Marcus Whitman was a missionary who then became a doctor who treated Native Indians. He and his wife were missionaries sent from New England where they established their Whitman Mission in Waiilatpu, which is a key outpost on the Oregon Trail. Marcus held church services, ran his own medicine practice, and constructed many buildings. His wife, Narcissa ran the household and taught in the mission school. When more and more White people came to Oregon, it caused the Cayuse to blame the Whitman's because it brought them more unwanted disease. The Indians suspicion became real when an epidemic of measles broke out in 1847, more Cayuse people were dying, although the Whitman's administered the same medicine to both parties. This caused tension and uncertainty and eventually led to the killing of the Whitman's. A few men went to visit Marcus for a medical visit, which turned out to kill him, his wife, and about eleven or twelve other people at the mission with them, and managed to capture fifty-three hostages.