

Historical Literacy Project Model Unit

Unit Title: Onward West

Designed by: Cristina Kalesse and Melissa Campbell

District: Red Clay Consolidated School District and Caesar Rodney School District

Content Area: United States History

Grade Level(s): 9-12

Summary of Unit:

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards:

History Standard One 9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Big Idea(s):

Manifest Destiny

Push and Pull Factors of Westward Expansion

Life of American Settlers on a their journey west

Homestead

Unit Enduring Understanding(s)

- Students will understand what factors contributed to Americans desire to move west.
- Students will understand the obstacles and hardships that pioneers endured and how these factors influenced the culture of the west.
- Students will understand how the American settlers carved a life into the new territory using the abundant natural resources and new technological advancement,
- Student will understand culture clash that occurred between the American settlers moving west and the Native American inhabitants that already occupied the territories.

Unit Essential Questions(s)

1. What prior knowledge and cultural influences do students have about the journey and life out in the West?
2. What factors contributed to the settlement west?
3. What opportunities were available to settlers who struggled to make the journey west?
4. How did these settlers change the landscape of American?

Knowledge and Skills

Students will know...

1. Why American settlers desired to move west?
2. The struggles and hardships pioneers encountered as they moved west?
3. How the American settlers formed a new American (western) culture that developed as a result of the encounters and experiences directly related to their journey and new life.
4. Long term implication of the pioneer spirit and entrepreneurial philosophy

Students will be able to...

1. Plan a voyage west and make informed decisions about the journey based on the knowledge gained during the westward expansion unit.
2. Explain what factors caused people to want to move west.
3. Use the knowledge gained during the westward expansion unit to write a journal that interprets the life of a pioneer.
4. Use a primary source document to make inferences and draw conclusions about history
5. Read a map to recognize patterns of change
6. Write a fictional journal based on historical evidence

Stage 2 – Assessment Evidence (Design Assessments To Guide Instruction)

Suggested Performance/Transfer Task(s)

Students will be asked to keep a journal to assess their understanding of the unit. Students should be directed to keep in mind that they will be playing a role of a pioneer. Students will be asked to interpret what they believe a pioneer would have done, felt, and responded to various events. Students are asked to keep in mind History Standard One 9-12a: (Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.) In the journal entries they will be asked to trace how a pioneer's life had changed through their journey and new life out west. Finally, students will be tasked with identifying the characteristics of the pioneer spirit and how this trend has continued through American history and culture.

It is recommended that throughout the lesson, students stop to reflect and complete one of the journal entries.

Journal Entries Topics:

1. What is life like in your original home in the East?
2. Why did your family decide to move west?
3. 2-3 about the journey (difficulties, new experiences, towns they visit, person they encounter)
4. Once they have arrived, what is life like in the west?
6. Reflective piece on moving west--were things better back east or are you happy with your decision to move west?

Scenario:

You are a teenager living in Wilmington in 1840. Your father has just told you that you will be making the trip west with your family in order to search for a new and better life. You have decided to keep a journal cataloging your experiences during the voyage. Each of the journal entries will discuss a different aspect of your experience as you move west with your family. Be sure to use previous knowledge gained from the unit on westward expansion when writing each journal entry in order to ensure accuracy.

Journal One:

What is life like in Wilmington? What do you like about your hometown, and what ways are you looking for a change?

Journal Two:

What social and economic issues in Wilmington have caused your family to decide to move West? What fears do you have about the move, and what hopes do you have for the future?

Journal Three:

You have been traveling west on the Oregon Trail for three weeks. What hardships have you encountered? In retrospect, what could you have been done prior to leaving in order to better prepare for the journey?

Journal Four:

Life on the Oregon Trail is very different from life in Wilmington. Discuss at least two differences you have encountered or observed during your time on the trail thus far.

Journal Five:

There were many towns that developed as a means for settlers to rest and purchase needed supplies. Describe your observations of a town you and your family stop at to purchase materials. What is it like? What types of people do you encounter while there? What types of supplies do you need to purchase and why?

Journal Six:

People from varying socioeconomic backgrounds made the trip west. Describe one person you meet during your trip west. Where are they from and why have they decided to make the trip west? What are their hopes and motivating factors for making the trip?

Journal Seven:

You and your family have finally completed your trip west. What is life like in your new home (population, cost of living, your actual home)? What are some of the positive things you have found about your new location, and what are some of your concerns? Are you more optimistic or pessimistic about what life will be like here?

Journal Eight: (optional)

During your trip west and in your new town you notice that Native Americans are treated differently than whites. Describe these differences in treatment and compare this to the treatment of African Americans on the east coast.

Journal Nine:

It has been two years since your arrival in the west and you have settled into life in your new town. Looking back on the struggles and new experiences you have encountered and comparing them to life in the East, are you happy about your family's decision to move? If you could redo the past, would you choose to move or would you choose to stay in Wilmington? Explain your reasoning.

Rubric(s)

History Role Playing journal

CATEGORY	Exceeds	Meets	Approaches	Just Beginning
Correlation with the Unit	Events in the journal accurately correspond with events discussed in the Westward Expansion unit and reflect a strong comprehension of the topic	Events in the journal basically follow events in the unit, but with some deviation. Journal entries reflect a basic foundation of knowledge of the unit.	Events in the journal sometimes correspond with events in the unit. There is evidence of a weak foundation of knowledge of the content of the Westward Expansion unit.	Events in the journal generally do not correspond with events in the unit. There is little or no evidence of comprehension of material in the Westward Expansion unit.
Understanding of the Unit	Journals demonstrates a good understanding of the units content, including push and pull factors for moving west, issues pioneers faced, and life out west.	Journal demonstrates a reasonable understanding of the unit, including push and pull factors for moving west, issues pioneers faced, and life out west.	Journals demonstrates some understanding of the unit content, including push and pull factors for moving west, issues pioneers faced, and life out west.	Journal demonstrates little to no understanding of the unit content
Sequence of events	Journal entries are in correct chronological order AND span the entire period of westward expansion.	Journal entries are mostly in chronological order and span most of the period of westward expansion.	A significant number of journal entries are not in chronological order ~OR~ Entries span only part of the period of westward expansion.	Most entries are not in chronological order
Use of Character	Character choice is clear. The journal is written as if it truly belonged to that character.	Character choice is clear. The journal seems to be drawing on the personality of the character but there is some lack of ownership.	Character choice is clear. The journal is not written as if it belonged to that character	Character choice is not clear
Following	There were more than 8 entries /	There were at least 8 entries / entries	There were fewer than 8 entries /	There were very few entries / entries

Directions	entries were longer than minimal length. Entries included relevant, realistic thoughts and emotions.	averaged to at least 2-3 paragraphs each. Entries generally included relevant, realistic thoughts and emotions.	entries averaged to less than 2-3 paragraphs each OR only some entries included thoughts and emotions.	were very short OR Entries included little to none of the character's thoughts and emotions
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Other Evidence

Teachers can also use an end of unit test, checks for understanding and periodic content quizzes as needed.

Stage 3 – Learning Plan
(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson # 1
Brainstorming Activity

Author(s): Cristina Kalesse and Melissa Campbell

Lesson Description:

In this lesson students will activate prior knowledge regarding what they have learned about Westward Expansion from previous U.S. History classes and cultural media sources. Students will work in a jigsaw type arrangement to gather information and share their knowledge with others.

Time Required: One 50 minute class period.

Essential Question Addressed:

What prior knowledge and cultural influences do students have about the journey and life out in the West?

Enduring Understanding:

Students will understand that they can learn from one another and take this knowledge and apply it to the remainder of the unit.

Materials:

Brainstorming Activity Sheets – Questions A – D

Procedures:

In the first few minutes of class, introduce the topic of Westward Movement. Given the following directions for the Brainstorming Activity:

1. Have students work in groups of four.
2. Students will pair up with another group of four. Seats will be arranged so that the two groups are facing one another.

Group 1	Question A	Question B	Question C	Question D
Group 2	Question A	Question B	Question C	Question D

- When the teachers says begin, students in Group 1 read their question to the students in Group 2 (whom they are facing.) The students in Group 2 respond to the question read to them by the student in Group 1. The student in Group 1 records the response from the student in Group 2.
- After two minutes, when I say begin, students in Group 2 reads their question to the student in Group 1 (whom they are facing.) The student in Group 1 will respond to the question read to them by the student in Group 2. The student in Group 2 records the response from the student in Group 1.
- Then I will say “switch” and the students in group 2 will shift to the right one seat, with the last student moving all the way down to the left. They will now be facing new members on Group 2.

Group 1	Question A	Question B	Question C	Question D
Group 2	Question D	Question A	Question B	Question C

- Repeat steps 3, 4 and 5 until each member in Group 1 has asked his or her question of each member in Group 2. At one point students will respond to the same question that he or she has asked.
- All students who asked Question A meet with one another and record on chart paper all of the answers that were gathered. Students should only record appropriate responses. Students who asked questions B, C, and D should also meet in groups and record appropriate responses.

Debrief: After all answers are recorded, one student from each group will read them aloud to the class. The responses to each question will be discussed focusing on the essential question “What prior knowledge and cultural influences do students have about the journey and life out in the West?”

Formative Assessment (“Check for Understanding:

Students answer the following: How was your knowledge of the west expanded by today’s activities?

Lesson One Handout Materials

These are modified from *Hands-on History: Pionners* Scholastic Teaching Resources page 30

Interviewer's Name: _____

Question A- Brainstorming Activity

Directions: Ask each of your partners the following question. Record the person's name and answers in the space provided

Question A:

What are some reasons Americans and Immigrants would leave their homes and decide to move out west?

Response #1	Response #2
Name : _____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Name : _____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Response #3	Response #4
Name : _____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Name : _____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Interviewer's Name: _____

Question B- Brainstorming Activity

Directions: Ask each of your partners the following question. Record the person's name and answers in the space provided

Question B:

What dangers and difficulties might pioneers encounter before, during and after their journey west?

Response #1	Response #2
Name : _____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Name : _____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Response #3	Response #4
Name : _____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Name : _____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Interviewer's Name: _____

Question C- Brainstorming Activity

Directions: Ask each of your partners the following question. Record the person's name and answers in the space provided

Question C:

**What methods of transportation would be available for pioneers to use?
What difference would they find if they were to travel today?**

Response #1	Response #2
<p style="text-align: center;">Name : _____</p> <p>Pioneer Transportation:</p> <hr/> <hr/> <hr/> <p>Differences Today:</p> <hr/> <hr/> <hr/>	<p style="text-align: center;">Name : _____</p> <p>Pioneer Transportation:</p> <hr/> <hr/> <hr/> <p>Differences Today:</p> <hr/> <hr/> <hr/>
Response #3	Response #4

Name : _____	Name : _____
Pioneer Transportation:	Pioneer Transportation:
_____	_____
_____	_____
_____	_____
Differences Today:	Differences Today:
_____	_____
_____	_____

Interviewer's Name: _____

Question D- Brainstorming Activity

.....
 Directions: Ask each of your partners the following question. Record the person's name and answers in the space provided

Question D:
What qualities and characteristics might it take to be a pioneer?

Response #1	Response #2
Name : _____	Name : _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Response #3	Response #4
Name : _____	Name : _____

Lesson # 2
Push and Pull Factors of Westward Expansion

Author(s): Cristina Kalesse and Melissa Campbell

Lesson Description:

In this lesson, student will examine the reasons why thousands of people made the journey west. Students will evaluate push and pull factors of westward expansion. In the first part of the lesson, students will gather the push and pull factors. Secondly they will compare these factors to why people move and emigrate today.

Time Required: One 50 minute class period

Essential Question Addressed:

What factors contributed to American’s desire to move out west?

Enduring Understanding:

- Students will understand that the differences pin what drew American settlers pout west.
- Student will make connection between western settlements of the 1800s versus why Americans still move emigrate today.

Materials:

- Push – Pull T-Chart
- Computer Paper
- Markers or colored pencils
- Magazines

Procedures:

Strategy 1: Think- Pair- Share Activity

- Have students answer the following: “Imagine that you are moving to another part of the country. What difficulties would you face leaving your old home and settling in into a new one? Why might you want to move?”
- After students have had time to complete the thinking and pairing part have students share responses with the class. Teachers should document student responses on chart paper or the board for later in the lesson.

Student should put themselves into the character described in the Transfer Task. As this young person planning to leave home they should respond to journal entry #1.

Journal One:

What is life like in Wilmington? What do you like about your hometown, and what ways are you looking for a change?

Strategy 1: Mini- Lecture

Teachers should present this information to students.

Push Factors- these are things that “forced” people out of the areas they lived

- Land on the east coast was getting to be very expensive (especially for African Americans and immigrants)
 - People could not afford rent or own homes
- Religion (Mormons moved to Utah because of prejudiced)
 - To practice religion without discrimination or persecution
- Shelters for outlaws
 - People who had committed crimes were pushed out of their communities and forced out west

Pull Factors- these are things that attracted people or encouraged people to move west.

- Sense of adventure and new beginnings
 - It was something new and dangerous
 - You could start your life over
- People who had failed at business were looking for a fresh start
 - There was an opportunity to make a fortune in the new frontier
- Economic Opportunity
 - Natural resources such as gold, lumber and land
 - Ability to expand agriculture especially the expansion of cotton in the southwest. (With this came the potential for the expansion of slavery)
- Railroads
 - Railroad owners were given land by the government
 - Sold the land to make a profit and made a lot of money
 - Farmers bought land close to the railroads because they could ship their goods easily

Strategy 3: Extension Activity

Have students create an advertisement that focuses on one of the push or pull factors. It can be suggested that students target a particular group (such as single white men, families or immigrants, etc). They can include photos from magazine that might help entice settlers to move west

Push- Pull Advertisement Rubric

3- Advertisement addresses selected push and pull factor and targets an appropriate audience. Uses graphics that would be relevant for the advertisement.

2- Advertisement somewhat addresses selected push and pull factor and targets an appropriate audience. Uses graphics that would be somewhat relevant for the advertisement

1- Advertisement minimally addresses selected push and pull factor and somewhat or does not target an appropriate audience. Graphics are irrelevant for the advertisement or left out completely.

0- Advertisement, target audience and graphics are irrelevant, inaccurate or incomplete

Check for Understanding

Hand out Push/ Pull Checkout Sheet

- Ask students to share their responses to the Think- Pair- Share question.
- As students share their answer have them place it under a “pull” factor or “push” factor

Push Factor	Pull Factor

Debrief:

Finally students should compare how their reasons to move are consistent and different from that of the American pioneers in the 1800s. Teachers should emphasize the idea of continuity among American settlers of the 1800s and Americans or immigrants today. They can also discuss how the reasons top move has changed over time.

Transfer Task:

Students should complete journal entry #2

Journal Two:

What social and economic issues in Wilmington have might cause your family to decide to move west? What fears do you have about the move, and what hopes do you have for the future?

Enrichment Activity:

If teachers have access to the History Channel Program *10 Days that Changed America*, the episode documenting the significance of the Gold Rush could add addition knowledge as to why many people made the dangerous journey west. This documentary also introduces the immigration of Chinese and Japanese Americas, the growth of cities such as San Francisco and the importance of the Railroad.

The following handout can be used to help students gather information during the video. As students view *10 Days that Changed America: Gold Rush*, they should place key terms or phrases to describe each of the categories.

49ers: People who moved West	Challenges faced on the Journey
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<u>Life Looking for Gold</u> <u>“Mining Camps”</u>	<u>Building and Use of the Railroads.</u>

Lesson # 3
The Journey West

Author(s): Cristina Kalesse and Melissa Campbell

Lesson Description:

Students have already discussed in Lesson 2, why thousands of Americans and immigrants chose to make the journey west. In lesson three, The Journey West, students will conduct a simulation of the journey American settlers would have taken to reach the Oregon Territory in the 1830s and 1840s. Students will work in groups of four; this group of four will be a family. These groups will plan a trip, purchase supplies, and investigate what difficulties and opportunities lie ahead of them on their journey west.

Time Required:

Approximately three 50 minute class periods

Essential Question Addressed:

1. What were the struggles and hardships pioneers encountered as they moved west?

Enduring Understanding:

1. The struggles and hardships pioneers encountered as they moved west

Materials:

Access to the internet
Looking West Project Handout
Role Cards (The Pessimist, the Trailblazer, the Opportunist and the Mover and Shaker)
Paper Money
Calculator
Budget Sheet
Scenario Cards
Journey Tracking Sheet
Map of the Oregon Trail

Procedures:**Step One: Group Work (Planning the Journey West)**

1. Place students into groups of four. Group should consist of a “father”, “mother” and two children. In an folder give groups the following materials:
 - a. Looking West Project
 - b. Role Cards
2. Have students select roles and begin research on the journey west using the following website <http://www.isu.edu/%7Etrinemich/Allabout.html>. This website will allow students to research what pioneers would have needed to know before they embarked on the 2000 mile journey across the United State.
 - a. All students should read “*Introduction*” and “*The Route West*”. Teachers can print out materials if internet is not available or if they would like to read and discuss information as a class.
 - b. To facilitate the research direct the each role to the following link;
 - i. Pessimist: *Hardships and Native Americans*
 - ii. Opportunist: *Buffalo*, Under the historic sites link – click on *Oregon*
 - iii. Mover and Shaker : *Power, Historic Sites*,
 - iv. Trail Blazer: *Historic Sites, Power, Camping*
3. Once all of the research has been completed students should give a rough draft itinerary of the:
 - a. route they plan to take,
 - b. number of days the they will need
 - c. amount of money needed to purchase supplies
 - d. supplies they plan to purchase for the trip

Step Two: Purchasing Supplies

Before families come to market teachers should handout \$500 to \$1000 per family. Students will be asked to come to market with a list of supplies and the money to purchase items needed for the journey. Give each group a list of supplies available and a budget sheet. Students should purchase enough food for a family of four, tools in case of an accident; a wagon, oxen and supplies that would be needed to start a new life out west.

It is recommended for each adult:

150 lbs of flour, 20 lbs of corn meal, 50 lbs of bacon, 40 lbs of sugar, 10 lbs of coffee, 15 lbs of dried fruit, 5 lbs of salt, half pound of baking soda (saleratus), 2 lbs of tea, 5 lbs of rice, and 12 lbs of beans.

For a listing of all supplies and prices that were available to pioneers use the link below.

http://64.150.166.78/HOC/index.php?option=com_content&view=article&id=90&Itemid=75

Step 4: Those that Travelled the Trail.

Before students proceed on their simulated journey to Oregon country, they should take time to see examine actual diary entries from those that travelled the trail. This can give students good incite to what it was like for those that walked the trail. Students can see sample diaries and materials at: <http://www.isu.edu/~trinmich/00.n.trailarchive.html>. These entries will also give student a model for the transfer task journaling that students should be working on throughout this unit.

Selecting excerpts from the journal have students compare the two entries for continuity and change. Within the groups of four give student four excerpts of the same author or four different authors. If students are looking at the same author they can interpret how the journey has impacted the traveler. If students examine different authors they can compare them.

Questions for students to consider when examining the diary entries:

1. Who is traveling with the wagon trains?
2. How does the author describe the journey? Does the authors' description change the longer they are on the trail?
3. What is the traveler's schedule like?
4. What is important to the settler? What has the settler learned to live without?
5. What is the author's mood?

Step 3: Simulation

Using the simulation cards, teachers should facilitate the journey west simulation. Ask students to keep track of the amount of food, supplies and money used throughout the journey. Teachers can distribute Handout #5: Journey Tracking Sheet and the Map of the Oregon Trail. Using the map students should track the journey, perhaps estimating how far they have gotten in single day. Periodically the teacher should stop the simulation to allow students to complete Journal Entries 3, 4 5 and 6.

Journal Three:

You have been traveling west on the Oregon Trail for three weeks. What hardships have you encountered? In retrospect, what could you have been done prior to leaving in order to better prepare for the journey?

Journal Four:

Life on the Oregon Trail is very different from life in Wilmington. Discuss at least two differences you have encountered or observed during your time on the trail thus far.

Journal Five:

There were many towns that developed as a means for settlers to rest and purchase needed supplies. Describe your observations of a town you and your family stop at to purchase materials. What is it like? What types of people do you encounter while there? What types of supplies do you need to purchase and why?

Journal Six:

People from varying socioeconomic backgrounds made the trip west. Describe one person you meet during your trip west. Where are they from and why have they decided to make the trip west? What are their hopes and motivating factors for making the trip?

To help students visualize what they will be "seeing" throughout their journey west, teachers should locate photographs and drawing of the pioneers journey.

<http://www.fotosearch.com/photos-images/pioneers.html>

http://www.google.com/images?hl=en&q=Pictures+of+Pioneers&um=1&ie=UTF-8&source=univ&ei=7HRDTNOfEcL-8Aao5I3RDw&sa=X&oi=image_result_group&ct=title&resnum=1&ved=0CCYQsAQwAA

Step 4: Where else did settlers go?

Using Handout #7 Students should examine the maps to determine where else the settlers journeyed during the period of Westward Expansion.

Debrief:

Complete Journal response 7.

Journal Seven:

You and your family have finally completed your trip west. What is life like in your new home (population, cost of living, your actual home)? What are some of the positive things you have found about your new location, and what are some of your concerns? Are you more optimistic or pessimistic about what life will be like here?

Lesson 3 Handouts:

Handout #1: Project Outline

Looking West Project

In the 1800s thousands of Americans and newly arrived immigrants were drawn to the west for opportunity, an escape, and the adventure. You are a teenager living in Wilmington in 1840. Your father has just told you that you will be making the trip west with your family in order to search for a new and better life. You and your family have decided that it is time to pack up your life and make the journey west to Oregon.. You shouldn't take the gamble and head out without understanding what you'll need for the trip, how long and far you'll travel (all the way to Oregon), and how to prepare for the obstacles you'll encounter. With your groups of four (your family, investigate what you in for as you travel across the country.

The Process:

Together, you will be working to study different aspects of the westward migration: the

trail, the opportunities that await you once you arrive in Oregon, the obstacles that you will face, and what you will need to take for survival. Use the internet and other materials provided to learn about your assigned topic. Take notes on your findings.

Decide which group member will play each role:

1. **Mover and Shaker:** This person will decide which supplies are needed for the journey, how to store those supplies and how much it will cost.
2. **The Pessimist:** This person prepares for the obstacles that will be faced on the journey. Think about the weather, what people or animals you might encounter, and other potential obstacles. Leave food to the mover and shaker and transportation to the trailblazer.
3. **Trailblazer:** This person maps out the journey, decides how long you'll be traveling, how far you'll go (final destination in Oregon) and how you'll get there (ox cart, hand cart, boat, etc) Study the route of the Oregon Trail. Maps, landmarks, and transportation
4. **The Opportunist:** This person investigates what opportunities await you and your family once you have arrived in Oregon. What jobs are available? Will you be able to continue as merchants or is there something else that is more profitable?

Handout #2: ROLE CARDS

The Pessimist:

This person prepares for the obstacles that will be faced on the journey. Think about the weather, what people or animals you might encounter, and other potential obstacles. Leave food to the mover and shaker and transportation to the trailblazer. Use the following questions to help you discover what challenges you face along the way:

Questions to consider:

- What hardships do you experience along The Oregon Trail?
- What types of sicknesses threaten the pioneers in your group?
- What challenges does camping pose to your group?
- What did you bring with you? How did you decide? How will you ration supplies so that they last for the entire journey?

The Mover and Shaker:

This person will decide which supplies are needed for the journey, how to store those supplies and how much it will cost. Use the questions below to help you decide what you will need for your journey along the trail.

Questions to Consider:

- How long is the journey going to take?
- What items would a pioneer need to take on their journey west?
- What are some tools that would be needed for the trip?
- How much money would a family need in order to make the journey?
- How will these supplies and goods be protected from the weather and animals along the trail?

The Trailblazer:

This person maps out the journey, decides how long you'll be traveling, how far you'll go (final destination in Oregon) and how you'll get there (ox cart, hand cart, boat, etc) Study the route of the Oregon Trail. Maps, landmarks, and transportation Use the following questions to help you plan your route:

Questions to consider:

- What map will you use in following the Oregon Trail?
- What landmarks will you see along the way?
- How long will it take to complete the Oregon Trail?
- How will you make sure that you stay on the right path?
- What kind of transportation you will use?

The Opportunist:

This person investigates what opportunities await you and your family once you have arrived in Oregon. What jobs are available? Will you be able to continue as merchants or is there something else that is more profitable?

Questions to consider:

- What jobs were available for men when they reached the west?
- What was life like for women that reached the west?
- What things did the settlers do when they reached their new home?
- What kind of home was available to the settlers?
- How will you get land once you have reached the west?
- What will families need to do in order to survive in the west?

Handout #3

Looking West Project Budget Sheet

It's time to pack up your belongings for the journey west. Assume that each family member has a pair of shoes and a change of clothes. You were able to save money and sell some things to the neighbors that are staying behind.

Task:

Your family has been given money for the journey west. You need to purchase your supplies from the General Store. Remember you don't want to purchase too much and you may want to save money for river crossing and supplies along the way.

Use the chart to decide what you are going to purchase from the General Store.

Supplies	Quantity	Price

Handout #4: Scenario Cards

Scenario #1
Two weeks into the journey there is an outbreak of cholera due to contaminated water. Two members of your family have this bacterial infection. This bacteria causes severe

abdominal pain and diarrhea.

Do you:

Stop for a day to rest and allow your family members to recuperate (1.1)

Continue with the journey allowing the sick family members to ride in the wagon. (1.2)

Scenario #1.1:

Because you have stopped to allow your family members to recuperate, you have lost two days travel and two days worth of food. At the next town, you must purchase more food for your journey. (Add two days to your trip and take away 60 units of food)

Scenario #1.2

Because you decided to continue along while allowing your sick family members to ride in the wagon, you had to leave behind some goods to make room for them. At the next town you must replenish your some of your supplies you left along the trail.(take away 60 units of food)

Scenario #2

One month (30 days) into the journey. As your family crosses the plains, you spot a herd of bison. Bison are large animals that have lots of meat that can be dried for you and your family to take with you on the journey. Do you:

If you have a gun, shot and powder you can stop and send two members of the family to hunt bison (2.1)

Continue on the journey hoping to find more somewhere else (2.2)

Scenario# 2.1

You stopped and hunted the Bison. You were able to kill two 500lb. bison.

Unfortunately, you can't carry back all 500lbs, so two members carry back 100lbs each.

If your family purchased salt from the General Store, you will be able to take the 200lbs of bison with you for the remainder of the trip. (add 20 units of food)

If you did not purchase salt, you have to leave behind most of the meat because it will go bad. (Add 4 units of food)

Scenario# 2.2

Your family chooses to continue along without stopping to hunt. You don't have fresh meat, but you have saved your resources for another opportunity.

Scenario #3

Two months (30 days) into the journey, as you journey across the plains of Nebraska, one of the wagon wheels breaks and falls off. If you purchased tools from the General Store you can fix it. If you did not purchase tools, you must wait until another wagon comes with tools for you to use.

Do you:

Fix the wagon wheel and move on (3.1)

Sit and wait for another wagon to come along with supplies. (3.2)

Scenario #3.1

Because you purchased tools at the General Store, you have been able to continue on your journey. You are making great time and should reach Oregon before the harsh winter and snow.

Scenario #3.2

Unfortunately, you did not purchase tools to use along the trail. By waiting for another wagon train to come by you have lost five day's travel and used up five day's worth of food. At the next town your family must purchase more food. Also, because of the delay you are at risk of not making it to Oregon before the first snow. (Add five days to your trip and take away 75 units of food)

Town Visit

Half way through the journey (68 Days) Finally you have come to one of the local towns that has sprung up along the trail. Here you can replenish your supplies or sell some of the items that you have not used. Beware: because this town relies on pioneers to buy and sell their goods, prices tend to be high!

Do you:

Purchase items needed for the trip (Town Visit 1)

Sell unused items (Town Visit 2)

Town Visit 1

Visit the town's general store to purchase the items you need for your journey. Remember you must have enough money to buy what you need. Depending on how much you purchase, add food.

Town Visit 2

You have chosen to sell items that are unused and you have made some money to help you continue your journey. (Take away 24 units of food)

Scenario #4

Three months into the journey (90 days). Your family has reached a river crossing. Attempting to go around the river would be dangerous, not to mention, add months to your journey. Therefore you must decide to take the ferry across the river or attempt to float across the river.

Do you:

Pay the \$3.00 toll and take the ferry (4.1)

Float across the river. (4.2)

Scenario #4.1

You have chosen to pay to take the ferry across the river. You pay the ferry operator the \$3.00 and make it safely across the river. However, your wagon was too heavy so you had to leave some supplies on the other side of the river. (Take away 15 units of food)

Scenario #4.2

You have chosen to float across the river (and save your money). Although you made it safely across, you had to lighten the weight of the wagon to ensure that you made it across without sinking. (take away 30 units of food)

Scenario #5

Just two weeks out (121 days) of completely your journey. A tragedy has struck your family. One of your family members has become ill with typhoid fever. Due to the lack of doctors and medical facilities along the trail, you did all you could but were unable to bring them back to good health.

Do you:

Stop for a few days to nurse the family member back to health (5.1)

Continue to move, hoping to bring them back to health and find a doctor nearby (5.2)

Scenario# 5.1

Because you have chosen to rest and nurse the family member back to health you have lost precious time in crossing the mountains. You will add another week (7 days to your journey and use another 60 units of food). This delay in crossing the mountains has put you a serious risk of getting caught in a blizzard which could trap you in the mountain pass.

Scenario #5.2

You chose to continue on. By making this decision you don't lose any time along the trail. However, your family member health continues to decline. Eventually this family member will die along the trail and you will need to conduct an impromptu funeral. Take away only 24 units of food)

Scenario #6

Your family has reached the mountains. Due to the family members illness you have lost precious time and must decide to either risk going through the mountain pass or journey around the mountain looking for lower land pass. Either path can create more hardships and cause your arrival in Oregon to be delayed.

Do you:

Risk the mountain pass to save time (6.1)

Play it safe and go around the mountains (6.2)

Scenario 6.1

Risking the journey through the mountain pass has been successful, but costly. The journey took longer than expected due to a blizzard and blocks in the pass. Your family has used three-fourths of their remaining food supply

Scenario 6.2

Risking the journey around the mountains has been successful, but costly. The journey took longer than expected due to a blizzard and blocks in the pass. Your family has used three-fourths of their remaining food supply.

End of Journey

Your family has finally reached Oregon City, Oregon. If you plan on purchasing land, report to the local land office and pay the \$10 fee to receive your 160 acres of land. If you are planning on finding work, you will report to the local mining company or ranching recruiter to get your assignment

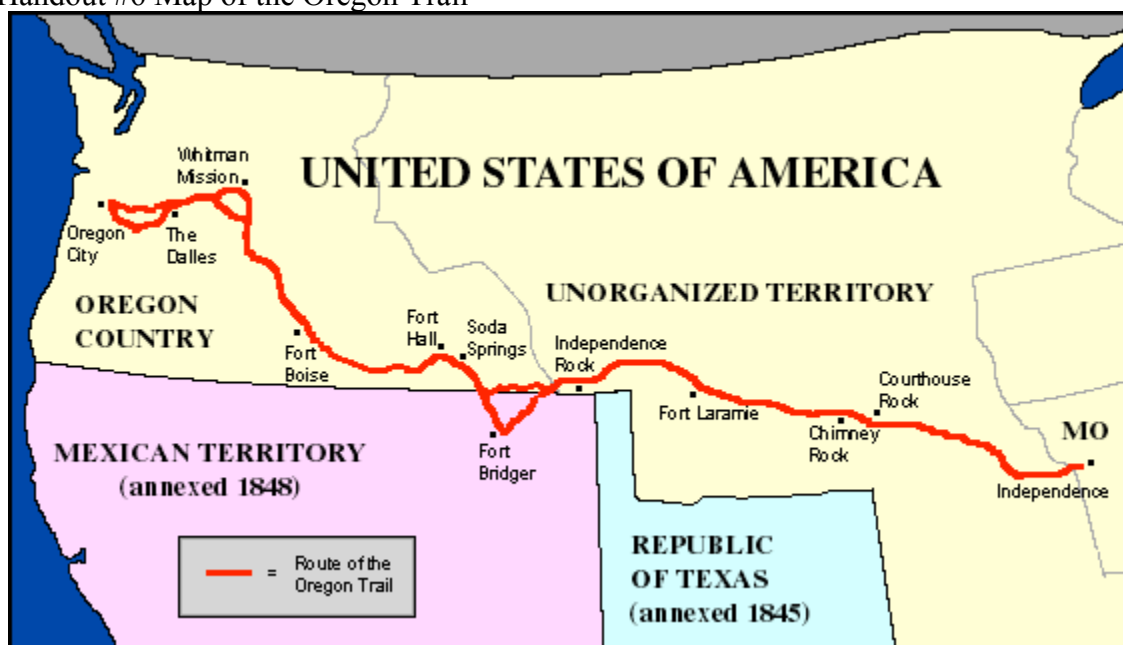
Handout #5: Journey Tracking Sheet

The journey west would take pioneers anywhere between four to six month depending on the size of the party. As a family of four it will take you approximately 135 days (a little over four months to reach Oregon.) Below is a table that we will use to help us keep track of days and food use.

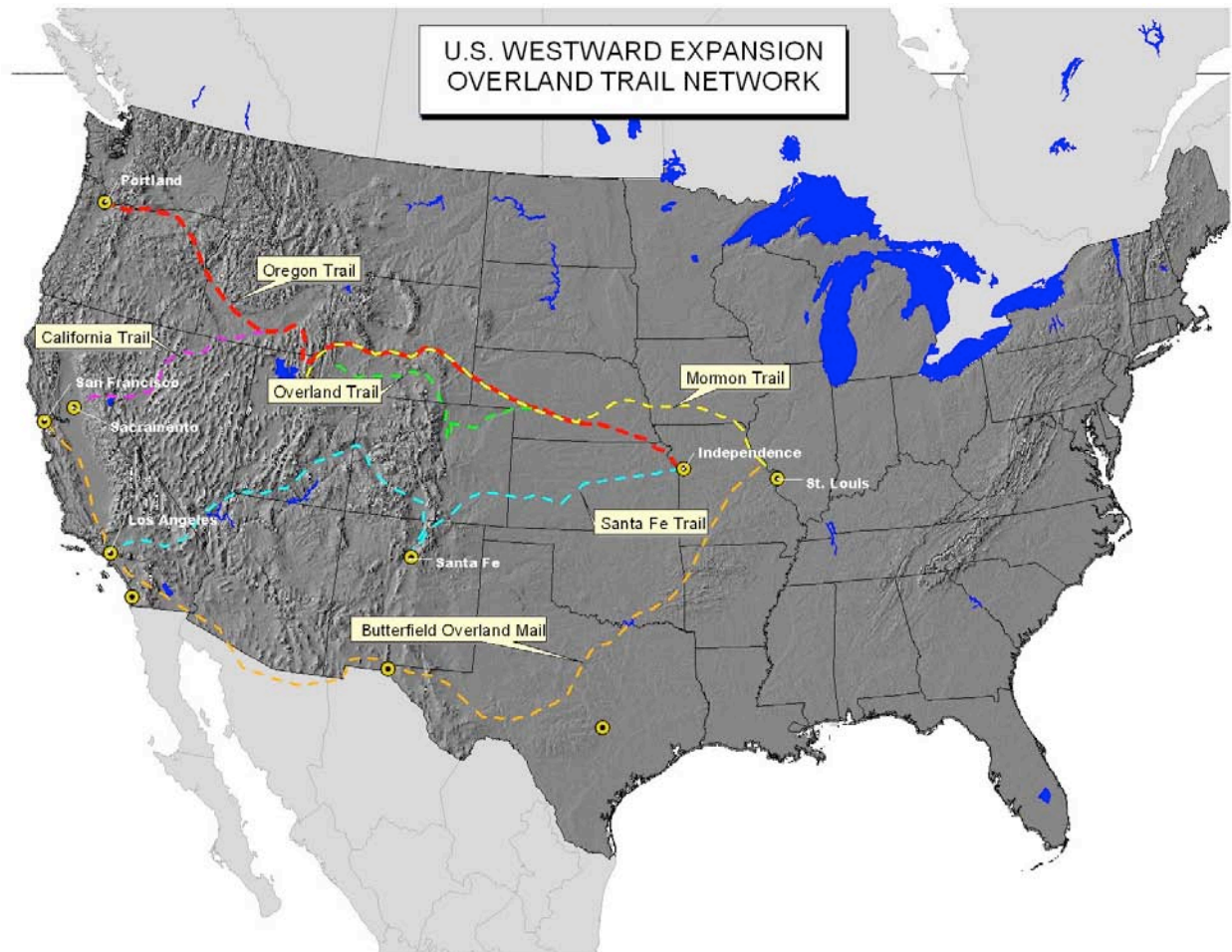
Point in the Journey	# of Days left	Amount of Food left	Amount of Money Left
Start of Journey	135 days		
Before Scenario 1			
After Scenario 1			
Before Scenario 2			
After Scenario 2			
Before Scenario 3			
After Scenario 3			
Before Town Visit			
After Town Visit			
Before Scenario 4			
After Scenario 4			
Before Scenario 5			
After Scenario 5			
Before Scenario 6			

After Scenario 6			
End f Journey			

Handout #6 Map of the Oregon Trail



Trails to the West



According to the map where are some of the destinations of Western Settlers?

Why might settlers have taken these different trails to these different locations?

As these trails become more popular and used more frequently, how might the landscape of the American west changed?

Lesson # 4

Development of Western Cities

Author(s): Cristina Kalesse and Melissa Campbell

Lesson Description:

Pioneers moved west to carve a new life out for themselves. As they settled west, they populated towns and created new ones along the way. The growth of these cities were essential to the continued development of the west. Mining towns of Denver and San Francisco during the period of Westward Expansion have become major cities in the modern era. Lesson Three asks students are investigating the opportunities that were available in the towns and cities out west and how these opportunities differed from those they left behind in the east. Students should focus on the how the settlers created opportunities by adapted to the landscape of the west, modifying their environment, and taking advantage of the resources found.

Time Required:

Two 20 Minute Class periods

Essential Question

1. What opportunities were available to settlers who struggled to make the journey west?
2. How did these settlers change the landscape of American?

Enduring Understanding

1. Students will understand how American settlers developed towns and cities out west
2. Students will understand how these cities and towns grew and developed into major industrial, cultural and economic centers.

Procedures:

Strategy One: Gathering Information

Dividing the class into groups of eight, students will research the founding and settlement of cities in the western territories of the United States. Some of the larger cities and settlements are listed below, however teachers can use modify these cities to whatever fits their purposes.

Kansas City, Missouri

http://www.kansasheritage.org/for_nancy/cards1.htm

<http://www.history-map.com/picture/003/Misouri-Kansas-City.htm>

Denver, Colorado

<http://www.denvergov.org/AboutDenver/history.asp>

San Francisco, California

<http://www.zpub.com/sf/history/sfh2.html>

<http://www.sanfrancisco.com/history/>

<http://www.history-map.com/picture/004/Francisco-city-San-The.htm>

Oregon City, Oregon

<http://www.orcity.org/planning/brief-history-oregon-city>

Santa Fe, New Mexico

<http://www.thesantafesite.com/history.html>

Dodge City, Kansas

<http://www.skyways.org/orgs/fordco/dodgecity.html>

Bodie, California

<http://www.americanwest.com/pages/bodie.htm>

Salt Lake City, Utah

http://www.utah.com/cities/slc_history.htm

As student read about the histories of these eight cities they should consider three questions:

1. Why did pioneer choose to settle in this area?
2. What opportunities were available to settlers once they arrived in this area?
3. How did these settlers and their descendants change the landscape of the city once they settled?

This could include the construction of buildings, the clearing of land, or the taking of natural resources.

Strategy Two: Collecting Resources (May want to combine with Strategy One)

Once students have completed the research on the cities they will need to present their findings to the rest of the class. Students will need find two to three primary source that they think best portrays their city and its changes during the period of westward expansion. This can be a photograph of people or buildings, or even perhaps a diary or letter that describes what the town or city looks like to a new settler.

Strategy Three: Student Led Mini- Lectures

The teacher should project or pin up a large map of the United States. The teacher will model for the student what he/she want the students to do. Using a eastern city (like New York) as an example. Hopefully the class has discussed the establishment of the 13 colonies. The teacher will explain or remind students that the earlier settlers came across the Atlantic Ocean to seek freedom from religious persecutions, economic opportunities, escape unjust governments and own land. The teacher should then place two to three

primary source documents near the location of New York City to show the development of this city.

At this point students should be able to complete the remainder of the journal entries.

Resources and Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**