Oregon Trail

4th Grade Social Studies

Medford School District 549c

Created by: Anna Meunier and Sarah Flora
Oregon Trail

4th Grade Social Studies

Medford School District 549c

Created by: Anna Meunier and Sarah Flora
Table of Contents
Oregon Trail Unit Syllabus...............................................................................................1
Oregon Trail Unit Objectives ..........................................................................................2
Oregon Trail Unit Lesson Plans ......................................................................................3
Print Shop Order ...........................................................................................................4-6
Oregon Trail Unit Lessons .............................................................................................7
Oregon Trail Daily Lessons ............................................................................................52
Lesson #1..........................................................................................................................22
Lesson #2..........................................................................................................................23
Lesson #3..........................................................................................................................24
Lesson #4..........................................................................................................................25
Lesson #5..........................................................................................................................26
Lesson #6..........................................................................................................................27
Lesson #7..........................................................................................................................28
Lesson #8..........................................................................................................................29
Lesson #9..........................................................................................................................30
Lesson #10.........................................................................................................................31
Lesson #11.........................................................................................................................32
Lesson #12.........................................................................................................................33
Lesson #13.........................................................................................................................34
Lesson #14.........................................................................................................................35
Lesson #15.........................................................................................................................36
Lesson #16.........................................................................................................................37
Lesson #17.........................................................................................................................38
Lesson #18.........................................................................................................................39
Lesson #19.........................................................................................................................40
Lesson #20.........................................................................................................................41
Lesson #21.........................................................................................................................42
Lesson #22
Lesson #23
Lesson #24
Lesson #25
Lesson #26
Lesson #27
Lesson #28
Lesson #29
Lesson #30
Lesson #31
Lesson #32
Lesson #33

Print Shop Black Line Masters
Name: Sarah Flora, Anna Meunier
Curriculum Alignment Template for Social Studies (subject area)
Unit Name: Oregon Trail

Core Standards:

**History:** 1. Analyze and apply cause and effect relationships to a variety of historical issues, events and problems.

**History:** 3. Construct, support, and refute interpretations of history using political, social, economic, and cultural perspectives by drawing from a variety of primary and secondary sources.

**Geography:** 6. Analyze economic, social, human migration, settlement, and distribution patterns

**Civics and Government:** 11. Engage in informed and respectful deliberation of local, state, tribal, national, and global issues.

**Civics and Government:** 15. Identify defining documents and speeches of United States government and the specific purpose and significance of each.

**Civics and Government:** 16. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

**Social Science Analysis:** 25. Define and clarify an issue so that its dimensions are well understood.

**Social Science Analysis:** 26. Acquire, organize, analyze and evaluate information from primary and secondary sources.

**Social Science Analysis:** 27. Describe various perspectives on an event or issue and the reasoning behind them.

**Social Science Analysis:** 28. Analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon.

**Social Science Analysis:** 29. Identify, compare, and evaluate outcomes, responses, or solutions; then reach an informed and supported conclusion.

---

**Unit Syllabus**

Understand the cause-and-effect of western migration to Oregon in the 19th century.

Create a map, tracing the routes and methods of travel used by settlers to reach Oregon.

Examine proposals for resolving common issues encountered on the Oregon Trail.

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

Compare eyewitness and secondhand accounts of an event

---

**State Standards Covered**

4.2: Explain how key individuals and events influenced the early growth and changes in Oregon. Lessons #1-#23

4.5: Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories. Lesson #34

4.7: Use primary and secondary sources to create or describe a narrative about events in Oregon history. Lesson #10-#24
4.15 Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).
Lesson #1

4.17 Analyze different buying choices and their opportunity costs while demonstrating the difference between needs and wants.
Lesson #9

4.19 Compare eyewitness and secondhand accounts of an event
Lesson #34

4.21 Analyze historical accounts related to Oregon to understand cause-and-effect.
Lessons #1-#24
## Oregon Content Standards Alignment Template- “Course Overview”

**Team Members:** Sarah Flora Anna Meunier

**Course Title:** Oregon Trail

**Course Objective:**
- History
- Geography
- Civics and Government
- Social Science Analysis

### The learner will:

- Identify the reasons why the pioneers traveled West.
- Identify the Oregon Trail and present-day states the route traveled through.
- Identify supplies that early pioneers took West.
- Identify and label parts of a wagon used to travel on the Oregon Trail.
- Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.
- Analyze the events that led up to the Whitman Massacre.
Oregon Trail

4th Grade Social Studies

Medford School District 549c

Created by: Anna Meunier and Sarah Flora
These lesson plans were written as a guideline to teach the Oregon Trail. The lessons in this unit are directly tied to the fourth grade state standards. The print shop order on pages 4-6 is for the worksheets needed to teach this unit as written.

Each lesson should take 30-45 minutes.

The section marked “Teaching Tips” was inserted to alert you to potential problems that could arise in each lesson. These are problems that were encountered while piloting this unit.

These lessons are a work in progress. We would like to add and build upon them from year to year. If you find a problem with any lesson, have another way to teach it, or would like to provide feedback, please feel free to contact us: anna.meunier@medford.k12.or.us or sarah.flora@medford.k12.or.us
Abbreviations Key and Resources to use in the unit.

<table>
<thead>
<tr>
<th>OH</th>
<th>Overhead</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS</td>
<td>Worksheet</td>
</tr>
<tr>
<td>TE</td>
<td>Teacher’s Edition (Materials created for the modified version)</td>
</tr>
<tr>
<td>INT-TG</td>
<td>Interact Teacher Guide</td>
</tr>
<tr>
<td>SG</td>
<td>Interact Student Guide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Stout Hearted Seven</td>
<td>Neta Lohnes Frazier</td>
<td>0-914019-22-8</td>
</tr>
<tr>
<td>Seven Alone</td>
<td></td>
<td><a href="http://www.visionvideo.com">www.visionvideo.com</a></td>
</tr>
<tr>
<td>Pathways of America: The Oregon Trail</td>
<td>Lynda Hatch</td>
<td>0-86653-798-8</td>
</tr>
</tbody>
</table>
Publication Print shop Order for worksheets needed to teach Oregon Trail Unit.

<table>
<thead>
<tr>
<th>Number of copies needed</th>
<th>Page #</th>
<th>Color</th>
<th>Hole punched</th>
<th>Back to Back</th>
<th>Stapled</th>
<th>Overhead Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class set of each</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class set of each</td>
<td>Student Guide</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class set of each</td>
<td>Page 1</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>WS #1 (Pros &amp; Cons)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>WS #2 (Oregon Trail Map)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS #3 (Cross Section)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS #4 (Stops Along the Oregon Trail)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS #5 (Other Trails Along the Oregon Trail)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS #6 (The Camel of the Prairie)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SG Pages 2 &amp; 3</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS #7 (Oregon Trail Identity)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INT-TG page 80</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SG pages 6 &amp; 7</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half class set, cut in half</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half class set, cut in half</td>
<td>INT-TG Page 82</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SG Page 8</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class set X 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class set X 15</td>
<td>WS #8 (Oregon Trail Journal/Diary Entry)</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class set X 15</td>
<td>SG Page 10</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class set X 15</td>
<td>SG Page 11</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Pages</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Fort Kearny</td>
<td>Pages 22-23</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courthouse, Jail and Chimney</td>
<td>Pages 29-30</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Laramie</td>
<td>Pages 35, 37, &amp; 38</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Central Wyoming</td>
<td>Pages 39-41</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Native Color Sheet</td>
<td>Page 25</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Pass</td>
<td>Pages 42-43</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Bridger</td>
<td>Pages 44-45</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Hall</td>
<td>Pages 47-48</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Boise</td>
<td>Pages 53-54</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastern Oregon</td>
<td>Page 55</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Dalles</td>
<td>Pages 70-73</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Fort Vancouver</td>
<td>Pages 75-78</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Laurel Hill</td>
<td>Pages 79-81</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Barlow Road Toll Gate</td>
<td>Pages 83-84</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oregon City Pages 86-88</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS #9 (Cause &amp; Effect of the Whitman Massacre)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whitman Mission Pages 61-64</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Sager Family Pages 66-68</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS #10 (Point of View)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS #11 (Venn Diagram)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS #12 (Table of Contents)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS #13 (Blank Table of Contents)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS #14 (Oregon Trail Mural Script)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS #15 (Yarn Bag Letter)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS #16 (Oregon Trail Speech)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS #17 (Primary and Secondary Sources)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OREGON TRAIL UNIT LESSONS OVERVIEW

The materials that accompany each lesson are found behind the numbered tabs.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
</table>
| Prep   | Create materials needed for the Oregon Trail Simulation. | **There are two options for teaching the Oregon Trail:**  
**Pioneers Interact:** INT-TG and SG have been purchased for use with this unit. The Pioneers Teacher’s Guide offers several ways for executing the unit.  
**Modified Pioneers Interact:** The following lesson plans are an adaptation of Pioneers Interact. They use the actual Oregon Trail rather than the “Hacker Trail.” They are aligned with state standards and are modified for time. Supplement materials focus on the actual Oregon Trail, not the “Hacker Trail.”  
**Modified Lessons Materials to be prepared:** Use overhead to copy, laminate and hang Oregon Trail Wall Map in the classroom. (Classroom Oregon Trail Map OH#1 behind Lesson 1 tab) | Classroom Oregon Trail Map OH#1 | Choose your method for teaching this unit to meet the needs of your classroom.  
For this unit, have the students keep all of their Oregon Trail Worksheets, maps, and Diary Entries together in the order that they do them. At the end of the units the students will put all of their papers together in a book (Oregon Trail Diary) and make a cover for it. This is a wonderful keepsake from the Oregon Trail.  
Keep a “Sample Oregon Trail Diary Binder” for the students to refer to. Put a worksheet in the binder each day, representing what the order and contents of their diary collections should be. This makes it much easier to put the diaries together at the end of the unit. See Lesson #25 for putting the binder together. Check the Table of Contents WS#12 for the proper order of contents. | |

Oregon Trail
<p>| Create 4 heterogeneous wagon train groups that will be announced in Lesson #7. |
| Assign each group a color and make each wagon train 2 Wagon Master Logs in their color on index paper. |
| Tack 4 clips to the bottom of the map to display the Wagon Master Log forms. |
| Copy a Wagon Train Marker (Teacher Guide Page 83) in each of the wagon train’s colors on index paper and use tape to attach them to the map at Independence, Missouri. |
| Wagon Master Log INT-TG page 84 (To change this Wagon Master Log for the modified unit, cut off the bottom of the log after “line # 5: Subtract line 4 from line 3...” Lines 6-10 will not be used.) |
| Wagon Train Marker INT-TG page 83 These are too large for the map. Shrink on copier to make much smaller. |
| Copy the state boundaries in yellow and explain to the students that these lines or states did not exist in 1844. |</p>
<table>
<thead>
<tr>
<th>Fate Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the same page (INT-TG page 83) to make a larger wagon (on index paper in the wagon train color) to can hang at the front of the classroom.</td>
</tr>
</tbody>
</table>

## Larger Wagons

| Use this to award points to each group for following directions, demonstrating on-task behavior, cooperating, turning in work on time, etc. At the end of the day, the wagon train with the most points earns a bonus energy factor point for the next round of play. Great classroom management tool! |

© Anna Meunier 2009
### Analyze the events that led up to the Whitman Massacre.

#### Read Aloud
**The Stout Hearted Seven** by Neta Lohnes Frazier

- See Lesson #26 for culminating activity.
- During the reading of the book, highlight and discuss the reasons that explain why the Cayuse Native Americans may have wanted to kill the Whitmans.
- Once the book is finished, complete Lesson #26.

<table>
<thead>
<tr>
<th>1</th>
<th>Identify the reasons why the pioneers travelled West.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discuss Routes to Oregon Overhead (OH#1) using the Routes to Oregon Talking Points TE#1.</td>
</tr>
<tr>
<td></td>
<td>Students read SG page 1 “Pioneers” as a class.</td>
</tr>
<tr>
<td></td>
<td>Read Pros and Cons Worksheet (WS#1) aloud as a class. Use SG 1 “Pioneers” to list other reasons why pioneers would have travelled West.</td>
</tr>
<tr>
<td></td>
<td>Students complete the second page of Pros &amp; Cons (WS#1).</td>
</tr>
<tr>
<td></td>
<td>Routes to Oregon OH#2</td>
</tr>
<tr>
<td></td>
<td>Routes to Oregon Talking Points TE #1</td>
</tr>
<tr>
<td></td>
<td>SG page 1.</td>
</tr>
<tr>
<td></td>
<td>Pros &amp; Cons WS#1</td>
</tr>
</tbody>
</table>

For more information about Oregon being a slave-free state, go to: [http://www.endoftheoregontrail.org/slavery.html](http://www.endoftheoregontrail.org/slavery.html)

Read about the “Lash Law”. 
|   | Identify the Oregon Trail and present-day states the route travelled through. | Discuss the importance of having an accurate map while travelling across the Oregon Trail. There were many guides and guide books with inaccurate maps. Instruct the students to follow along with you and make an Oregon Trail Map of their own. 

Draw the Oregon Trail and its many landmarks on the overhead map. While drawing the actual map, describe important landmarks along the trail. Use The Oregon Trail Talking Points (TE#2) and show the websites as you discuss each stop. 

Students follow along and complete their own map. | Oregon Trail Student Map WS#2 
Oregon Trail Map OH#2 
Oregon Trail Talking points with websites TE#2 
Cross Section WS WS#3 
Cross Section OH#3 
Colored pencils |   |
|---|---|---|---|
| 3 | Identify the Oregon Trail and present-day states the route travelled through. | Students complete Stops Along the Oregon Trail WS#4 (using the map they made in Lesson #2). | Oregon Trail Student Map (WS#2) from Lesson #2 
Stops Along the Oregon Trail WS#4 
Stops Along the Oregon Trail Answer Key TE#3 |   |
<table>
<thead>
<tr>
<th></th>
<th>Identify other trails along the Oregon Trail.</th>
<th>Handout and discuss Other Trails Along the Oregon Trail WS#5. Students complete the map by labeling and coloring in other trails as indicated on the worksheet.</th>
<th>Other Trails Along the Oregon Trail WS#5 Other Trails Along the Oregon Trail Answer Key TE#4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Identify other trails along the Oregon Trail.</td>
<td>Students complete The Camel of the Prairie WS#6.</td>
<td>The Camel of the Prairie WS#6 The Camel of the Prairie Answer Key TE#5</td>
</tr>
<tr>
<td>5</td>
<td>Identify and label parts of a wagon used to travel the Oregon Trail.</td>
<td>Students complete The Camel of the Prairie WS#6.</td>
<td>The Camel of the Prairie Answer Key TE#5</td>
</tr>
</tbody>
</table>
| 6 | Prior to DAY 6:  
   - Hang Oregon Trail Wall Map.  
   - Create 4 heterogeneous wagon train groups.  
   - Assign each group a color.  
   Read and discuss SG pages 2 and 3 as a class. | SG pages 2 and 3.                                                                                                                      | If you are making copies of the Student Guide page to hand out, follow the directions below: At the bottom of SG page 2, in the box at the bottom labeled Pioneer Scores, white out everything EXCEPT Diary Entry...10 points. Also white out “Completing a Challenge Project...” On Student Guide, page 3; white out Along the Hacker Trail from “Moving Along the Hacker Trail”. Also white out the entire Hacker Trail Map. |
Have the students sitting with their wagon trains in the classroom.

Copy and cut apart SG pages 3 and 4. Keep wagon trains separated, each train with its own color. Students draw identity from their wagon train color. **They must not lose these identities. This is the only way to know who they are and what they own.** Taping them to their desk is a good idea.

Review “Choose a Wagon Master” on SG page 2. Discuss how some trail identity occupations are more qualified to be wagon master. Only men were allowed to run for wagon master. If a girl would like to run, she must assume a male for her identity. If the girl is not elected as wagon master, she may choose a female as her Oregon Trail identity and character.

Also discuss the actual student that is running for wagon master: Is he or she responsible and fair, and does he or she get all of his or her work turned in?

Students who are interested in becoming a wagon master will write SG pages 3 and 4 copied, cut, and sorted by wagon train colors on index paper. Election poster paper 5X7 card for speeches

Remove the “single male” identity so all students will have a family. This makes diary entries easier.
<table>
<thead>
<tr>
<th><strong>Step</strong></th>
<th><strong>Activity</strong></th>
<th><strong>Materials</strong></th>
<th><strong>Notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8</strong></td>
<td>Wagon master candidates read their speeches to their wagon trains. Students vote. Teacher counts the votes and announces the winners. Elected wagon masters fill in their train’s Wagon Master’s Log. Show them how to do this on the overhead. Have students fill out Oregon Trail Identity WS#7. Students must choose a person from their Oregon Trail Identity that is old enough to write in a diary. This will be their Oregon Trail Name and their main character. They will also fill in the rest of the worksheet.</td>
<td>3X5 cards for voting Color-coded Wagon Master Log INT-TG page 84 (remove lines 6-10 for modified version) Wagon Master Log OH INT-TG page 84 same as above Oregon Trail Identity WS#7</td>
<td>Use real names instead of trail names for easy voting. Hang Wagon Master Logs on a clip near the Oregon Trail map when they have been filled out with the student’s real names. To modify this Wagon Master Log for the modified unit, cut off the bottom of the log after “<strong>line # 5: Subtract line 4 from line 3….</strong>” Lines 6-10 will not be used.</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>Identify supplies that early pioneers Use masking tape to show the actual size of a wagon bed (4'x10') on the floor of the classroom. Explain that this is all of the room the pioneers</td>
<td>INT-TG page 21 (directions)</td>
<td>These can be tedious to correct. A ten key calculator and tape can help speed up the correcting. Attach the tape to the supply list.</td>
</tr>
</tbody>
</table>
took West. had to pack all of their food, clothing, belongings, etc.

See INT-TG page 21 for lesson on selecting supplies. Some of the supplies will be new to students. Show the overhead of Supply Pictures OH#4 to discuss what the items are and what they are used for.

“Available Supplies List”
INT-TG page 80
SG 6-7
Supply Pictures OH#4

Use the following point system:
BWU’s
600-800 = 6 Points Way too little packed!
800-999 = 8 Close, but not quite enough.
1,000 = 10 Perfect!
1,000-1,100 = 7 Too heavy for your oxen to pull!
1,200 and up = 5 Way too heavy!

When these have been corrected, return them to the wagon trains and have the wagon masters record everyone’s score on the Wagon Master Form. This usually takes several days to correct and return.

<table>
<thead>
<tr>
<th>10</th>
<th>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Share examples of Oregon Trail diary entries from Rachel’s Journey: The Story of a Pioneer Girl. Show the students the drawings on the side of her entries, but it is more about what you write, not what you draw. Discuss INT-TG page 82 “Diary Entry Rubric”. Read and discuss Diary Entry 1: Moving West, on SG page 8. A very good movie to watch and motivate your writers is: Rachel’s Journey… Diary Entry Rubric INT-TG page 82 SG page 8 Diary Entry paper WS#8</td>
</tr>
<tr>
<td>“Hacker Trail” and “Fort Choice” are replaced with Oregon Trail and Fort Laramie.</td>
<td>“Hacker Trail” and “Fort Choice” are replaced with Oregon Trail and Fort Laramie. Cut off the second half of SG page 8: Diary Entry #1 Moving west. Dairy Entry 2: Trail to Cheyenne Crossing will</td>
</tr>
</tbody>
</table>
Students write their diary entry on the paper provided (WS#8). Students should date this first entry **April 2, 1844**.

The students can put a red dot on the map on WS#8 showing their position on the Oregon Trail once they have actually started on the trail.

Score these papers on a scale of 1-10 using the Diary Entry Rubric. (INT-TG page #82) Have them ready to return back to the students before Lesson #11.

| 11 | Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail. The objective for Lesson 10. |
| 11 | Read the best Diary Entry from Lesson #10. Hand back the rest of the Diary Entries. |
| 11 | Review with the wagon masters how to fill out the Wagon Master Form. Each wagon train member reports the points earned on the first Diary entry. Wagon masters add up the points on line #1. Everyone starts out with 50 Energy Factor Points. Be sure to add in Bonus Energy Factor points that groups may have already. |

**Side Note:**

In the back of my classroom, I have a “Late Work Board”. Each morning when the students come in, I have listed on the overhead all of the work from the previous day. The students come in and stack up their work so that I can come around and check it. I have a checklist of all the items on the overhead that I need to collect on a classroom roster. While they are doing their morning activity (DOL, handwriting, a quickie review... not be used for the modified lesson plans.
11 will be repeated in Lessons 12-24.

earned.

Wagon Masters multiply line #1 by line #2 to find the total number of points earned. So far, there hasn’t been any delay points, I use my “Late Work Board” to assign delay points to students who have not turned in work on time. See side note.

Subtract any delay points from line #4 to find the day total. Have the wagon masters return the Wagon Master Logs to the board.

First Day on the Trail!
Have the wagon masters take out two pieces of paper and label one with the heading of “Chores” and the other with “Entertainment”. Have the students brainstorm all of the possible chores and entertainment that the wagon train would have to do each day. Share and discuss the lists. Award a “bonus” Energy Factor point to the wagon train with the best answers.

Read and discuss OH#5, First Day on the Oregon Trail. Have students write their diary entry about the first day on the Oregon Trail. Encourage worksheet, diary entry, etc.), I go around and make sure each student has his or her work. If they do not, I note this on the check off list. Next, I go back to the “Late Work Board” and list each item I am collecting and then list the names of the students who do not have it turned in. If they are listed on the “Late Work Board”, it costs their wagon train 5 delay points for each item. This really motivates students to turn in their work on time!

I also have a “Late Work Turn In Box” where the students can turn in their late work. Once it is turned in, I cross their name off of the late work list and file it with the rest of the papers to correct. All late work must be turned in by the following Monday, at which time I erase the “Late Work Board” and it starts over. I keep a running checklist of late work that can be easily referred to in order to see who is turning in their work on time.
the students to write “side stories” about the characters in their family and on the wagon train.

Date: **April 20, 1844**

Once the students have started their Diary Entries, double check the math on the Wagon Master Log and move the wagons on the map according to the points earned from the day.

Take the number of points they have earned and double it. Then turn that into centimeters (some rounding is necessary) and move the wagon that many centimeters. For example: 2,700 points times two is 5,400. Move the wagon 5.4 centimeters. If the wagon trains aren’t moving fast enough, you can add 1 or 2 centimeters to that day’s movement. Sometimes, they need a little help to make it to the different stops on time. The students don’t realize you are doing this as long as it seems fair and the movement is relative to the points earned. Announce the day’s movement to the class.
<table>
<thead>
<tr>
<th>12</th>
<th>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read the best Diary Entry from Lesson #11. Hand back the rest of the Diary Entries.</td>
</tr>
<tr>
<td></td>
<td>Each wagon master totals up the day’s Diary Entries and records the total on line #1.</td>
</tr>
<tr>
<td></td>
<td>Read and discuss Trail Decision #1, SG page 10. Have the wagon trains work together to fill in SG page #10.</td>
</tr>
<tr>
<td></td>
<td>Read and discuss Trail Decision #1, SG page 11. Have the wagon trains discuss, fill in and choose their best action. Have each wagon master report to the class the actions they have chosen and why.</td>
</tr>
<tr>
<td></td>
<td>Display Fate # 1 on the overhead. Have each wagon master check each person’s supply list to make sure he or she has a rifle. Calculate the number of Energy Factors lost and write the new Energy Factor on line #2 of the Wagon Master Log. Show them how to do this on the overhead.</td>
</tr>
<tr>
<td></td>
<td>Display Fate #2 on the overhead, uncovering one line at a time as you read it out loud. Have each wagon master roll the die as indicated on Corrected Diary Entries: Trail Decision #1 SG page 10, Trail Decision #1 SG page 11, Corrected Supply List from Lesson #9, OH#6, Frontier Fates 1-5, Die, Coin, Oregon Trail Journal WS#8.</td>
</tr>
<tr>
<td>Date: <strong>May 1, 1844</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11.</td>
<td></td>
</tr>
</tbody>
</table>

- the fate, if his wagon train chose this action. Have the wagon masters fill in their new Energy Factor on line #2.
- Do the same thing for Fate #3, Fate #4, and Fate #5.
- For Fates #3, #4, and #5: If the wagon master loses the coin tosses and has to lose livestock or someone is shot, have the wagon master roll a die. The number that comes up is the number of the pioneer listed on the Wagon Master Log who loses the livestock or is shot. They must cross the animal off of their Identity page. The gun shot is not fatal.
- Have each wagon train discuss the day’s events so everyone agrees on the same basic story. Have each person write a detailed story in his or her Diary about the day’s events.
| 13 | Announce the day's movement to the class. | Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail. | Read the best Diary Entry from Lesson #12. Hand back the rest of the Diary Entries. Each wagon master totals up the day’s Diary Entries and records the total on line #1. Read and discuss Frontier Fate #6 on the overhead. Have each wagon master calculate the wagon train’s new Energy Factor points and Delay Points. Do the same for Frontier Fate #7. These two fates will be part of the topics written about in today’s Diary Entry. They may also write side stories about their family and people in their wagon train. Hand out Fort Kearny paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Fort Kearny. (Fort Kearny had not been built yet, but the students will still write about it as if it had been built.) Some trains will not be at the fort |
| Corrected Diary Entries | OH#6 Frontier Fates 6 and 7 Oregon Trail Journal WS#8 Fort Kearny Pathways Pages #22-23 |
yet, but they still need to write as if they are. Each wagon train should be near Fort Kearny by this time in the game. If not, add some centimeters to each train’s movement to keep them on track.

Date: **May 14, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.

<table>
<thead>
<tr>
<th>14</th>
<th>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read the best Diary Entry from Lesson #13. Hand back the rest of the Diary Entries.</td>
</tr>
<tr>
<td></td>
<td>Each wagon master totals up the day’s Diary Entries and records the total on line #1.</td>
</tr>
<tr>
<td></td>
<td>Have the wagon master’s draw and read their Fate Card aloud to the class. The wagon master and wagon train members follow the directions on the Fate Card they draw. If they are able to avoid the fate by calling the correct coin toss, they write</td>
</tr>
</tbody>
</table>
about the day’s events in their Diary as if it almost happened, but they were able to avoid the fate.

Hand out Courthouse, Jail, and Chimney Rocks paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Chimney Rock. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near Chimney Rock by this time in the game. If not, add some centimeters to each train’s movement to keep them on track.

The students will write in their Diary the events that happened on their Fate Card and about Chimney Rock. They may also write side stories about their family and people in their wagon train.

Date: **June 1, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the

Chimney Rocks Pathways
Pages #29-30

Oregon Trail Journal WS#8
<table>
<thead>
<tr>
<th></th>
<th>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Read the best Diary Entry from Lesson #14. Hand back the rest of the Diary Entries.</td>
</tr>
<tr>
<td></td>
<td>Each wagon master totals up the day’s Diary Entries and records the total on line #1.</td>
</tr>
<tr>
<td></td>
<td>Have each wagon master draw and read their Fate Card aloud to the class. The wagon master and wagon train members follow the directions on the Fate Card they draw. If they are able to avoid the fate by calling the correct coin toss, they write about the day’s events in their Diary as if it almost happened, but they were able to avoid the fate.</td>
</tr>
<tr>
<td></td>
<td>Hand out Fort Laramie paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Fort Laramie. Have the students do page #38 for extra credit points to the day’s Diary Entry score. Give 1 point per reason</td>
</tr>
</tbody>
</table>

Corrected Diary Entries
Fate Cards 5-8
TE#6
Coin
Checker
Die
Ruler
Fort Laramie Pathways
Pages #35, 37, 38
Oregon Trail Journal WS#8
listed. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add some centimeters to each train’s movement to keep them on track.

The students will write in their Diary the events that happened on their Fate Card and about Fort Laramie. They may also write side stories about their family and people in their wagon train.

Date: **June 18, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map.

Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11.

Announce the day’s movement to the class.

Collect the Fate Cards from the wagon masters.

| 16 | Identify obstacles that the pioneers | Read the best Diary Entry from Lesson #15. Hand back the rest of the Diary Entries. | Corrected Diary Entries |

Oregon Trail
<p>| faced and ways to resolve common issues on the Oregon Trail. | Each wagon master totals up the day’s Diary Entries and records the total on line #1. Read and discuss Frontier Fate #8 on the overhead. Handout Color Sheet of Native Americans (page #25) to show what the Natives looked like. Play the role of the Native Americans and make trades with the groups who choose to trade. Have them add or cross off their trades on their supply list. Have each wagon master calculate the wagon train’s new Energy Factor points and Delay Points. Hand out Central Wyoming (Independence Rock) paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Independence Rock. Have the students color page #25 for extra credit points added to the day’s Diary Entry score. Page #41 is also available for extra credit points. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon | OH#6 Frontier Fate #8 Color Sheet of Native Americans Pathways page #25 Oregon Trail Journal WS#8 Central Wyoming (Independence Rock) Pathways pages #39-41 |</p>
<table>
<thead>
<tr>
<th></th>
<th>train should be near the destination by this time in the game. If not, add some centimeters to each train’s movement to keep them on track. The students will write in their Diary the events that happened on their Fate and about Independence Rock. They may also write side stories about their family and people in their wagon train. Date: <strong>July 4, 1844</strong> Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17</strong></td>
<td>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</td>
<td>Read the best Diary Entry from Lesson #16. Hand back the rest of the Diary Entries. Each wagon master totals up the day’s Diary Entries and records the total on line #1. Have each wagon master draw and read their Fate Card aloud to the class.</td>
<td>Corrected Diary Entries Fate Cards 9-12 TE#6 Coin Checker</td>
</tr>
</tbody>
</table>
Trail class. The wagon master and wagon train members follow the directions on the Fate Card they draw. If they are able to avoid the fate by calling the correct coin toss, they write about the day’s events in their Diary as if it almost happened, but they were able to avoid the fate.

Hand out South Pass paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at South Pass. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add some centimeters to each train’s movement to keep them on track.

The students will write in their Diary the events that happened on their Fate Card and about South Pass. They may also write side stories about their family and people in their wagon train.

<table>
<thead>
<tr>
<th>Date: July 21, 1844</th>
</tr>
</thead>
</table>

Have the wagon masters complete

<table>
<thead>
<tr>
<th>Die</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruler</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>South Pass Pathways Pages #42-43</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Diary Entry paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS#8</td>
</tr>
</tbody>
</table>
the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.

<table>
<thead>
<tr>
<th>18</th>
<th>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read the best Diary Entry from Lesson #17. Hand back the rest of the Diary Entries.</td>
</tr>
<tr>
<td></td>
<td>Each Wagon Master totals up the day’s Diary Entries and records the total on line #1.</td>
</tr>
<tr>
<td></td>
<td>Read and discuss Frontier Fate #9 on the overhead.</td>
</tr>
<tr>
<td></td>
<td>Have each wagon master calculate the wagon train’s new Energy Factor points and Delay Points.</td>
</tr>
<tr>
<td></td>
<td>Hand out Fort Bridger paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Fort Bridger. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add some centimeters to each train’s corrected Diary Entries.</td>
</tr>
<tr>
<td></td>
<td>Corrected Diary Entries</td>
</tr>
<tr>
<td></td>
<td>OH#6 Frontiers Fate 9</td>
</tr>
<tr>
<td></td>
<td>Fort Bridger Pathways</td>
</tr>
<tr>
<td></td>
<td>Pages #44-45</td>
</tr>
<tr>
<td></td>
<td>Oregon Trail Journal</td>
</tr>
<tr>
<td></td>
<td>WS#8</td>
</tr>
</tbody>
</table>
movement to keep them on track.

The students will write in their Diary the events that happened on their Fate and about Fort Bridger. They may also write side stories about their family and people in their wagon train.

Date: **August 3, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.

| 19 | Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail. | Read the best Diary Entry from Lesson #18. Hand back the rest of the Diary Entries. Each Wagon Master totals up the day’s Diary Entries and records the total on line #1. Read and discuss Frontier Fate #10 on the overhead. Have each wagon master draw and Corrected Diary Entries OH#6 Frontier Fate 10 Fate Cards 13-16 |
read their Fate Card aloud to the class. The wagon master and wagon train members follow the directions on the Fate Card they draw. If they are able to avoid the fate by calling the correct coin toss, they write about the day’s events in their Diary as if it almost happened, but they were able to avoid the fate.

The pioneers have been on the Trail for 4 months. Several of the identities reported that the women were expecting a baby when they left on the Oregon Trail. It is time for them to have their babies. Check the student’s Identities to see which ones were expecting a baby. Have each “expecting mother” roll a die. If the number lands on an odd number, it is a boy. If it lands on an even number other than 2, it is a girl. If they roll a 2, it is twins. If twins, mother must roll again to find out what each baby is. If she rolls an odd number, it is a boy; an even number, it is a girl. The birth of the babies lifts the wagon train’s spirits and they add an Energy Factor point for each baby born.

Hand out Fort Hall paper. Have each wagon train read and discuss the

<table>
<thead>
<tr>
<th>Coin</th>
<th>Checker</th>
<th>Die</th>
<th>Ruler</th>
</tr>
</thead>
</table>

Fort Hall Pathways Pages #47-48
information. The students will use this information as if their wagon train is at Fort Hall. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add some centimeters to each train’s movement to keep them on track.

The students will write in their Diary the events that happened on their Fate Card and about Fort Hall. They may also write side stories about their family and people in their wagon train.

Date: **August 24, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.

<table>
<thead>
<tr>
<th>20</th>
<th>Identify obstacles that the</th>
<th>Read the best Diary Entry from Lesson #19. Hand back the rest of the Diary Entries.</th>
<th>Corrected Diary Entries</th>
</tr>
</thead>
</table>

Oregon Trail Journal WS#8
pioneers faced and ways to resolve common issues on the Oregon Trail.

<table>
<thead>
<tr>
<th>Date: September 8, 1844</th>
</tr>
</thead>
</table>

Each wagon master totals up the day’s Diary Entries and records the total on line #1.

Read and discuss Frontier Fate #11 on the overhead. Have each wagon lighten its load to 650 BWUs.

Hand out Fort Boise paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Fort Boise. Have students complete page #54 for extra credit points added to the day’s Diary Entry score. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add some centimeters to each train’s movement to keep them on track.

The students will write in their Diary the events that happened on their Fate and about Fort Boise. They may also write side stories about their family and people in their wagon train.

List of animal names for the extra credit activity on page #54 of Pathways. This is the answer key. Do not list them on the board in the following order:

- A. Fisher
- B. Mink
- C. Marten
- D. Muskrat
- E. Raccoon
- F. Beaver
- G. River Otter
- H. Weasel
- I. Wolverine
<table>
<thead>
<tr>
<th>21</th>
<th>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have each wagon master draw and read their Fate Card aloud to the class. The wagon master and wagon</td>
</tr>
<tr>
<td></td>
<td>train members follow the directions on the Fate Card they draw. If they are able to avoid the fate by</td>
</tr>
<tr>
<td></td>
<td>calling the correct coin toss, they write about the day's events in their Diary as if it almost happened, but they were able to avoid the fate.</td>
</tr>
<tr>
<td></td>
<td>Read and discuss Frontier Fate #12 on the overhead. Have each wagon master calculate the wagon train’s</td>
</tr>
<tr>
<td></td>
<td>new Energy Factor points and Delay Points.</td>
</tr>
<tr>
<td></td>
<td>Each wagon master totals up the day's Diary Entries and records the total on line #1.</td>
</tr>
<tr>
<td></td>
<td>Read the best Diary Entry from Lesson #20. Hand back the rest of the Diary Entries.</td>
</tr>
<tr>
<td></td>
<td>Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on</td>
</tr>
<tr>
<td></td>
<td>the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day's</td>
</tr>
<tr>
<td></td>
<td>movement to the class.</td>
</tr>
</tbody>
</table>

Corrected Diary Entries
OH#6
Frontier Fate #12
Fate Cards 17-20
Coin
Checker
Die
Ruler
Hand out Eastern Oregon paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Eastern Oregon. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add some centimeters to each train movement to keep them on track.

The students will write in their Diary the events that happened on their Fate Card and about Eastern Oregon. They may also write side stories about their family and people in their wagon train.

Date: **September 26, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day's movement to the class.
| 22 | Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail. | Read the best Diary Entry from Lesson #21. Hand back the rest of the Diary Entries. Each wagon master totals up the day’s Diary Entries and records the total on line #1. Hand out The Dalles paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at The Dalles. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add some centimeters to each train movement to keep them on track. Read and discuss Frontier Fate #13 on the overhead. After the wagon trains have made their decision, have the wagon masters report their decision to the class. Display Fate #14 on the overhead, uncovering one line at a time as you read it out loud. Have each student roll the die as indicated on the fate, if his or her wagon train chose this action. | Corrected Diary Entries | The Dalles Pathways Pages #70-73 | OH#6 Frontier Fates 13-15 Coin Checker Die Ruler |
| 23 | Identify obstacles that the pioneers faced and ways to resolve common issues on | Read the best Diary Entry from Lesson #22. Hand back the rest of the Diary Entries. Each wagon master totals up the day’s Diary Entries and records the total on line #1. Have the wagon trains that chose to | Corrected Diary Entries | Fort Vancouver |
| the Oregon Trail | raft down the Columbia River read about Fort Vancouver.  
Have the wagon trains that chose to take the steep route around Mt. Hood to Oregon City read about Laurel Hill and Barlow Road Toll Gate.  
Have each wagon train write its diary entry describing what this part of the trail was like.  
Have students from the river trip share their diary entries about Fort Vancouver with the students who chose the land route. Have the students who chose the land route share their diary entries about Laurel Hill and the Barlow Road Toll Gate with the river route students.  
Be sure each student has all of the worksheets to put in his or her diary for later.  
 Date: **October 14, 1844**  
Have the wagon masters complete the Wagon Master Log and return it to the map.  
Double check the math on the Wagon Master Log and move the | Pathways Pages #75-78  
Laurel Hill Pathways Pages #79-81  
Barlow Road Toll Gate Pathways Pages #83-84  
Oregon Trail Journal WS#8 |
Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.

Read the best Diary Entry from Lesson #23. Hand back the rest of the Diary Entries.

Each wagon master totals up the day’s Diary Entries and records the total on line #1.

Have the students read Oregon City: End of the Oregon Trail. They can use this information to write their final diary entry about travelling the Oregon Trail.

Date: **October 21, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.

Corrected Diary Entries

Oregon City: End of the Oregon Trail
Pathways
Pages #86-88

Oregon Trail Journal
WS#8
Culminating Activity: Oregon Trail Dairy

Have the students organize all of their work from the Oregon Trail Unit in the order of completion. The sample binder that you have been adding to will help the students see the correct order of worksheets needed. Go through the sample binder page by page to help the students organize their papers and see the order. If they kept all of their work and kept it organized, this shouldn’t take long.

Use the Table of Contents (WS#12) to organize their work or use the Blank Table of Contents (WS#13) to have the students make their own Table of Contents. Insert the Table of Contents in the front of the Diary.

Crumple, wad, and rub a piece of 11 X 17 brown construction paper until it resembles leather.

Fold the paper in half and decorate the front of the Diary cover with the student’s real name, trail name and pictures representing the Oregon Trail.
Hole punch the Diary cover and have the students insert all of their work inside of the cover. This can be very difficult and time consuming. Have the students make sure all of their work is face up with the top up. It also helps to use a pencil to thread all of the work in the middle hole, then put the cover on and tie the center hole with ribbon, yarn or twine. Do not tie it too tight; leave a bit of room or the book will not open easily. Once the center hole is tied, thread the work on one of the other holes to line it all up and tie it off.

<p>| 26 | Analyze the events that led up to the Whitman Massacre. | <strong>After finishing, read aloud the book:</strong> The Stout Hearted Seven. The Stout Hearted Seven by Neta Lohnes Frazier read-aloud culminating activity. Once you have finished reading The Sager Family Whitman Mission Pathways Pages #61-64 | Tying it loosely so the pages will turn | Cause and effect Point of view |</p>
<table>
<thead>
<tr>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stout Hearted Seven</strong>, read and discuss the Whitman Mission and “The Sager Family Story.” Underline all of the reasons why the Cayuse attacked the Whitmans. Use the Cause and Effect of the Whitman Massacre worksheet (WS #9) to discuss and list why the Whitmans were attacked. See the Cause and Effect of the Whitman Massacre TE#7 for page numbers from <em>The Stout Hearted Seven</em> for direct passages. Discuss and fill out the Point of View Worksheet (WS#10). Have the students save the Whitman and Sager worksheets with their other Oregon Trail worksheets.</td>
</tr>
<tr>
<td>Story Pathways pages #66-68</td>
</tr>
<tr>
<td>Cause and Effect of the Whitman Massacre WS#9</td>
</tr>
<tr>
<td>Cause and Effect of the Whitman Massacre Answer Key TE#7</td>
</tr>
<tr>
<td>Point of View worksheet WS#10</td>
</tr>
<tr>
<td>Point of View worksheet TE#8</td>
</tr>
<tr>
<td><strong>After finishing, read aloud the book:</strong> <em>The Stout Hearted Seven</em> and Lesson #26</td>
</tr>
<tr>
<td>Remind the students to watch for things in the movie that are different from the book. Show the film, <em>Seven Alone</em>. It is approximately 80 minutes long.</td>
</tr>
<tr>
<td>Venn Diagram WS#11</td>
</tr>
<tr>
<td>Compare and Contrast</td>
</tr>
</tbody>
</table>
Use the Venn Diagram (WS#11) to compare and contrast the film and the book.

### Other Oregon Trail Activities:

**Oregon Trail Mural**
Cut a long piece of white butcher paper for the mural. Use the TE#9 Oregon Trail Mural to write in the trail stops about two feet apart. Do not write what is written in parentheses.

Use the same TE#9 Oregon Trail Mural to assign students to each stop. Make an overhead of this to display for the students so they know who they are working with and so they can see which Pathways worksheets have information about their particular stop. The stops that have parentheses under the trail stop name are the name of the Pathways worksheet that they will need to use for information.

Have the students use the information sheets from the previous lessons (Pathways) to write a short speech about their trail stop.

**Very long white butcher paper**
- Oregon Trail Mural TE#9
- Oregon Trial Mural Script WS#14

**Blank mural**
Remind them to rephrase the information that they read and not to copy down exactly what was written. No plagiarism!

The students may use the Oregon Trail Mural Script (WS#10) to write the script for their speech so that each person has a speaking part. Both speakers need to fill in each other’s parts so they know when it is their turn to speak.

Once you have read and approved the short speech, have them draw a picture of their stop on the Oregon Trail Mural. They need to be told to only draw on the section of their mural, which is about halfway across between the two trail stop titles on each side of their own trail stop title.

They should also draw wagons, tombstones, and bleached animal bones that would have been scattered across the trail. Students should be reminded to write appropriate names on the tombstones; for example, their own trail names, not someone else’s trail name or actual name.
Once the mural is finished, invite an audience to come in and hear the mural speeches and see the mural.

<table>
<thead>
<tr>
<th>29</th>
<th>Other Oregon Trail Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yarn Bag</td>
</tr>
<tr>
<td></td>
<td>Fill out the Yarn Bag Letter (WS#15) and send it home with the students. Gather the supplies needed for the project: yarn, a large box of <strong>round</strong> wooden toothpicks and extra 8x10 corrugated cardboard for the students who do not bring in their own.</td>
</tr>
<tr>
<td></td>
<td><strong>How to Make a Yarn Bag</strong></td>
</tr>
<tr>
<td></td>
<td>1. Put toothpicks in the top of the cardboard about one inch apart. If the toothpicks slip, use Elmer's Glue</td>
</tr>
</tbody>
</table>

Yarn Bag Letter WS#15
- Cut 8x10 corrugated cardboard
- Yarn
- 1 large box of round wooden toothpicks
- Scissors
2. Tie the end of a skein or ball of yarn to the first toothpick. It is very important to leave the end long after you tie it on! Do not trim it!

3. String the yarn on the cardboard as shown in the picture. Tie it off to the last toothpick. Cut the yarn leaving the end long.

4. Cut a long piece of yarn and tie it on to the bottom of the loom. Always tie these on twice so they create a knot that won’t untie.

5. Weave the yarn through the loom going over and under. When you get to the end, flip the board over and keep going over and under. Always look at the string below the string that you are weaving to make sure if it was over the loom string, this time you must go under the loom string. Each pass of the loom should be the opposite of the last string. If woven correctly, the loom string will disappear while you weave. Watch the students closely on this step, because someone will not pay attention to the previous
6. Once the yarn string is used up, simply tie another string to the end of the woven string and continue on. Be sure to knot them tightly so they do not come undone.

7. As you weave along, continue to pack the yarn down tightly. It is normal for the corners to eventually fall off of the bottom. Keep packing it tightly until you get to the top of the loom.

8. It is time to stop when you can’t put another string through. Take the end of the last string and tie it to one of the loom strings to anchor it. Trim this string.

9. Pull one of the end toothpicks out, tie that loom string to the last string woven in a tight not. Do the same for the toothpick at the other end of the loom.

10. Pull out the remaining toothpicks. Slip the bag off of the cardboard. It is now inside out so simply push the bottom corners up
and through the bag. Any knots showing can be tucked in so they cannot be seen.

11. To add a drawstring, have the students make a handle, pull up the loops that were previously around the toothpicks and thread the handle through it and tie the ends of the handle together. Now the bag can be opened and closed using the handle.

Packed down tightly, with the bottom slipping off the loom is fine.

<table>
<thead>
<tr>
<th>30</th>
<th>Other Oregon Trail Activities:</th>
</tr>
</thead>
</table>

**Oregon Trail Writing Sample:**

Have the students choose their favorite Diary Entry that they wrote while on the Oregon Trail. Have them add an introductory paragraph explaining who their character was, where they were from, and why they were moving to Oregon. The last sentence should be something about “This is my favorite/worst/most memorable day on the Oregon Trail.”

The body of the paper will be their
journal entry. They can add details to make it more exciting.

Have the students add a concluding paragraph to their paper.

Edit and rewrite into final draft.

### 31 Other Oregon Trail Activities:

**Oregon Trail Speaking Sample:**

Use the Oregon Trail Writing Sample for a Speaking Sample. They have written their story twice, edited it, and rewritten it into final draft, so they should know their story without a lot of extra time needed for memorizing!

### 32 Other Oregon Trail Activities:

**Square Dancing:**

Teach the students the “Scatter Square Dancing” moves using the Scatter Square Dance Directions (TE#10). Put on any “Western Instrumental Music” and call out the dance moves.
Other easy square dances you could look up online and learn:
- Bingo
- Oh, Susanna!
- Skip to My Lou
- The Virginia Reel

<table>
<thead>
<tr>
<th>33</th>
<th><strong>Other Oregon Trail Activities:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Pioneer Breakfast:</strong></td>
</tr>
<tr>
<td></td>
<td>Have the students dress up in Western attire and invite the parents to a pancake breakfast. Once they have eaten, have them go to the classroom to look at the finished Oregon Trail Dairies and yarn bags. Then have them listen to the Oregon Trail Mural speeches. After that, head down to the gym and have the best two Pioneer Speeches share their speech. The grand finale is having the students show off their square dancing. For fun, have the parents join in for the last dance. The best way to do this is to have each student bring in $3.00 to purchase the breakfast supplies.</td>
</tr>
<tr>
<td></td>
<td><strong>Supplies for Breakfast</strong></td>
</tr>
<tr>
<td></td>
<td>- Sample Pancake Breakfast Invitation TE#12</td>
</tr>
<tr>
<td></td>
<td>- Schedule for Workers Needed TE#13</td>
</tr>
<tr>
<td></td>
<td>- Sample Script for Gym Performance TE#14</td>
</tr>
<tr>
<td></td>
<td><strong>Fourth Grade Pioneers in front of the Mural</strong></td>
</tr>
</tbody>
</table>

©Anna Meunier 2009
breakfast. He/she would find someone to purchase the food and supplies, organize parent workers to cook the food, set up the cafeteria and clean up afterwards.

See the materials that go along with this activity to use as an example. The supplies listed are plenty for two classrooms of 30! The schedule listed on the Schedule for Workers Needed (TE#13) show how two classrooms can schedule the morning activities.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>Distinguish between fact and fiction</td>
<td>Review fact and opinion</td>
<td>WS#17</td>
<td></td>
<td>Scott Foresman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss the three different types of documentary sources and read the</td>
<td>World Almanac, Oregon</td>
<td></td>
<td>Reading Series</td>
</tr>
<tr>
<td></td>
<td></td>
<td>accompanying book.</td>
<td>Apples to Oregon</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Primary Source:</strong> The person living through the historical time is writing</td>
<td>TE #15 Answer Key</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the document or is being interviewed by the writer. This example is the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>author of the diary entry as the actual person.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Go to the Library of Congress website: <a href="http://memory.loc.gov/cgi-bin/query/r?ammem/upbover:@field%28DOCID%29+@lit%28dia21372%29%29">http://memory.loc.gov/cgi-bin/query/r?ammem/upbover:@field%28DOCID%29+@lit%28dia21372%29%29</a></td>
<td>Go to the Library of Congress website: <a href="http://memory.loc.gov/cgi-bin/query/r?ammem/upbover:@field%28DOCID%29+@lit%28dia21372%29%29">http://memory.loc.gov/cgi-bin/query/r?ammem/upbover:@field%28DOCID%29+@lit%28dia21372%29%29</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read and discuss diary entries June 1, 1849- June 14, 1849. Identify facts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and opinions in the diary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summarize information that was learned about the Oregon Trail from that</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>source and record on the worksheet.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Secondary Source:** The historian uses many sources to interpret events during the historical time.  
Pass out: *World Almanac, Oregon.* Read pages 12-13 on the Oregon Trail. Identify facts and opinions in the selection. Summarize information that was learned about the Oregon Trail from that source and record this information on the worksheet. |  |  |
|---|---|---|
| **Historical Fiction:** The writer researches fewer sources than the secondary source and dramatizes the historical event.  
Read *Apples to Oregon* by Deborah Hopkinson & Nancy Carpenter. Identify facts and opinions in the selection. Summarize information that was learned about the Oregon Trail and record it on the worksheet.  
Using the worksheet, compare the information learned from each source, contrast the information, and discuss times when one source would be a better source to use than the other. |  |  |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
</table>
| Prep   | Create materials needed for the Oregon Trail Simulation. | **There are two options for teaching the Oregon Trail:**  
**Pioneers Interact:**  
INT-TG and SG have been purchased for use with this unit. The Pioneers Teacher’s Guide offers several ways for executing the unit.  
**Modified Pioneers Interact:**  
The following lesson plans are an adaptation of Pioneers Interact. They use the actual Oregon Trail rather than the “Hacker Trail.” They are aligned with state standards and are modified for time. Supplement materials focus on the actual Oregon Trail, not the “Hacker Trail.”  
**Modified Lessons Materials to be prepared:**  
Use overhead to copy, laminate and hang Oregon Trail Wall Map in the classroom. (Classroom Oregon Trail Map OH#1 behind Lesson 1 tab) | Classroom Oregon Trail Map OH#1 | Choose your method for teaching this unit to meet the needs of your classroom.  
For this unit, have the students keep all of their Oregon Trail Worksheets, maps, and Diary Entries together in the order that they do them. At the end of the unit, the students will put all of their papers together in a book (Oregon Trail Diary) and make a cover for it. This is a wonderful keepsake from the Oregon Trail.  
Keep a “Sample Oregon Trail Diary Binder” for the students to refer to. Put a worksheet in the binder each day, representing what the order and contents of their diary collections should be. This makes it much easier to put the diaries together at the end of the unit. See Lesson #25 for putting the binder together. Check the Table of Contents WS#12 for the proper order of contents. |
Create 4 heterogeneous wagon train groups that will be announced in Lesson #7.

Assign each group a color and make each wagon train 2 Wagon Master Logs in their color on index paper.

Tack 4 clips to the bottom of the map to display the Wagon Master Log forms.

Copy a Wagon Train Marker (Teacher Guide Page 83) in each of the wagon train’s colors on index paper and use tape to attach them to the map at Independence, Missouri.

Wagon Master Log INT-TG page 84 (To change this Wagon Master Log for the modified unit, cut off the bottom of the log after “line # 5: Subtract line 4 from line 3....” Lines 6-10 will not be used.)

Wagon Train Marker INT-TG page 83 These are too large for the map. Shrink on copier to make much smaller.

Copy the state boundaries in yellow and explain to the students that these lines or states did not exist in 1844.
Use the same page (INT-TG page 83) to make a larger wagon (on index paper in the wagon train color) to hang at the front of the classroom.

Fate Cards
TE#6 (find behind Lesson 1 tab)
Copy on index paper, cut out and laminate.

Larger Wagons

Use this to award points to each group for following directions, demonstrating on-task behavior, cooperating, turning in work on time, etc. At the end of the day, the wagon train with the most points earns a bonus energy factor point for the next round of play. Great classroom management tool!
| Analyze the events that led up to the Whitman Massacre. | **Read Aloud**  
**The Stout Hearted Seven** by Neta Lohnes Frazier  
See Lesson #26 for culminating activity.  
During the reading of the book, highlight and discuss the reasons that explain why the Cayuse Native Americans may have wanted to kill the Whitmans.  
Once the book is finished, complete Lesson #26. | **The Stout Hearted Seven** |
The Oregon Trail
FATE CARD #1

- **Who:** Identity #3
- **What:** Last night, one of the members of your wagon train failed to make his family fire in a trench and embers blew out and started a prairie fire. You and the other members of the wagon train spent all night and most of today fighting the fire.
- **Where:**
- **Fate:** Identity #6 calls a coin toss. 600 DPs, if your call is incorrect and this is your fate.

*Actual Frontier Fate #3 on page #27 Pioneers Interact*

FATE CARD #2

- **Who:** Identity #5
- **What:** Your oxen ate loco weed and are too sick to travel this morning.
- **Where:**
- **Fate:** Identity #9 calls a coin toss. 500 DPs, if your call is incorrect and this is your fate.

*Actual Frontier Fate #4 on page #27 Pioneers Interact*
FATE CARD #3

- **Who:** Your wagon train
- **What:** The heat has shrunk the green wood in your wheels. Because of this, the iron rims on your wheels keep slipping off. You must stop and repair them.
- **Where:**
- **Fate:** Each person on the wagon train stands 15 feet from the wall and pitches a checker or coin as close to the wall as possible. 100 DPs for each wagon train member’s checker/coin that is within 12 inches of the wall. 200 DPs for any checker/coin more than 12 inches from the wall.

*Actual Frontier Fate # 10 on page #33 Pioneers Interact*

FATE CARD #4

- **Who:** Your wagon train
- **What:** Sagebrush that is three feet high and growing as thick as hair on a hog’s back has clogged up the trail and your wagons cannot pass. You must stop and clear the trail.
- **Where:**
- **Fate:** The wagon master calls a coin toss. 200 DPs, if the call is incorrect and this will be your fate.

*Actual Frontier Fate # 11 on page #33 Pioneers Interact*
FATE CARD #5

- **Who**: Identity #6
- **What**: Your spouse was bitten by a rattlesnake at noon today.
- **Where**:
- **Fate**: Identity #6 calls a coin toss. If the call is incorrect, this is your fate and you must subtract 200 DPs.

*Actual Frontier Fate # 15 on page #37 Pioneers Interact*

---

FATE CARD #6

- **Who**: Your wagon train
- **What**: When your wagon train arrives for overnight camping, you find that grazing buffalo have clipped the prairie grass clean for miles around. If you are not carrying extra feed for your animals, they will become weak and unable to perform well.
- **Where**:
- **Fate**: 300 DPs for *each wagon* without extra animal feed.

*Actual Frontier Fate # 16 on page #37 Pioneers Interact*
FATE CARD #7

- **Who**: Identity #1
- **What**: Your spouse and youngest child wandered off while picking wildflowers. It is noon time and you suddenly realize that they are missing. You and a number of other members must take the afternoon to go looking for them.
- **Where**: 
- **Fate**: Stand 15 feet from a chair and flip a coin or checker onto the chair seat. If it stays, you avoid the fate; otherwise, 300 DPs for time lost.

*Actual Frontier Fate #23 on page #43 Pioneers Interact*

FATE CARD #8

- **Who**: Your wagon train
- **What**: Some of your livestock disappeared overnight. There is no sign of their remains; they were probably stolen.
- **Where**: 
- **Fate**: Each person on the wagon train stands 15 feet from the wall and pitches a checker or coin as close to the wall as possible. Each person whose checker/coin is more than 10 inches from the wall loses one head of livestock—you choose the livestock lost. For each animal lost subtract the following:

<table>
<thead>
<tr>
<th>Animal</th>
<th>EF</th>
</tr>
</thead>
<tbody>
<tr>
<td>oxen</td>
<td>2</td>
</tr>
<tr>
<td>cows</td>
<td>1</td>
</tr>
<tr>
<td>mules</td>
<td>1</td>
</tr>
<tr>
<td>horses</td>
<td>1</td>
</tr>
<tr>
<td>goats</td>
<td>1</td>
</tr>
</tbody>
</table>

*Actual Frontier Fate #24 on page #44 Pioneers Interact*
FATE CARD #9

- **Who:** Identities #4 and #6
- **What:** You have been travelling for a number of weeks and the shoes on your horses and/or mules have worn down to the point that they must be shod before you continue. This means stopping on the trail for a half day.
- **Where:**
- **Fate:** Call a coin toss (each person—Identity 6 and 8). 200 DPs for each incorrect call, and this will be your fate.

*Actual Frontier Fate #27 on page #44 Pioneers Interact*

FATE CARD #10

- **Who:** Your wagon train
- **What:** You have been out for several months and you have been using a lot of your food and some of your other supplies. Food is beginning to run short on many wagons. If you did not bring enough food to reach the next fort, where there are some limited supplies, you will become weak and have a greater chance of getting sick and slowing down your wagon train.
- **Where:**
- **Fate:** For *each wagon* not carrying the following supplies, reduce your EF as indicated.

  - sugar . . . . . . . . . . . . . . 1 EF
  - dried meat . . . . . . . . . . . 1 EF
  - pinto beans . . . . 2 EF
  - flour . . . . . . . . . . . . . . 1 EF
  - salt . . . . . . . . . . . . . . . . 2 EF

*Actual Frontier Fate #30 on page #49 Pioneers Interact*
FATE CARD #11

• **Who:** Identity #2

• **What:** Heavy rains began falling several days ago and still have not let up. Your youngest child was soaked the other night when your wagon leaked. He/she caught pneumonia and died early this morning.

• **Where:**

• **Fate:** From 15 feet, flip a checker or coin into a trash can. The coin/checker must be placed on your thumbnail before you flip it. If you fail, you receive this fate and your wagon train loses 1 EF, plus 400 DPs for the delay of the funeral.

*Actual Frontier Fate #36 on page #51 Pioneers Interact*

FATE CARD #12

• **Who:** Identities #3 and #5

• **What:** Rain has fallen for seven days. The trail has become an impassable, gummy mess. Your wagon is bogged down and must be pulled out before you and the wagons behind you can proceed.

• **Where:**

• **Fate:** Call a coin toss. 300 DPs for an incorrect call, and this is your fate.

*Actual Frontier Fate #37 on page #51 Pioneers Interact*
**FATE CARD #13**

- **Who**: Identities #2 and #4
- **What**: During the fight, your spouse is shot and killed by an arrow.
- **Where**:
- **Fate**: Call a coin toss (each person—Identities #2 and #4). This fate is yours if the call is incorrect—subtract 1 EF.

*Actual Frontier Fate #32 on page #49 Pioneers Interact*

---

**FATE CARD #14**

- **Who**: Your wagon train
- **What**: During the fight, many of your livestock ran off and were lost.
- **Where**:
- **Fate**: From 15 feet, members of each wagon train pitch coins/checkers at a wall. Each person whose coin/checker is more than 10 inches from the wall loses one head of livestock. For each animal lost, subtract the following:
  - oxen. ............ 2 EF
  - mules ............ 1 EF
  - cows. ............ 1 EF
  - horses ............ 1 EF
  - goats ............ 1 EF

*Actual Frontier Fate #33 on page #49 Pioneers Interact*
FATE CARD #15

- **Who**: Identity #4
- **What**: During the fight, your daughter was shot and killed.
- **Where**:
- **Fate**: Call a coin toss. This fate is yours if the call is incorrect—subtract 1 EF.

*Actual Frontier Fate #34 on page #50 Pioneers Interact

FATE CARD #16

- **Who**: Identity #3
- **What**: During the fight, your wagon was struck by a flaming arrow and it burned. You lost your wagon and all of your supplies.
- **Where**:
- **Fate**: Pick a number between 1–6. Roll a die. If your number does *not* come up, you escape this dire fate. If your number comes up, you must subtract 2 EF for the loss of your wagon and 1 EF for the loss of your supplies. For the remainder of the trip, you must find another family that will allow your family to ride with them.

*Actual Frontier Fate #35 on page #51 Pioneers Interact*
FATE CARD #17

- **Who:** Identity #1
- **What:** Your oldest son fell off the wagon and drowned in the fast-moving river you were attempting to cross.
- **Where:**
- **Fate:** Pick two numbers between 1–6. Roll a die. If either number comes up, this fate happens to you, and your wagon train loses 1 EF.

*Actual Frontier Fate #41 on page #53 Pioneers Interact*

FATE CARD #18

- **Who:** Identity #3
- **What:** One of your draft animals drowns in the river while you are crossing it. Your wagon is almost lost, but friends rush to your aid and help you save it.
- **Where:**
- **Fate:** Call a coin toss. If your call is incorrect, this is your fate and your wagon train loses 1 EF.

*Actual Frontier Fate #42 on page #54 Pioneers Interact*
FATE CARD #19

- **Who**: Identity #2
- **What**: A large tree, rushing down the river, smashes into your wagon and crushes it in the raging water. You manage to hold on to the lifeline but your wagon, your supplies, and your draft animals are all lost.
- **Where**:
- **Fate**: Stand 15 feet from a trash can. You have three chances to toss a coin checker into the trash can. If you fail to do so (one of the three chances), this fate is yours and the wagon train must subtract 3 EFs for the lost wagon, supplies, and animals. You must find another wagon on which to ride for the remainder of the trip.

*Actual Frontier Fate #43 on page #54 Pioneers Interact*

---

FATE CARD #20

- **Who**: Identity #1
- **What**: Your wagon swamps in midstream. You manage to get it across, but you lose 60 BWUs of supplies, including all your flour and salt.
- **Where**:
- **Fate**: Call a coin toss. If you call it incorrectly, this is your fate. Fill in Column B on your **Wagon Supply List** to show lost supplies—including all flour and salt.

*Actual Frontier Fate #44 on page #54 Pioneers Interact*
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
</table>
| 1      | Identify the reasons why the pioneers travelled West. | Discuss Routes to Oregon Overhead (OH#1) using the Routes to Oregon Talking Points TE#1.  
Students read SG page 1 “Pioneers” as a class.  
Read Pros and Cons Worksheet (WS#1) aloud as a class. Use SG 1 “Pioneers” to list other reasons why pioneers would have travelled West.  
Students complete the second page of Pros & Cons (WS#1). | Routes to Oregon OH#2  
Routes to Oregon Talking Points TE #1  
SG page 1.  
Pros & Cons WS#1 | For more information about Oregon being a slave-free state, go to: [http://www.endoftheoregontrail.org/slavery.html](http://www.endoftheoregontrail.org/slavery.html)  
Read about the “Lash Law”. | |
Routes to Oregon
There were basically three ways for pioneers to get to Oregon.

The most popular route was the Oregon Trail. It was 1,950 miles long and took about 6 months to travel. Travel back then was much different than today. There were no cities, planes, rest stops or 7-11s. They had to pack everything they owned and everything they needed to eat on a large wagon and live out in the open for the next 6 months. This was a popular method of travel because it was cheap and most of the pioneers were very poor.

The second choice for getting to Oregon was to pay for passage on a sailing ship from Boston or New York. These passages were very expensive and not much more comfortable than travelling by land. The quarters they lived in were cramped and the food was substandard. It also took them up to a year to travel by sea. The route around Cape Horn had terrible weather and proved to be very dangerous.

The third choice was a combination of sea and land travel. This route booked a sailing ship that carried the family and belongings to Panama. Here, they could hire a guide to travel by foot across the Isthmus. Next, they would catch another ship traveling north to Oregon. This route saved the passengers 3 months of travel time, but it ended up being very dangerous. Many people caught deadly fevers while others were robbed by bandits. It got to be so dangerous that many people chose a different route.
Pros & Cons

Reasons why pioneers chose to leave their homes and move to Oregon:

✓ Free Land! The Donation Land Act of 1850 allowed any unmarried male to claim 160 acres of land in Oregon for free. Married couples could claim 320 acres. The only stipulation was that they had to live and farm the land for 4 years.

✓ The Donation Land Act allowed women to have their name on a piece of land if she was married. Oregon was one of the first states in the United States to allow this.

✓ Any half-blood Native American was also allowed to claim free land. This was another first for this day and time.

✓ In 1844, Oregon’s Provisional Government enacted Oregon as a Slave-Free State. This meant slavery was illegal and anyone who owned slaves must free them in 3 years. Although this sounds like it helped the slaves, they were not allowed to live in Oregon past 18 years old.

Use the Pioneers page to list other reasons why people chose to leave their homes and move to Oregon.
If your **REAL** family lived back in 1840, would they have picked up and moved to Oregon?

Yes! My family would have moved because...

-------------------------------------------------------------------------

-------------------------------------------------------------------------

-------------------------------------------------------------------------

-------------------------------------------------------------------------

-------------------------------------------------------------------------

-------------------------------------------------------------------------

-------------------------------------------------------------------------

No! My family would have not moved because...

-------------------------------------------------------------------------

-------------------------------------------------------------------------

-------------------------------------------------------------------------

-------------------------------------------------------------------------

-------------------------------------------------------------------------

-------------------------------------------------------------------------

How would **you** feel about this choice?
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Identify the Oregon Trail and present-day states the route travelled through.</td>
<td>Discuss the importance of having an accurate map while travelling across the Oregon Trail. There were many guides and guide books with inaccurate maps. Instruct the students to follow along with you and make an Oregon Trail Map of their own. Draw the Oregon Trail and its many landmarks on the overhead map. While drawing the actual map, describe important landmarks along the trail. Use The Oregon Trail Talking Points (TE#2) and show the websites as you discuss each stop. Students follow along and complete their own map.</td>
<td>Oregon Trail Student Map WS#2 Oregon Trail Map OH#2 Oregon Trail Talking points with websites TE#2 Cross Section WS WS#3 Cross Section OH#3 Colored pencils</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Oregon Trail

Name ________________________________

Legend

Washington
Oregon
California
Montana
Idaho
Nevada
Utah
Wyoming
North Dakota
South Dakota
South Dakota
Minnesota
Iowa
Missouri
Iowa
Kansas
Colorado
New Mexico
Oklahoma
Texas
Louisiana
Wyoming
Routes to Oregon
Oregon Trail Map Talking Points

**Independence, Missouri:** Independence was probably the best known “Jumping Off Place” for the Oregon Trail. A jumping off place is where pioneers met up, formed wagon trains, picked wagon masters and gathered up the last of their supplies before heading West on the Oregon Trail. The Oregon Trail was 1,950 miles long. It took the pioneers 4-6 months to cross the entire trail. Most wagon trains left between April 15th & May 15th. By this time in the spring, the rivers weren’t running so high and were easier to cross and grass grew high enough along the trail to feed the animals. If a wagon train left much later, they ran the risk of getting caught in the snow by the time they reached the Blue Mountains.

**Platte River:** The pioneers began their journey next to the Platte River. It was not like the rivers we know; it is a mass of wet moving mud. It was very wide and only 3-6 feet deep. It was like quick sand, and the wagons had to keep moving when crossing it. Most pioneers said the water was too thick to drink, but too thin to plow.

**Blue River:** This was the pioneers’ first real river crossing. Sometimes, they would have to camp next to the river for days while they waited for it to lower enough to cross. Pioneers usually “forded” or swam their wagons across. If the river was too high to swim, they would build rafts and float across the river.

**Fort Kearny:** Ft. Kearny wasn’t built until 1848, eight years after the Oregon Trail opened. It was mainly a military fort to protect the travelers against the Native Americans. Since Fort Kearny was the first place on the Oregon Trail, it became a place for travelers to repair wagons, shoe horses and send
their first letters back home. By 1854, the Plains Native Americans were having an uprising and attacking wagon trains. This was the only time the U.S. military actually engaged with the Native Americans.

Go to this site to see an interactive panoramic view of Ft. Kearny:

http://www.isu.edu/~trinmich/qtvrkearny.html

**Chimney Rock:** Chimney Rock was one of the most memorable landmarks along the Oregon Trail. The pioneers could see it for days across the prairie. It was 325 feet high.

Go to this site see an interactive panoramic view of Chimney Rock:

http://www.isu.edu/~trinmich/qtvrchimney.html

This site also has some nice Chimney Rock pictures:

http://en.wikipedia.org/wiki/Chimney_Rock_National_Historic_Site

**Fort Laramie:** Fort Laramie was one-third of the way across the Oregon Trail. It was originally built in 1834, six years before the first wagon trains came rolling through. It was built as a Native American trading post. They traded buffalo skins with the Plains Native Americans. They would buy a buffalo skin for $1 and then turn around and sell it back East for $4. The Natives could use their money to purchase sugar, gun powder, coffee, beads, blankets and hatchets. By 1840, Fort Laramie made its
money buy selling the supplies to emigrants.

Go to this site see an interactive panoramic view of Ft. Laramie:

http://www.isu.edu/~trinmich/qtvrllaramie.html

To see wagon ruts, go to:

http://www.flickr.com/photos/boondocks/212141654/

**Independence Rock:** Independence Rock was another famous landmark. It was named Independence Rock because it was important for the emigrants to reach this landmark by July 4th, Independence Day. If they hadn’t made it by then, they were late and could get caught in the Blue Mountains with snow. Independence Rock was a huge rock, 1,950 feet long and 193 feet tall. Pioneers often stopped and carved their name in the huge rock. To see pictures of the rock, go to:


Go to this site to see an interactive panoramic view of Independence Rock:

http://www.isu.edu/~trinmich/qtvrindyrock.html

**South Pass:** South Pass was roughly halfway across the Oregon Trail. Review with students the “Terrain” WS #3. It was the very top of the Rocky Mountains. It is called the Continental Divide. It is called this because it divides the continent in half. Interestingly enough, all of the water and rivers on the east side of the Rocky Mountains flow to the Atlantic Ocean. All of the water and rivers on the west
side of the Rocky Mountains flow to the Pacific Ocean. The South Pass was only 20 miles wide. It was the only place that wagon trains could cross the Rocky Mountains. Finding this part of the trail back in 1832 was lucky, like finding a needle in a hay stack, a hay stack the size of the Rocky Mountains!

**Fort Bridger:** Fort Bridger was built in 1843 by a fellow named Jim Bridger. Jim Bridger had been a well-known trapper and trader back in the Oregon Country. He built the trading post just for the pioneers who were crossing the Oregon Trail. They could stop here and get blacksmith work done, buy supplies and trade for fresh horses, mules and oxen.

Go to this site for a picture of Fort Bridger:
http://www.isu.edu/~trinmich/FtBridger.html

**Fort Hall:** Fort Hall was built in 1834 by Nathaniel Wyeth. He built the fort as a fur trade center. By the 1840s, the animals were trapped out, but the pioneers were showing up by the hundreds. Wyeth changed his trade to supplying the pioneers with their necessary supplies. He was able to charge high prices because people were running low on supplies and very desperate by this part of the trail.

Go to this site to see an interactive panoramic view of Ft. Hall:
http://www.isu.edu/~trinmich/qtvrfthall.html

**Snake River:** When it came to crossing the Snake River, pioneers chose the Three Island Crossing. Out in the middle of the Snake River were three sandbar islands surrounded by the fast-moving water.
The pioneers used the sandbars to get across the entire river. This was a dangerous river to cross because it was 8-9 feet deep. They often tied two wagons side by side and crossed the river together. This gave them more support against the strong current.

Go to this site for a picture of the three sandbar islands:
http://www.isu.edu/~trinmich/3Island.html

**Fort Boise:** This fort was built in 1834 by the Hudson Bay Company. It was also a reformed fur trading post that turned into an Oregon Trail stop.

**Blue Mountains:** As mentioned before, it was very important for the pioneers to make it through the Blue Mountains before the snow came. Review Terrain WS#3 to show how quickly the Blue Mountains climbed to their height.

**Whitman Mission:** In 1836, Dr. Marcus Whitman and his wife, Narcissa, opened the Whitman Mission. They were sent out to open a mission and bring the Christian religion to the Native Americans. Once the wagon trains began showing up, they found themselves helping and sometimes rescuing the struggling pioneers. Their mission was a day’s ride from the Oregon Trail, but many starving emigrants chose to travel there for food and supplies, adding a total of 2 days to their travel.

**Columbia River:** This was the most dangerous and treacherous part of the Oregon Trail. Pioneers
showed up at The Dalles tired, hungry and sometimes very sick. This part of the Oregon Trail was where the Columbia River cut through the Cascade Mountains. There were only two ways for a wagon to get to the Willamette Valley from here. The pioneers could take the land route around Mt. Hood to Oregon City. This was very difficult because it was very steep and people and animals were exhausted by this point. They still had to worry about snow.

The second choice wasn’t much better. Cut down a bunch of trees, tie them together, take your wheels off of the wagon and load it onto your raft. Next, you had to steer the raft with all of your belongings and your family down the white-water rapids. This was very dangerous and resulted in many deaths. For a fee, you could hire a Native American to guide your raft, but that was still no guarantee that you and your family would make it.

**Oregon City:** Those lucky enough to live through the Oregon Trail made it to Oregon City six long months after they began. They arrived at their destination in the fall. No time was wasted finding land claims and starting on their new homes.
Cross Section of the Oregon Trail Terrain

[Graph showing elevation changes along the Oregon Trail.]
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
</table>
| 3      | Identify the Oregon Trail and present-day states the route travelled through. | Students complete Stops Along the Oregon Trail WS#4 (using the map they made in Lesson #2). | Oregon Trail Student Map (WS#2) from Lesson #2  
   Stops Along the Oregon Trail  
   WS#4  
   Stops Along the Oregon Trail Answer Key TE#3 |               |                                        |
**STOPS ALONG THE OREGON TRAIL**

Using the map of the Oregon Trail, answer these questions:

The trail began in **Missouri** and ended in present-day **Oregon**. What **other** states would the trail have travelled through if they were states in 1844?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>4.</td>
</tr>
<tr>
<td>2.</td>
<td>5.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Name the state where each landmark is located today. Be sure to capitalize the state and spell it correctly.

<table>
<thead>
<tr>
<th>Landmark</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chimney Rock</td>
<td></td>
</tr>
<tr>
<td>Oregon City</td>
<td></td>
</tr>
<tr>
<td>Whitman Mission</td>
<td></td>
</tr>
<tr>
<td>Fort Hall</td>
<td></td>
</tr>
<tr>
<td>Independence Rock</td>
<td></td>
</tr>
<tr>
<td>Fort Bridger</td>
<td></td>
</tr>
<tr>
<td>Blue Mountains</td>
<td></td>
</tr>
<tr>
<td>Independence</td>
<td></td>
</tr>
<tr>
<td>Fort Boise</td>
<td></td>
</tr>
<tr>
<td>Fort Laramie</td>
<td></td>
</tr>
<tr>
<td>Fort Kearny</td>
<td></td>
</tr>
<tr>
<td>South Pass</td>
<td></td>
</tr>
</tbody>
</table>
Using the map of the Oregon Trail, answer these questions:

The trail began in **Missouri** and ended in present-day **Oregon**. What other states would the trail have travelled through if they were states in 1844?

1. Kansas
2. Nebraska
3. Colorado
4. Wyoming
5. Idaho

Name the state that each landmark is located today. Be sure to capitalize the state and spell it correctly.

<table>
<thead>
<tr>
<th>Landmark</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chimney Rock</td>
<td>Nebraska</td>
</tr>
<tr>
<td>Oregon City</td>
<td>Oregon</td>
</tr>
<tr>
<td>Whitman Mission</td>
<td>Washington</td>
</tr>
<tr>
<td>Fort Hall</td>
<td>Idaho</td>
</tr>
<tr>
<td>Independence Rock</td>
<td>Wyoming</td>
</tr>
<tr>
<td>Fort Bridger</td>
<td>Wyoming</td>
</tr>
<tr>
<td>Blue Mountains</td>
<td>Oregon</td>
</tr>
<tr>
<td>Independence</td>
<td>Missouri</td>
</tr>
<tr>
<td>Fort Boise</td>
<td>Idaho</td>
</tr>
<tr>
<td>Fort Laramie</td>
<td>Wyoming</td>
</tr>
<tr>
<td>Fort Kearny</td>
<td>Nebraska</td>
</tr>
<tr>
<td>South Pass</td>
<td>Wyoming</td>
</tr>
<tr>
<td>Lesson</td>
<td>Objectives</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Identify other trails along the Oregon Trail.</td>
</tr>
</tbody>
</table>
In the year 1844 almost 1,475 people travelled from Independence Missouri to Oregon. The pioneers had many choices when it came to choosing a trail. Read the description of each trail below and look for clues that will help you find the correct trail. **Label** the trail on the map using the trail name. Be sure to capitalize and spell the trail name correctly. Next, **color** the box next to the trail description in the appropriate color and then trace the trail route using the same color.

The **Oregon Trail** was the main route from Independence, Missouri to Oregon City, Oregon. This trail was 1,950 miles long and took about 6 months to travel. Between 1840 to 1860, about 300,000 pioneers travelled this route.

The **Santa Fe Trail** started at Independence Missouri, but headed for the southwest and stopped at Santa Fe, New Mexico, not Oregon. It was used to open trade between America and New Mexico. The military also used this road.

The **California Trail** left the Oregon Trail from two different points. The first started at Fort Bridger. The second place started at Fort Hall. Pioneers took this trail to get to Sutter’s Fort California.

The **Applegate Trail** was built in 1846. This route was discovered by the Applegates. They were a family that lost 2 children on the treacherous raft trip on the Columbia River. This alternate route was built to avoid that river. The route took the California Trail from Ft. Hall to Humboldt, California. The Applegate Trail started in Humboldt, California and headed north to Oregon. It passed through Southern Oregon and up to the Willamette Valley. It follows along the same route as today’s Interstate 5.

The **Old Spanish Trail** started in Santa Fe, New Mexico and travelled to Los Angeles. Pack trains travelled back and forth to trade sheep, horses, mules and woven products.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Identify and label parts of a wagon used to travel the Oregon Trail.</td>
<td>Students complete The Camel of the Prairie WS#6.</td>
<td>The Camel of the Prairie WS#6&lt;br&gt;The Camel of the Prairie Answer Key TE#5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Two thousand jolting miles of wilderness! Most wagons that carried settlers across the continent had the features shown in the diagram. Wagons had to be light enough for oxen or mules to pull them, yet strong enough to carry loads weighing as much as one ton.

Read the description of a prairie schooner below. Use the bold-faced words to label the prairie schooner diagrams.

The **WAGON BED** was a rectangular wooden box, usually about four feet wide and ten feet long. The **JOCKEY BOX**, used for holding tools, was at the front end. The **WHEELS** were covered with iron. The **COVER** was usually made of canvas or cotton. The cover was held up by a frame of **HICKORY BOWS** and tied to each side of the wagon bed. The cover could be closed by **DRAWSTRINGS**. The **TONGUE** extended to the yoked animals which pulled the wagon. An **AXLE ASSEMBLY** connected each pair of wheels. A **GREASE BUCKET** hung from the rear axle. It contained grease or a mixture of tar and tallow which was used to lubricate the wheels. Under the wagon, the **REACH** connected the front and back axle assemblies. The **HOUNDS** connected the rear axle to the reach.
The Camel of the Prairie

Two thousand jolting miles of wilderness! Most wagons that carried settlers across the continent had the features shown in the diagram. Wagons had to be light enough for oxen or mules to pull them, yet strong enough to carry loads weighing as much as one ton.

Read the description of a prairie schooner below. Use the bold-faced words to label the prairie schooner diagrams.

The WAGON BED was a rectangular wooden box, usually about four feet wide and ten feet long. The JOCKEY BOX, used for holding tools, was at the front end. The WHEELS were covered with iron. The COVER was usually made of canvas or cotton. The cover was held up by a frame of HICKORY BOWS and tied to each side of the wagon bed. The cover could be closed by DRAWSTRINGS. The TONGUE extended to the yoked animals which pulled the wagon. An AXLE ASSEMBLY connected each pair of wheels. A GREASE BUCKET hung from the rear axle. It contained grease or a mixture of tar and tallow which was used to lubricate the wheels. Under the wagon, the REACH connected the front and back axle assemblies. The HOUNDS connected the rear axle to the reach.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
</table>
| 6      |            | *Prior to DAY 6:*  
  - *Hang Oregon Trail Wall Map.*  
  - *Create 4 heterogeneous wagon train groups.*  
  - *Assign each group a color.*  

  Read and discuss SG pages 2 and 3 as a class. | SG pages 2 and 3. | If you are making copies of the Student Guide page to hand out, follow the directions below:  
At the bottom of SG page 2, in the box at the bottom labeled *Pioneer Scores*, white out everything EXCEPT *Diary Entry...10 points.*  
Also white out *“Completing a Challenge Project...”*  
On Student Guide, page 3; white out *Along the Hacker Trail from “Moving Along the Hacker Trail”*. Also white out the entire *Hacker Trail Map*. |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td>Have the students sitting with their wagon trains in the classroom.</td>
<td>SG pages 3 and 4 copied, cut, and sorted by wagon train colors on index paper.</td>
<td>Remove the “single male” identity so all students will have a family. This makes diary entries easier.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Copy and cut apart SG pages 3 and 4. Keep wagon trains separated, each train with its own color. Students draw identity from their wagon train color. <strong>They must not lose these identities. This is the only way to know who they are and what they own.</strong> Taping them to their desk is a good idea.</td>
<td>Election poster paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review “Choose a Wagon Master” on SG page 2. Discuss how some trail identity occupations are more qualified to be wagon master. Only men were allowed to run for wagon master. If a girl would like to run, she must assume a male for her identity. If the girl is not elected as wagon master, she may choose a female as her Oregon Trail identity and character.</td>
<td>5X7 card for speeches</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Also discuss the actual student that is running for wagon master: Is he or she responsible and fair, and does he or she get all of his or her work turned in?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students who are interested in SG pages 3 and 4 copied, cut, and sorted by wagon train colors on index paper.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>becoming a wagon master will write a short speech describing their abilities (based on their identity). This can be homework. Students not interested in running can create election posters for one of the wagon masters running in their wagon train.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Objectives</td>
<td>Lesson Plan</td>
<td>Materials</td>
<td>Teaching Tips</td>
<td>Curriculum Integrations</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>-------------</td>
<td>-----------</td>
<td>---------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Wagon master candidates read their speeches to their wagon trains. Students vote. Teacher counts the votes and announces the winners. Elected wagon masters fill in their train's Wagon Master's Log. Show them how to do this on the overhead. Have students fill out Oregon Trail Identity WS#7. Students must choose a person from their Oregon Trail Identity that is old enough to write in a diary. This will be their Oregon Trail Name and their main character. They will also fill in the rest of the worksheet.</td>
<td>3X5 cards for voting Color-coded Wagon Master Log INT-TG page 84 (remove lines 6-10 for modified version) Wagon Master Log OH INT-TG page 84 same as above Oregon Trail Identity WS#7</td>
<td>Use real names instead of trail names for easy voting. Hang Wagon Master Logs on a clip near the Oregon Trail map when they have been filled out with the student’s real names. To modify this Wagon Master Log for the modified unit, cut off the bottom of the log after “line # 5: Subtract line 4 from line 3...” Lines 6-10 will not be used.</td>
<td></td>
</tr>
</tbody>
</table>
Oregon Trail Identity

Real Name:________________________________________________
Oregon Trail Name:_________________________________________
Age:________

Family
Mother’s name and age:_____________________________________
Father’s name and age:_____________________________________
Sons’ names and ages:
_________________________________________________________
Daughters’ names and ages:
_________________________________________________________
Grandparents’ names and ages:

Oxen Team Names:____________________  ____________________
Other Livestock:____________________________________________

Number of wagons in your wagon train:_________________________
Number of people on your wagon train:_________________________
Wagon Master’s name:_______________________________________

Reasons for leaving home:
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Plans for your family when you reach Oregon:
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

WS#7
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Identify supplies that early pioneers took West.</td>
<td>Use masking tape to show the actual size of a wagon bed (4’x10’) on the floor of the classroom. Explain that this is all of the room the pioneers had to pack all of their food, clothing, belongings, etc. See INT-TG page 21 for lesson on selecting supplies. Some of the supplies will be new to students. Show the overhead of Pioneer Supplies Pictures OH#4 to discuss what the items are and what they are used for.</td>
<td>INT-TG page 21 (directions)</td>
<td>These can be tedious to correct. A ten key calculator and tape can help speed up the correcting. Attach the tape to the supply list. Use the following point system: BWU’s 600-800 = 6 Points Way too little packed! 800-999 = 8 Close, but not quite enough. 1,000 = 10 Perfect! 1,000-1,100 = 7 Too heavy for your oxen to pull! 1,200 and up = 5 Way too heavy! When these have been corrected, return them to the wagon trains and have the wagon masters record everyone’s score on the Wagon Master Form. This usually takes several days to correct and return.</td>
<td></td>
</tr>
</tbody>
</table>
Pioneer Supplies

Household Items
- Dutch oven
- Lantern
- Loom

Personal Items
- Pistol
- Rifle
- Chaps

Tools
- Pick axe
- Hoe
- 3-prong pitch fork
- Bellow
- Scythe
- Anvil
- Metal plow
- Vise
- 2-man cross-cut saw
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</td>
<td>Share examples of Oregon Trail diary entries from Rachel's Journey: The Story of a Pioneer Girl. Show the students the drawings on the side of her entries, but it is more about what you write, not what you draw. Discuss INT-TG page 82 “Diary Entry Rubric”. Read and discuss Diary Entry 1: Moving West, on SG page 8. A very good movie to watch and motivate your writers is: The Oregon Trail DJ0727C 14 minutes Students write their diary entry on the paper provided (WS#8). Students should date this first entry April 2, 1844. The students can put a red dot on the map on WS#8 showing their position on the Oregon Trail once they have actually started on the trail. Score these papers on a scale of 1-10 using the Diary Entry Rubric. (INT-TG page #82) Have them ready to</td>
<td>Rachel's Journey... Diary Entry Rubric INT-TG page 82 SG page 8 Diary Entry paper WS#8</td>
<td>“Hacker Trail” and “Fort Choice” are replaced with Oregon Trail and Fort Laramie.</td>
<td>Cut off the second half of SG page 8: Diary Entry #1 moving West. Dairy Entry 2: Trail to Cheyenne Crossing will not be used for the modified lesson plans.</td>
</tr>
</tbody>
</table>
return back to the students before Lesson #11.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail. The objective for Lesson 11 will be repeated in Lessons 12-24</td>
<td>Read the best Diary Entry from Lesson #10. Hand back the rest of the Diary Entries. Review with the wagon masters how to fill out the Wagon Master Form. Each wagon train member reports the points earned on the first Diary Entry. Wagon masters add up the points on line # 1. Everyone starts out with 50 Energy Factor Points. Be sure to add in Bonus Energy Factor points that groups may have already earned. Wagon Masters multiply line #1 by line #2 to find the total number of points earned. So far, there hasn’t been any delay points, I use my “Late Work Board” to assign delay points to students who have not turned in work on time. <strong>See side note.</strong> Subtract any delay points from line #4 to find the day total. Have the wagon masters return the Wagon Master Logs to the board.</td>
<td>Corrected Diary Entries  Wagon Master Log OH  INT-TG page 84  First Day on the Oregon Trail OH#5  Oregon Trail Journal WS#8</td>
<td><strong>Side Note:</strong> In the back of my classroom, I have a “Late Work Board”. Each morning when the students come in, I have listed on the overhead all of the work from the previous day. The students come in and stack up their work so that I can come around and check it. I have a checklist of all the items on the overhead that I need to collect on a classroom roster. While they are doing their morning activity (DOL, handwriting, a quickie review worksheet, diary entry, etc.), I go around and make sure each student has his or her work. If they do not, I note this on the check off list. Next, I go back to the “Late Work Board” and list each item I am collecting and then list the names of the students who do not have it turned in. If they are listed on the “Late Work Board”, it costs their wagon train 5 delay points for each item. This really motivates students to turn in their work on time! I also have a “Late Work Turn In Box” where the students can turn in their late work. Once it is turned in, I cross their name off of the late work list and file it with the rest of the papers to correct. All late work must be turned in by the following Monday, at which</td>
<td></td>
</tr>
</tbody>
</table>
with the heading of “Chores” and the other with “Entertainment”. Have the students brainstorm all of the possible chores and entertainment that the wagon train would have to do each day. Share and discuss the lists. Award a “bonus” Energy Factor point to the wagon train with the best answers.

Read and discuss OH#5, First Day on the Oregon Trail. Have students write their diary entry about the first day on the Oregon Trail. Encourage the students to write “side stories” about the characters in their family and on the wagon train.

Date: April 20, 1844

Once the students have started their Diary Entries, double check the math on the Wagon Master Log and move the wagons on the map according to the points earned from the day.

Take the number of points they have earned and double it. Then turn that into centimeters (some rounding is necessary) and move the wagon that many centimeters. For example: 2,700 points times two is 5,400. Move the wagon 5.4 centimeters. If the wagon trains time I erase the “Late Work Board” and it starts over. I keep a running checklist of late work that can be easily referred to in order to see who is turning in their work on time.
aren't moving fast enough, you can add 1 or 2 centimeters to that day’s movement. Sometimes, they need a little help to make it to the different stops on time. The students don’t realize you are doing this as long as it seems fair and the movement is relative to the points earned. Announce the day’s movement to the class.
First Day on the Oregon Trail!

Today was your first day on the trail. Your wagon train moved 20 miles! It is the end of the day and it’s time for everyone to do their chores. What jobs need to be done and who in your family will do these jobs? When the work is done, what does your wagon train do for fun?

**CHORES**
- Unhitch oxen
- Set up fire pit
- Water and feed oxen
- Wash clothes
- Gather wood
- Get water
- Make “beds”
- Cook dinner
- Wash dishes
- Guard duty
- Check supplies
- Hunt/set traps
- Sharpen knives
- Light lanterns
- Repair wagon

**ENTERTAINMENT**
- Choral reading
- Reading out loud
- Singing
- Dancing
- Playing music
- Storytelling
- Play games
- Catch insects
- Target practice
- Pop popcorn
- Races

April 20, 1844
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
</table>
| 12     | Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail. | Read the best Diary Entry from Lesson #11. Hand back the rest of the Diary Entries.  
Each wagon master totals up the day’s Diary Entries and records the total on line #1.  
Read and discuss Trail Decision #1, SG page 10. Have the wagon trains work together to fill in SG page #10.  
Read and discuss Trail Decision #1, SG page 11. Have the wagon trains discuss, fill in and choose their best action. Have each wagon master report to the class the actions they have chosen and why.  
Display Fate # 1 on the overhead. Have each wagon master check each person’s supply list to make sure he or she has a rifle. Calculate the number of Energy Factors lost and write the new Energy Factor on line #2 of the Wagon Master Log. Show them how to do this on the overhead.  
Display Fate #2 on the overhead, uncovering one line at a time as you read it out loud. Have each wagon master check each person’s supply list to make sure he or she has a rifle. Calculate the number of Energy Factors lost and write the new Energy Factor on line #2 of the Wagon Master Log. Show them how to do this on the overhead. | Corrected Diary Entries  
Trail Decision #1  
SG page 10  
Trail Decision #1  
SG page 11  
Corrected Supply List from Lesson #9  
OH#6  
Frontier Fates 1-5  
Die  
Coin  
Oregon Trail Journal  
WS#8 |                                                                                       |                                                                                              |                                                                                                     |                                                                                 |
master roll the die as indicated on the fate, if his wagon train chose this action. Have the wagon masters fill in their new Energy Factor on line #2.

Do the same thing for Fate #3, Fate #4, and Fate #5. For Fates #3, #4, and #5: If the wagon master loses the coin tosses and has to lose livestock or someone is shot, have the wagon master roll a die. The number that comes up is the number of the pioneer listed on the Wagon Master Log who loses the livestock or is shot. They must cross the animal off of their Identity page. The gun shot is not fatal.

Have each wagon train discuss the day’s events so everyone agrees on the same basic story. Have each person write a detailed story in his or her Diary about the day’s events.

Date: May 1, 1844

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11.
Announce the day's movement to the class.
FRONTIER FATE #1

- **Who**: Everyone
- **What**: You are now beginning to see the need for a rifle. It is an all-purpose weapon to a settler. It is used for hunting, fighting, and protection.
- **Where**: Prairie Wells
- **Fate**: For each wagon without a rifle, subtract 1 EF.

*Actual Frontier Fate # 5 on page #32 Pioneers Interact*
FRONTIER FATE #2

• **Who**: Those wagon trains that decided to buy the water and share it.

• **What**: No longer having the money that you spent on water could become important later when supplies are running low, when you need to pay Native Americans for crossing their land, or when you need other supplies. Buying water could also mean the difference between making it to Prairie Crossing and not making it.

• **Where**: Prairie Wells

• **Fate**: Wagon masters roll a die to determine your wagon train’s fate: 1 = no change, 2 = add 1 EF, 3 = subtract 1 EF, 4 = no change, 5 = subtract 3 EF, 6 = add 2 EF.

*Actual Frontier Fate # 6 on page #32 Pioneers Interact*
FRONTIER FATE #3

- **Who**: Those wagon trains that decided to buy water and share it only with those who helped buy it.
- **What**: Because of a lack of water along the trail west of Prairie Wells, much of your livestock becomes weak and some die.
- **Where**: Prairie Wells
- **Fate**: Call four coin tosses. Each time you fail to call it correctly, you lose one head of livestock and 1 EF.

*Actual Frontier Fate # 7 on page #33 Pioneers Interact*
FRONTIER FATE #4

- **Who**: Those wagon trains that decided to continue without water.
- **What**: Because of a lack of water on the trail between here and Prairie Crossing, much of your livestock is weak, ill, and dying.
- **Where**: Prairie Wells
- **Fate**: Call seven coin tosses. Each time you fail to call it correctly, you lose one head of livestock and 1 EF.

*Actual Frontier Fate # 8 on page #33 Pioneers Interact*
FRONTIER FATE #5

• **Who:** Those wagon trains that decided to fight.
• **What:** As you sneak up on the wells in the middle of the night, the guards see you and a fight breaks out.
• **Where:** Prairie Wells
• **Fate:** You finally capture the wells and take the water, but at a cost. Call five coin tosses. Each time you fail to call it correctly, one man is injured and you lose 1 EF.

*Actual Frontier Fate # 9 on page #33 Pioneers Interact*
FRONTIER FATE #6

• **Who:** Everyone

• **What:** You have already learned that water is vital for survival of you and your animals. Since this spring has been extremely dry, the water you have brought with you has become very important. Searching for and collecting water along the trail is risky and time consuming.

• **Where:** _______________________________________

• **Fate:** For *each wagon* without any water barrels, lose 1 EF.

200 DPs for *each wagon* with only one barrel.
FRONTIER FATE #7

• Who: Everyone

• What: If you did not bring along firewood, you must spend time during the day searching for wood, bushes, and buffalo chips since the prairie has very few trees. This takes time and delays your wagon train.

• Where: ________________________________________

• Fate: 200 DPs for each wagon without firewood.

*Actual Frontier Fate # 2 on page #27 Pioneers Interact*
FRONTIER FATE #8

- **Who**: All wagon trains
- **What**: Native Americans have stopped your wagon train asking to trade. They need clothing and rifles and are willing to trade horses and food for these items. You must have a wagon train meeting to decide what to do. Your fate will be read when you report your decision.
- **Where**: ________________________________
- **Fate**: 200 DPs if you chose to stop and make the trade, but add 2 EF for the positive interactions with the native tribe.

If you chose to continue, you do so with no delay/consequences.

*Actual Frontier Fate #20 on page #40 Pioneers Interact*
**FRONTIER FATE #9**

- **Who**: All wagon trains

- **What**: As you are travelling near sacred burial grounds, a large band of Native Americans begin to follow you. Your guide is worried that they may attack and has ordered all wagons lightened so you can make a run for it. The guide hopes that you will get close enough to the river crossing that the Native Americans will be afraid to attack.

- **Where**: ______________________________

- **Fate**: Before tomorrow, all wagons must lighten their loads to a maximum of 800 BWUs. Due to the loss of supplies, subtract 1 EF for each wagon on your wagon train (if eight wagons on the wagon train, subtract 8 EF). Additionally, 300 DPs for each wagon that has not lightened its load to 800 BWUs by tomorrow.

*Actual Frontier Fate #28 on page #44 Pioneers Interact*
FRONTIER FATE #10

- **Who:** All wagon trains
- **What:** Your wagon train has been attempting to outrun the Native Americans who have taken up the chase. It is almost dusk and you all realize that you will not be close enough to Cheyenne Crossing for help. So the decision has been made to stop, circle the wagons, and hope you can successfully defend yourselves against any attack that might occur. Suddenly, the fight begins at dawn with more than 30 warriors attacking your wagon train.
- **Where:** ________________________________
- **Fate:** Draw a Fate Card for your fate!

*Actual Frontier Fate #31 on page #48 Pioneers Interact*
FRONTIER FATE #11

- **Who**: All wagon trains
- **What**: A large mudslide has blocked the trail, and it will take you several days to clear the mud away so the wagons can get through.
- **Where**: __________________________
- **Fate**: Each wagon master picks a different number between 1 and 6. The teacher rolls the die. 500 DPs for the wagon train whose number comes up.
FRONTIER FATE #12

- **Who:** All Wagon Trains

- **What:** Since the rains have not stopped and since the river may not be down for several weeks, the decision has been made that no more time can be wasted and you must cross the river today. The guide has informed you that your wagons are all too heavy and will sink unless they are lightened.

- **Where:**  ________________________________________

- **Fate:** Everyone must lighten their load to 650 BWUs. Fill in Column B on your Wagon Supply List. Show what you are leaving behind.

*Actual Frontier Fate #39 on page #53 Pioneers Interact*
FRONTIER FATE #13

- **Who**: All Wagon Trains
- **What**: This is the worst part of the Oregon Trail. It is the most dangerous and you and your animals are exhausted. A difficult decision must be made. Will your wagon train make a raft and attempt to raft down the Columbia River to Fort Vancouver, or take the steep mountainous route around Mt. Hood to Oregon City?
- **Where**: The Dalles
FRONTIER FATE #14

- **Who:** Wagons who chose to raft down the Columbia River.

- **What:** This is the worst part of the Oregon Trail. It is the most dangerous and you and your animals are exhausted. Your wagon train makes a raft and attempts to raft down the Columbia River to Fort Vancouver.

- **Where:** The Dalles

- **Fate:** Building a raft and rafting down the Columbia River was very dangerous. Subtract 200 delay points. Each person chooses a number between 1 and 6. Each person rolls a die. If your number comes up, your wagon crashes into rocks and is lost to the river. Your family is lucky to be rescued from the river by Native Americans watching your wagon train raft. Lose 1 Energy Factor for each wagon lost.
FRONTIER FATE #15

- **Who**: All Wagon Trains

- **What**: This is the worst part of the Oregon Trail. It is the most dangerous and you and your animals are exhausted. Your wagon train has decided to take the steep mountainous route around Mt. Hood to Oregon City.

- **Where**: The Dalles

- **Fate**: Many on your wagon train are hungry, sick, and poorly clothed for this cold, mountainous route. Subtract 200 delay points for stopping to find food and tending to your sick. Each person chooses a number between 1 and 6. Each person rolls a die. If your number comes up, your wagon slips into an embankment and breaks an axle. You must cut your wagon down into a cart. Lose 1 Energy Factor for each wagon that is cut in half.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</td>
<td>Read the best Diary Entry from Lesson #12. Hand back the rest of the Diary Entries.</td>
<td>Corrected Diary Entries</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Each wagon master totals up the day’s Diary Entries and records the total on line #1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read and discuss Frontier Fate #6 on the overhead. Have each wagon master calculate the wagon train’s new Energy Factor points and Delay Points.</td>
<td>OH#6 Frontier Fates 6-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do the same for Frontier Fate #7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>These two fates will be part of the topics written about in today’s Diary Entry. They may also write side stories about their family and people in their wagon train.</td>
<td>Oregon Trail Journal WS#8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hand out Fort Kearny paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Fort Kearny. (Fort Kearny had not been built yet, but the students will still write about it as if it had been built.) Some trains will not be at the fort yet, but they still need to write as if</td>
<td>Fort Kearny Pathways Page #22-23</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
they are. Each wagon train should be near Fort Kearny by this time in the game. If not, add some centimeters to each train’s movement to keep them on track.

Date: **May 14, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.
FRONTIER FATE #1

- **Who:** Everyone
- **What:** You are now beginning to see the need for a rifle. It is an all-purpose weapon to a settler. It is used for hunting, fighting, and protection.
- **Where:** Prairie Wells
- **Fate:** For each wagon without a rifle, subtract 1 EF.

*Actual Frontier Fate # 5 on page #32 Pioneers Interact*
FRONTIER FATE #2

• **Who**: Those wagon trains that decided to buy the water and share it.

• **What**: No longer having the money that you spent on water could become important later when supplies are running low, when you need to pay Native Americans for crossing their land, or when you need other supplies. Buying water could also mean the difference between making it to Prairie Crossing and not making it.

• **Where**: Prairie Wells

• **Fate**: Wagon masters roll a die to determine your wagon train’s fate: 1 = no change, 2 = add 1 EF, 3 = subtract 1 EF, 4 = no change, 5 = subtract 3 EF, 6 = add 2 EF.
FRONTIER FATE #3

• **Who**: Those wagon trains that decided to buy water and share it only with those who helped buy it.

• **What**: Because of a lack of water along the trail west of Prairie Wells, much of your livestock becomes weak and some die.

• **Where**: Prairie Wells

• **Fate**: Call four coin tosses. Each time you fail to call it Correctly, you lose one head of livestock and 1 EF.
FRONTIER FATE #4

• **Who:** Those wagon trains that decided to continue without water.

• **What:** Because of a lack of water on the trail between here and Prairie Crossing, much of your livestock is weak, ill, and dying.

• **Where:** Prairie Wells

• **Fate:** Call seven coin tosses. Each time you fail to call it correctly, you lose one head of livestock and 1 EF.

*Actual Frontier Fate # 8 on page #33 Pioneers Interact*  

*OH#6*
FRONTIER FATE #5

• **Who:** Those wagon trains that decided to fight.
• **What:** As you sneak up on the wells in the middle of the night, the guards see you and a fight breaks out.
• **Where:** Prairie Wells
• **Fate:** You finally capture the wells and take the water, but at a cost. Call five coin tosses. Each time you fail to call it correctly, one man is injured and you lose 1 EF.

*Actual Frontier Fate #9 on page #33 Pioneers Interact*
FRONTIER FATE #6

• **Who:** Everyone

• **What:** You have already learned that water is vital for survival of you and your animals. Since this spring has been extremely dry, the water you have brought with you has become very important. Searching for and collecting water along the trail is risky and time consuming.

• **Where:** _______________________________________

• **Fate:** For *each wagon* without any water barrels, lose 1 EF.

200 DPs for *each wagon* with only one barrel.
FRONTIER FATE #7

• **Who:** Everyone
• **What:** If you did not bring along firewood, you must spend time during the day searching for wood, bushes, and buffalo chips since the prairie has very few trees. This takes time and delays your wagon train.
• **Where:** ________________________________
• **Fate:** 200 DPs for *each wagon* without firewood.
FRONTIER FATE #8

- **Who**: All wagon trains
- **What**: Native Americans have stopped your wagon train asking to trade. They need clothing and rifles and are willing to trade horses and food for these items. You must have a wagon train meeting to decide what to do. Your fate will be read when you report your decision.
- **Where**: ________________________________
- **Fate**: 200 DPs if you chose to stop and make the trade, but add 2 EF for the positive interactions with the native tribe.

If you chose to continue, you do so with no delay/consequences.

*Actual Frontier Fate #20 on page #40 Pioneers Interact*
Who: All wagon trains

What: As you are travelling near sacred burial grounds, a large band of Native Americans begin to follow you. Your guide is worried that they may attack and has ordered all wagons lightened so you can make a run for it. The guide hopes that you will get close enough to the river crossing that the Native Americans will be afraid to attack.

Where: ________________________________

Fate: Before tomorrow, all wagons must lighten their loads to a maximum of 800 BWUs. Due to the loss of supplies, subtract 1 EF for each wagon on your wagon train (if eight wagons on the wagon train, subtract 8 EF). Additionally, 300 DPs for each wagon that has not lightened its load to 800 BWUs by tomorrow.
FRONTIER FATE #10

- **Who**: All wagon trains
- **What**: Your wagon train has been attempting to outrun the Native Americans who have taken up the chase. It is almost dusk and you all realize that you will not be close enough to Cheyenne Crossing for help. So the decision has been made to stop, circle the wagons, and hope you can successfully defend yourselves against any attack that might occur. Suddenly, the fight begins at dawn with more than 30 warriors attacking your wagon train.
- **Where**: ________________________________
- **Fate**: Draw a Fate Card for your fate!

*Actual Frontier Fate #31 on page #48 Pioneers Interact*
FRONTIER FATE #11

- **Who:** All wagon trains
- **What:** A large mudslide has blocked the trail, and it will take you several days to clear the mud away so the wagons can get through.
- **Where:** ________________________________
- **Fate:** Each wagon master picks a different number between 1 and 6. The teacher rolls the die. 500 DPs for the wagon train whose number comes up.

*Actual Frontier Fate #45 on page #58 Pioneers Interact*
FRONTIER FATE #12

- **Who:** All Wagon Trains
- **What:** Since the rains have not stopped and since the river may not be down for several weeks, the decision has been made that no more time can be wasted and you must cross the river today. The guide has informed you that your wagons are all too heavy and will sink unless they are lightened.
- **Where:** ______________________________________
- **Fate:** Everyone must lighten their load to 650 BWUs. Fill in Column B on your Wagon Supply List. Show what you are leaving behind.
FRONTIER FATE #13

- **Who:** All Wagon Trains
- **What:** This is the worst part of the Oregon Trail. It is the most dangerous and you and your animals are exhausted. A difficult decision must be made. Will your wagon train make a raft and attempt to raft down the Columbia River to Fort Vancouver, or take the steep mountainous route around Mt. Hood to Oregon City?
- **Where:** The Dalles
FRONTIER FATE #14

- **Who**: Wagons who chose to raft down the Columbia River.

- **What**: This is the worst part of the Oregon Trail. It is the most dangerous and you and your animals are exhausted. Your wagon train makes a raft and attempts to raft down the Columbia River to Fort Vancouver.

- **Where**: The Dalles

- **Fate**: Building a raft and rafting down the Columbia River was very dangerous. Subtract 200 delay points. Each person chooses a number between 1 and 6. Each person rolls a die. If your number comes up, your wagon crashes into rocks and is lost to the river. Your family is lucky to be rescued from the river by Native Americans watching your wagon train raft. Lose 1 Energy Factor for each wagon lost.
FRONTIER FATE #15

- **Who**: All Wagon Trains
- **What**: This is the worst part of the Oregon Trail. It is the most dangerous and you and your animals are exhausted. Your wagon train has decided to take the steep mountainous route around Mt. Hood to Oregon City.
- **Where**: The Dalles
- **Fate**: Many on your wagon train are hungry, sick, and poorly clothed for this cold, mountainous route. Subtract 200 delay points for stopping to find food and tending to your sick. Each person chooses a number between 1 and 6. Each person rolls a die. If your number comes up, your wagon slips into an embankment and breaks an axle. You must cut your wagon down into a cart. Lose 1 Energy Factor for each wagon that is cut in half.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
</table>
| 14     | Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail. | Read the best Diary Entry from Lesson #13. Hand back the rest of the Diary Entries.  
Each wagon master totals up the day’s Diary Entries and records the total on line #1.  
Have the wagon masters draw and read their Fate Card aloud to the class. The wagon master and wagon train members follow the directions on the Fate Card they draw. If they are able to avoid the fate by calling the correct coin toss, they write about the day’s events in their Diary as if it almost happened, but they were able to avoid the fate.  
Hand out Courthouse, Jail, and Chimney Rocks paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Chimney Rock. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near Chimney Rock by this time in the game. If not, add some centimeters to each train’s movement to keep them on track. | Corrected Diary Entries  
Fate Cards 1-4  
TE#6  
Coin  
Checker  
Die  
Ruler  
Courthouse, Jail, and Chimney Rocks Pathways  
Page #29-30  
Oregon Trail Journal WS#8 | | |
The students will write in their Diary the events that happened on their Fate Card and about Chimney Rock. They may also write side stories about their family and people in their wagon train.

Date: **June 1, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.

Collect the Fate Cards from the wagon masters.
FRONTIER FATE #1

• **Who:** Everyone
• **What:** You are now beginning to see the need for a rifle. It is an all-purpose weapon to a settler. It is used for hunting, fighting, and protection.
• **Where:** Prairie Wells
• **Fate:** For *each wagon* without a rifle, subtract 1 EF.
FRONTIER FATE #2

• **Who**: Those wagon trains that decided to buy the water and share it.

• **What**: No longer having the money that you spent on water could become important later when supplies are running low, when you need to pay Native Americans for crossing their land, or when you need other supplies. Buying water could also mean the difference between making it to Prairie Crossing and not making it.

• **Where**: Prairie Wells

• **Fate**: Wagon masters roll a die to determine your wagon train’s fate: 1 = no change, 2 = add 1 EF, 3 = subtract 1 EF, 4 = no change, 5 = subtract 3 EF, 6 = add 2 EF.
FRONTIER FATE #3

- **Who**: Those wagon trains that decided to buy water and share it only with those who helped buy it.
- **What**: Because of a lack of water along the trail west of Prairie Wells, much of your livestock becomes weak and some die.
- **Where**: Prairie Wells
- **Fate**: Call four coin tosses. Each time you fail to call it Correctly, you lose one head of livestock and 1 EF.

*Actual Frontier Fate # 7 on page #33 Pioneers Interact*
FRONTIER FATE #4

• **Who:** Those wagon trains that decided to continue without water.

• **What:** Because of a lack of water on the trail between here and Prairie Crossing, much of your livestock is weak, ill, and dying.

• **Where:** Prairie Wells

• **Fate:** Call seven coin tosses. Each time you fail to call it correctly, you lose one head of livestock and 1 EF.

*Actual Frontier Fate # 8 on page #33 Pioneers Interact*
FATE CARD #1

- **Who:** Identity #3
- **What:** Last night, one of the members of your wagon train failed to make his family fire in a trench and embers blew out and started a prairie fire. You and the other members of the wagon train spent all night and most of today fighting the fire.
- **Where:**
- **Fate:** Identity #6 calls a coin toss. 600 DPs, if your call is incorrect and this is your fate.

*Actual Frontier Fate #3 on page #27 Pioneers Interact*

FATE CARD #2

- **Who:** Identity #5
- **What:** Your oxen ate loco weed and are too sick to travel this morning.
- **Where:**
- **Fate:** Identity #9 calls a coin toss. 500 DPs, if your call is incorrect and this is your fate.

*Actual Frontier Fate #4 on page #27 Pioneers Interact*
FATE CARD #3

- **Who:** Your wagon train
- **What:** The heat has shrunk the green wood in your wheels. Because of this, the iron rims on your wheels keep slipping off. You must stop and repair them.
- **Where:**
- **Fate:** Each person on the wagon train stands 15 feet from the wall and pitches a checker or coin as close to the wall as possible. 100 DPs for each wagon train member’s checker/coin that is within 12 inches of the wall. 200 DPs for any checker/coin more than 12 inches from the wall.

*Actual Frontier Fate # 10 on page #33 Pioneers Interact*

FATE CARD #4

- **Who:** Your wagon train
- **What:** Sagebrush that is three feet high and growing as thick as hair on a hog’s back has clogged up the trail and your wagons cannot pass. You must stop and clear the trail.
- **Where:**
- **Fate:** The wagon master calls a coin toss. 200 DPs, if the call is incorrect and this will be your fate.

*Actual Frontier Fate # 11 on page #33 Pioneers Interact*
**FATE CARD #5**

- **Who**: Identity #6
- **What**: Your spouse was bitten by a rattlesnake at noon today.
- **Where**: 
- **Fate**: Identity #6 calls a coin toss. If the call is incorrect, this is your fate and you must subtract 200 DPs.

*Actual Frontier Fate # 15 on page #37 Pioneers Interact*

---

**FATE CARD #6**

- **Who**: Your wagon train
- **What**: When your wagon train arrives for overnight camping, you find that grazing buffalo have clipped the prairie grass clean for miles around. If you are not carrying extra feed for your animals, they will become weak and unable to perform well.
- **Where**: 
- **Fate**: 300 DPs for *each wagon* without extra animal feed.

*Actual Frontier Fate # 16 on page #37 Pioneers Interact*
FATE CARD #7

- **Who**: Identity #1
- **What**: Your spouse and youngest child wandered off while picking wildflowers. It is noon time and you suddenly realize that they are missing. You and a number of other members must take the afternoon to go looking for them.
- **Where**:
- **Fate**: Stand 15 feet from a chair and flip a coin or checker onto the chair seat. If it stays, you avoid the fate; otherwise, 300 DPs for time lost.

*Actual Frontier Fate #23 on page #43 Pioneers Interact*

FATE CARD #8

- **Who**: Your wagon train
- **What**: Some of your livestock disappeared overnight. There is no sign of their remains; they were probably stolen.
- **Where**:
- **Fate**: Each person on the wagon train stands 15 feet from the wall and pitches a checker or coin as close to the wall as possible. Each person whose checker/coin is more than 10 inches from the wall loses one head of livestock—you choose the livestock lost. For each animal lost subtract the following:
  
  - oxen ............ 2 EF
  - cows ............ 1 EF
  - mules ............ 1 EF
  - horses ............ 1 EF
  - goats ............ 1 EF

*Actual Frontier Fate #24 on page #44 Pioneers Interact*
FATE CARD #9

- **Who**: Identities #4 and #6
- **What**: You have been travelling for a number of weeks and the shoes on your horses and/or mules have worn down to the point that they must be shod before you continue. This means stopping on the trail for a half day.
- **Where**:
- **Fate**: Call a coin toss (each person—Identity 6 and 8). 200 DPs for each incorrect call, and this will be your fate.

*Actual Frontier Fate #27 on page #44 Pioneers Interact*

FATE CARD #10

- **Who**: Your wagon train
- **What**: You have been out for several months and you have been using a lot of your food and some of your other supplies. Food is beginning to run short on many wagons. If you did not bring enough food to reach the next fort, where there are some limited supplies, you will become weak and have a greater chance of getting sick and slowing down your wagon train.
- **Where**:
- **Fate**: For *each wagon* not carrying the following supplies, reduce your EF as indicated.
  
  sugar ............ 1 EF  
  dried meat .... 1 EF  
  pinto beans .... 2 EF  
  flour .............. 1 EF  
  salt ............... 2 EF  

*Actual Frontier Fate #30 on page #49 Pioneers Interact*
FATE CARD #11

- **Who:** Identity #2
- **What:** Heavy rains began falling several days ago and still have not let up. Your youngest child was soaked the other night when your wagon leaked. He/she caught pneumonia and died early this morning.
- **Where:**
- **Fate:** From 15 feet, flip a checker or coin into a trash can. The coin/checker must be placed on your thumbnail before you flip it. If you fail, you receive this fate and your wagon train loses 1 EF, plus 400 DPs for the delay of the funeral.

*Actual Frontier Fate #36 on page #51 Pioneers Interact*

FATE CARD #12

- **Who:** Identities #3 and #5
- **What:** Rain has fallen for seven days. The trail has become an impassable, gummy mess. Your wagon is bogged down and must be pulled out before you and the wagons behind you can proceed.
- **Where:**
- **Fate:** Call a coin toss. 300 DPs for an incorrect call, and this is your fate.

*Actual Frontier Fate #37 on page #51 Pioneers Interact*
FATE CARD #13

- **Who**: Identities #2 and #4
- **What**: During the fight, your spouse is shot and killed by an arrow.
- **Where**: 
- **Fate**: Call a coin toss (each person—Identities #2 and #4). This fate is yours if the call is incorrect—subtract 1 EF.

*Actual Frontier Fate #32 on page #49 Pioneers Interact*

FATE CARD #14

- **Who**: Your wagon train
- **What**: During the fight, many of your livestock ran off and were lost.
- **Where**: 
- **Fate**: From 15 feet, members of each wagon train pitch coins/checkers at a wall. Each person whose coin/checker is more than 10 inches from the wall loses one head of livestock. For each animal lost, subtract the following:
  
  - oxen. . . . . . . . . . 2 EF
  - cows. . . . . . . . . . 1 EF
  - horses . . . . . . . . . 1 EF
  - mules . . . . . . . . . 1 EF
  - goats . . . . . . . . . 1 EF

*Actual Frontier Fate #33 on page #49 Pioneers Interact*
FATE CARD #15

- **Who:** Identity #4
- **What:** During the fight, your daughter was shot and killed.
- **Where:**
- **Fate:** Call a coin toss. This fate is yours if the call is incorrect—subtract 1 EF.

*Actual Frontier Fate #34 on page #50 Pioneers Interact*

FATE CARD #16

- **Who:** Identity #3
- **What:** During the fight, your wagon was struck by a flaming arrow and it burned. You lost your wagon and all of your supplies.
- **Where:**
- **Fate:** Pick a number between 1–6. Roll a die. If your number does not come up, you escape this dire fate. If your number comes up, you must subtract 2 EF for the loss of your wagon and 1 EF for the loss of your supplies. For the remainder of the trip, you must find another family that will allow your family to ride with them.

*Actual Frontier Fate #35 on page #51 Pioneers Interact*
FATE CARD #17

- **Who**: Identity #1
- **What**: Your oldest son fell off the wagon and drowned in the fast-moving river you were attempting to cross.
- **Where**:
- **Fate**: Pick two numbers between 1–6. Roll a die. If either number comes up, this fate happens to you, and your wagon train loses 1 EF.

*Actual Frontier Fate #41 on page #53 Pioneers Interact*

FATE CARD #18

- **Who**: Identity #3
- **What**: One of your draft animals drowns in the river while you are crossing it. Your wagon is almost lost, but friends rush to your aid and help you save it.
- **Where**:
- **Fate**: Call a coin toss. If your call is incorrect, this is your fate and your wagon train loses 1 EF.

*Actual Frontier Fate #42 on page #54 Pioneers Interact*
FATE CARD #19

- **Who:** Identity #2
- **What:** A large tree, rushing down the river, smashes into your wagon and crushes it in the raging water. You manage to hold on to the lifeline but your wagon, your supplies, and your draft animals are all lost.
- **Where:**
- **Fate:** Stand 15 feet from a trash can. You have three chances to toss a coin checker into the trash can. If you fail to do so (one of the three chances), this fate is yours and the wagon train must subtract 3 EFs for the lost wagon, supplies, and animals. You must find another wagon on which to ride for the remainder of the trip.

*Actual Frontier Fate #43 on page #54 Pioneers Interact

---

FATE CARD #20

- **Who:** Identity #1
- **What:** Your wagon swamps in midstream. You manage to get it across, but you lose 60 BWUs of supplies, including all your flour and salt.
- **Where:**
- **Fate:** Call a coin toss. If you call it incorrectly, this is your fate. Fill in Column B on your **Wagon Supply List** to show lost supplies—including all flour and salt.

*Actual Frontier Fate #44 on page #54 Pioneers Interact*
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
</table>
| 15     | Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail. | Read the best Diary Entry from Lesson #14. Hand back the rest of the Diary Entries.  
Each wagon master totals up the day’s Diary Entries and records the total on line #1.  
Have each wagon master draw and read their Fate Card aloud to the class. The wagon master and wagon train members follow the directions on the Fate Card they draw. If they are able to avoid the fate by calling the correct coin toss, they write about the day’s events in their Diary as if it almost happened, but they were able to avoid the fate.  
Hand out Fort Laramie paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Fort Laramie. Have the students do page #38 for extra credit points to the day’s Diary Entry score. Give 1 point per reason listed. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add | Corrected Diary Entries  
Fate Cards 5-7  
TE#6  
Coin  
Checker  
Die  
Ruler  
Fort Laramie Pathways  
Pages #35, 37, 38  
Oregon Trail Journal WS#8 | | |
some centimeters to each train's movement to keep them on track.

The students will write in their Diary the events that happened on their Fate Card and about Fort Laramie. They may also write side stories about their family and people in their wagon train.

Date: **June 18, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day's movement to the class.

Collect the Fate Cards from the wagon masters.
FRONTIER FATE #5

• **Who**: Those wagon trains that decided to fight.
• **What**: As you sneak up on the wells in the middle of the night, the guards see you and a fight breaks out.
• **Where**: Prairie Wells
• **Fate**: You finally capture the wells and take the water, but at a cost. Call five coin tosses. Each time you fail to call it correctly, one man is injured and you lose 1 EF.

*Actual Frontier Fate # 9 on page #33 Pioneers Interact*
FRONTIER FATE #6

• **Who:** Everyone
• **What:** You have already learned that water is vital for survival of you and your animals. Since this spring has been extremely dry, the water you have brought with you has become very important. Searching for and collecting water along the trail is risky and time consuming.
• **Where:** __________________________
• **Fate:** For *each wagon* without any water barrels, lose 1 EF.

200 DPs for *each wagon* with only one barrel.
FRONTIER FATE #7

- **Who:** Everyone
- **What:** If you did not bring along firewood, you must spend time during the day searching for wood, bushes, and buffalo chips since the prairie has very few trees. This takes time and delays your wagon train.
- **Where:** ______________________________
- **Fate:** 200 DPs for *each wagon* without firewood.

*Actual Frontier Fate # 2 on page #27 Pioneers Interact*
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
</table>
| 16     | Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail. | Read the best Diary Entry from Lesson #15. Hand back the rest of the Diary Entries.  
Each wagon master totals up the day’s Diary Entries and records the total on line #1.  
Read and discuss Frontier Fate #8 on the overhead. Handout Color Sheet of Native Americans (page #25) to show what the Natives looked like. Play the role of the Native Americans and make trades with the groups who choose to trade. Have them add or cross off their trades on their supply list.  
Have each wagon master calculate the wagon train’s new Energy Factor points and Delay Points.  
Hand out Central Wyoming (Independence Rock) paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Independence Rock. Have the students color page #25 for extra credit points added to the day’s Diary Entry score. Page #41 is also available for extra credit. | Corrected Diary Entries  
OH#6  
Frontier Fate #8  
Color Sheet of Native Americans Pathways Page #25  
Oregon Trail Journal WS#8  
Central Wyoming (Independence Rock) Pathways Pages #39-41 | |
points.

Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add some centimeters to each train’s movement to keep them on track.

The students will write in their Diary the events that happened on their Fate and about Independence Rock. They may also write side stories about their family and people in their wagon train.

**Date: July 4, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.
FRONTIER FATE #8

- **Who**: All wagon trains
- **What**: Native Americans have stopped your wagon train asking to trade. They need clothing and rifles and are willing to trade horses and food for these items. You must have a wagon train meeting to decide what to do. Your fate will be read when you report your decision.
- **Where**: __________________________________
- **Fate**: 200 DPs if you chose to stop and make the trade, but add 2 EF for the positive interactions with the native tribe.

If you chose to continue, you do so with no delay/consequences.

*Actual Frontier Fate #20 on page #40 Pioneers Interact*
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
</table>
| 17     | Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail. | Read the best Diary Entry from Lesson #16. Hand back the rest of the Diary Entries. Each wagon master totals up the day’s Diary Entries and records the total on line #1. Have each wagon master draw and read their Fate Card aloud to the class. The wagon master and wagon train members follow the directions on the Fate Card they draw. If they are able to avoid the fate by calling the correct coin toss, they write about the day’s events in their Diary as if it almost happened, but they were able to avoid the fate. Hand out South Pass paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at South Pass. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add some centimeters to each train’s movement to keep them on track. | Corrected Diary Entries
Fate Cards 9-12
TE#6
Coin
Checker
Die
Ruler
South Pass Pathways
Pages #42-43
Diary Entry paper
WS#8 | | |
The students will write in their Diary the events that happened on their Fate Card and about South Pass. They may also write side stories about their family and people in their wagon train.

Date: **July 21, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</td>
<td>Read the best Diary Entry from Lesson #17. Hand back the rest of the Diary Entries.&lt;br&gt;Each Wagon Master totals up the day’s Diary Entries and records the total on line #1.&lt;br&gt;Read and discuss Frontier Fate #9 on the overhead.&lt;br&gt;Have each wagon master calculate the wagon train’s new Energy Factor points and Delay Points.&lt;br&gt;Hand out Fort Bridger paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Fort Bridger. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add some centimeters to each train’s movement to keep them on track.&lt;br&gt;The students will write in their Diary the events that happened on their Fate and about Fort Bridger. They may also write side stories about their family and people in their</td>
<td>Corrected Diary Entries OH#6 Frontier Fate #9 Fort Bridger Pathways Pages #44-45 Oregon Trail Journal WS#8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
wagon train.

Date:  **August 3, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.
FRONTIER FATE #9

- **Who:** All wagon trains
- **What:** As you are travelling near sacred burial grounds, a large band of Native Americans begin to follow you. Your guide is worried that they may attack and has ordered all wagons lightened so you can make a run for it. The guide hopes that you will get close enough to the river crossing that the Native Americans will be afraid to attack.
- **Where:**
- **Fate:** Before tomorrow, all wagons must lighten their loads to a maximum of 800 BWUs. Due to the loss of supplies, subtract 1 EF for each wagon on your wagon train (if eight wagons on the wagon train, subtract 8 EF). Additionally, 300 DPs for each wagon that has not lightened its load to 800 BWUs by tomorrow.

*Actual Frontier Fate #28 on page #44 Pioneers Interact*
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
</table>
| 19     | Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail. | Read the best Diary Entry from Lesson #18. Hand back the rest of the Diary Entries.  
Each Wagon Master totals up the day’s Diary Entries and records the total on line #1.  
Read and discuss Frontier Fate #10 on the overhead.  
Have each wagon master draw and read their Fate Card aloud to the class. The wagon master and wagon train members follow the directions on the Fate Card they draw. If they are able to avoid the fate by calling the correct coin toss, they write about the day’s events in their Diary as if it almost happened, but they were able to avoid the fate.  
The pioneers have been on the Trail for 4 months. Several of the identities reported that the women were expecting a baby when they left on the Oregon Trail. It is time for them to have their babies. Check the student’s Identities to see which ones were expecting a baby. Have each “expecting mother” roll a die. If the number lands on an odd | Corrected Diary Entries  
OH#6  
Frontier Fate #10  
Fate Cards 13-16  
Coin  
Checker  
Die  
Ruler | | |
number, it is a boy. If it lands on an even number other than 2, it is a girl. If they roll a 2, it is twins. If twins, the mother must roll again to find out what each baby is. If she rolls an odd number, it is a boy; an even number, it is a girl. The birth of the babies lifts the wagon train’s spirits and they add an Energy Factor point for each baby born.

Hand out Fort Hall paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Fort Hall. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add some centimeters to each train’s movement to keep them on track.

The students will write in their Diary the events that happened on their Fate Card and about Fort Hall. They may also write side stories about their family and people in their wagon train.

Date: **August 24, 1844**

Have the wagon masters complete
the Wagon Master Log and return it to the map.
Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.
FRONTIER FATE #10

- **Who**: All wagon trains
- **What**: Your wagon train has been attempting to outrun the Native Americans who have taken up the chase. It is almost dusk and you all realize that you will not be close enough to Cheyenne Crossing for help. So the decision has been made to stop, circle the wagons, and hope you can successfully defend yourselves against any attack that might occur. Suddenly, the fight begins at dawn with more than 30 warriors attacking your wagon train.
- **Where**: _________________________________
- **Fate**: Draw a Fate Card for your fate!

*Actual Frontier Fate #31 on page #48 Pioneers Interact*
FRONTIER FATE #13

- **Who**: All Wagon Trains

- **What**: This is the worst part of the Oregon Trail. It is the most dangerous and you and your animals are exhausted. A difficult decision must be made. Will your wagon train make a raft and attempt to raft down the Columbia River to Fort Vancouver, or take the steep mountainous route around Mt. Hood to Oregon City?

- **Where**: The Dalles
FRONTIER FATE #14

- **Who**: Wagons who chose to raft down the Columbia River.
- **What**: This is the worst part of the Oregon Trail. It is the most dangerous and you and your animals are exhausted. Your wagon train makes a raft and attempts to raft down the Columbia River to Fort Vancouver.
- **Where**: The Dalles
- **Fate**: Building a raft and rafting down the Columbia River was very dangerous. Subtract 200 delay points. Each person chooses a number between 1 and 6. Each person rolls a die. If your number comes up, your wagon crashes into rocks and is lost to the river. Your family is lucky to be rescued from the river by Native Americans watching your wagon train raft. Lose 1 Energy Factor for each wagon lost.
FRONTIER FATE #15

- **Who**: All Wagon Trains
- **What**: This is the worst part of the Oregon Trail. It is the most dangerous and you and your animals are exhausted. Your wagon train has decided to take the steep mountainous route around Mt. Hood to Oregon City.
- **Where**: The Dalles
- **Fate**: Many on your wagon train are hungry, sick, and poorly clothed for this cold, mountainous route. Subtract 200 delay points for stopping to find food and tending to your sick. Each person chooses a number between 1 and 6. Each person rolls a die. If your number comes up, your wagon slips into an embankment and breaks an axle. You must cut your wagon down into a cart. Lose 1 Energy Factor for each wagon that is cut in half.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</td>
<td>Read the best Diary Entry from Lesson #19. Hand back the rest of the Diary Entries. Each wagon master totals up the day’s Diary Entries and records the total on line #1. Read and discuss Frontier Fate #11 on the overhead. Have each wagon lighten its load to 650 BWUs. Hand out Fort Boise paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Fort Boise. Have students complete page #54 for extra credit points added to the day’s Diary Entry score. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add some centimeters to each train’s movement to keep them on track. The students will write in their Diary the events that happened on their Fate and about Fort Boise. They may also write side stories about</td>
<td>Corrected Diary Entries OH#6 Frontier Fate #11 Fort Boise Pathways Pages #53-54 Oregon Trail Journal WS#8</td>
<td>List of animal names for the extra credit activity on page #54 of Pathways. This is the answer key. Do not list them on the board in the following order: A. Fisher B. Mink C. Marten D. Muskrat E. Raccoon F. Beaver G. River Otter H. Weasel I. Wolverine</td>
<td></td>
</tr>
</tbody>
</table>
their family and people in their wagon train.

Date: **September 8, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.
FRONTIER FATE #11

- **Who:** All wagon trains
- **What:** A large mudslide has blocked the trail, and it will take you several days to clear the mud away so the wagons can get through.
- **Where:** ________________________________
- **Fate:** Each wagon master picks a different number between 1 and 6. The teacher rolls the die. 500 DPs for the wagon train whose number comes up.

*Actual Frontier Fate #45 on page #58 Pioneers Interact*
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</td>
<td>Read the best Diary Entry from Lesson #20. Hand back the rest of the Diary Entries. Each wagon master totals up the day’s Diary Entries and records the total on line #1. Read and discuss Frontier Fate #12 on the overhead. Have each wagon master calculate the wagon train’s new Energy Factor points and Delay Points. Have each wagon master draw and read their Fate Card aloud to the class. The wagon master and wagon train members follow the directions on the Fate Card they draw. If they are able to avoid the fate by calling the correct coin toss, they write about the day’s events in their Diary as if it almost happened, but they were able to avoid the fate. Hand out Eastern Oregon paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at Eastern Oregon. Some trains will not be at the destination yet, but they still</td>
<td>Corrected Diary Entries OH#6 Frontier Fate #12 Fate Cards 17-20 Coin Checker Die Ruler Eastern Oregon Pathways Page #55 Oregon Trail Journal WS#8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add some centimeters to each train’s movement to keep them on track.

The students will write in their Diary the events that happened on their Fate Card and about Eastern Oregon. They may also write side stories about their family and people in their wagon train.

Date: **September 26, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.
FRONTIER FATE #12

- **Who:** All Wagon Trains
- **What:** Since the rains have not stopped and since the river may not be down for several weeks, the decision has been made that no more time can be wasted and you must cross the river today. The guide has informed you that your wagons are all too heavy and will sink unless they are lightened.
- **Where:** ____________________________
- **Fate:** Everyone must lighten their load to 650 BWUs. Fill in Column B on your Wagon Supply List. Show what you are leaving behind.

*Actual Frontier Fate #39 on page #53 Pioneers Interact OH#6*
FATE CARD #13

- **Who**: Identities #2 and #4
- **What**: During the fight, your spouse is shot and killed by an arrow.
- **Where**:
- **Fate**: Call a coin toss (each person—Identities #2 and #4). This fate is yours if the call is incorrect—subtract 1 EF.

*Actual Frontier Fate #32 on page #49 Pioneers Interact*

---

FATE CARD #14

- **Who**: Your wagon train
- **What**: During the fight, many of your livestock ran off and were lost.
- **Where**:
- **Fate**: From 15 feet, members of each wagon train pitch coins/checkers at a wall. Each person whose coin/checker is more than 10 inches from the wall loses one head of livestock. For each animal lost, subtract the following:
  
  - oxen . . . . . . . . . 2 EF
  - mules . . . . . . . . . 1 EF
  - cows . . . . . . . . . 1 EF
  - horses . . . . . . . . . 1 EF
  - goats . . . . . . . . . 1 EF

*Actual Frontier Fate #33 on page #49 Pioneers Interact*
FATE CARD #15

- **Who**: Identity #4
- **What**: During the fight, your daughter was shot and killed.
- **Where**: 
- **Fate**: Call a coin toss. This fate is yours if the call is incorrect—subtract 1 EF.

*Actual Frontier Fate #34 on page #50 Pioneers Interact*

FATE CARD #16

- **Who**: Identity #3
- **What**: During the fight, your wagon was struck by a flaming arrow and it burned. You lost your wagon and all of your supplies.
- **Where**: 
- **Fate**: Pick a number between 1–6. Roll a die. If your number does *not* come up, you escape this dire fate. If your number comes up, you must subtract 2 EF for the loss of your wagon and 1 EF for the loss of your supplies. For the remainder of the trip, you must find another family that will allow your family to ride with them.

*Actual Frontier Fate #35 on page #51 Pioneers Interact*
FATE CARD #17

- **Who**: Identity #1
- **What**: Your oldest son fell off the wagon and drowned in the fast-moving river you were attempting to cross.
- **Where**:
- **Fate**: Pick two numbers between 1–6. Roll a die. If either number comes up, this fate happens to you, and your wagon train loses 1 EF.

*Actual Frontier Fate #41 on page #53 Pioneers Interact

FATE CARD #18

- **Who**: Identity #3
- **What**: One of your draft animals drowns in the river while you are crossing it. Your wagon is almost lost, but friends rush to your aid and help you save it.
- **Where**:
- **Fate**: Call a coin toss. If your call is incorrect, this is your fate and your wagon train loses 1 EF.

*Actual Frontier Fate #42 on page #54 Pioneers Interact*
FATE CARD #19

- **Who:** Identity #2
- **What:** A large tree, rushing down the river, smashes into your wagon and crushes it in the raging water. You manage to hold on to the lifeline but your wagon, your supplies, and your draft animals are all lost.
- **Where:**
- **Fate:** Stand 15 feet from a trash can. You have three chances to toss a coin checker into the trash can. If you fail to do so (one of the three chances), this fate is yours and the wagon train must subtract 3 EFs for the lost wagon, supplies, and animals. You must find another wagon on which to ride for the remainder of the trip.

*Actual Frontier Fate #43 on page #54 Pioneers Interact*

FATE CARD #20

- **Who:** Identity #1
- **What:** Your wagon swamps in midstream. You manage to get it across, but you lose 60 BWUs of supplies, including all your flour and salt.
- **Where:**
- **Fate:** Call a coin toss. If you call it incorrectly, this is your fate. Fill in Column B on your **Wagon Supply List** to show lost supplies—including all flour and salt.

*Actual Frontier Fate #44 on page #54 Pioneers Interact*
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</td>
<td>Read the best Diary Entry from Lesson #21. Hand back the rest of the Diary Entries. Each wagon master totals up the day’s Diary Entries and records the total on line #1. Hand out The Dalles paper. Have each wagon train read and discuss the information. The students will use this information as if their wagon train is at The Dalles. Some trains will not be at the destination yet, but they still need to write as if they are. Each wagon train should be near the destination by this time in the game. If not, add some centimeters to each train’s movement to keep them on track. Read and discuss Frontier Fate #13 on the overhead. After the wagon trains have made their decision, have the wagon masters report their decision to the class. Display Fate #14 on the overhead, uncovering one line at a time as you read it out loud. Have each student roll the die as indicated on the fate, if his or her wagon train chose thisCorrected Diary Entries</td>
<td>Corrected Diary Entries</td>
<td>The Dalles Pathways Pages #70-73</td>
<td>Coin Checker Die Ruler</td>
</tr>
</tbody>
</table>
action.

Have the wagon masters fill in their new Energy Factor on line #2.

Do the same thing for Fate #15.

The students will write in their Diary the events that happened on their Fate Card and about The Dalles. They may also write side stories about their family and people in their wagon train.

Date: **October 2, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map.

Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11.

Announce the day’s movement to the class.

Oregon Trail Journal
WS#8
FRONTIER FATE #13

- **Who:** All Wagon Trains

- **What:** This is the worst part of the Oregon Trail. It is the most dangerous and you and your animals are exhausted. A difficult decision must be made. Will your wagon train make a raft and attempt to raft down the Columbia River to Fort Vancouver, or take the steep mountainous route around Mt. Hood to Oregon City?

- **Where:** The Dalles
FRONTIER FATE #14

- **Who**: Wagons who chose to raft down the Columbia River.

- **What**: This is the worst part of the Oregon Trail. It is the most dangerous and you and your animals are exhausted. Your wagon train makes a raft and attempts to raft down the Columbia River to Fort Vancouver.

- **Where**: The Dalles

- **Fate**: Building a raft and rafting down the Columbia River was very dangerous. Subtract 200 delay points. Each person chooses a number between 1 and 6. Each person rolls a die. If your number comes up, your wagon crashes into rocks and is lost to the river. Your family is lucky to be rescued from the river by Native Americans watching your wagon train raft. Lose 1 Energy Factor for each wagon lost.
Who: All Wagon Trains

What: This is the worst part of the Oregon Trail. It is the most dangerous and you and your animals are exhausted. Your wagon train has decided to take the steep mountainous route around Mt. Hood to Oregon City.

Where: The Dalles

Fate: Many on your wagon train are hungry, sick, and poorly clothed for this cold, mountainous route. Subtract 200 delay points for stopping to find food and tending to your sick. Each person chooses a number between 1 and 6. Each person rolls a die. If your number comes up, your wagon slips into an embankment and breaks an axle. You must cut your wagon down into a cart. Lose 1 Energy Factor for each wagon that is cut in half.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</td>
<td>Read the best Diary Entry from Lesson #22. Hand back the rest of the Diary Entries. Each wagon master totals up the day’s Diary Entries and records the total on line #1. Have the wagon trains that chose to raft down the Columbia River read about Fort Vancouver. Have the wagon trains that chose to take the steep route around Mt. Hood to Oregon City read about Laurel Hill and Barlow Road Toll Gate. Have each wagon train write its diary entry describing what this part of the trail was like. Have students from the river trip share their diary entries about Fort Vancouver with the students who chose the land route. Have the students who chose the land route share their diary entries about Laurel Hill and the Barlow Road Toll Gate with the river route students. Be sure each student has all of the</td>
<td>Corrected Diary Entries</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
worksheets to put in his or her diary for later.

Date: **October 14, 1844**

Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Identify obstacles that the pioneers faced and ways to resolve common issues on the Oregon Trail.</td>
<td>Read the best Diary Entry from Lesson #23. Hand back the rest of the Diary Entries. Each wagon master totals up the day’s Diary Entries and records the total on line #1. Have the students read <em>Oregon City: End of the Oregon Trail</em>. They can use this information to write their final diary entry about travelling the Oregon Trail. Date: <strong>October 21, 1844</strong> Have the wagon masters complete the Wagon Master Log and return it to the map. Double check the math on the Wagon Master Log and move the wagons on the map using the example from Lesson #11. Announce the day’s movement to the class.</td>
<td>Corrected Diary Entries</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oregon City: End of the Oregon Trail Pathways Pages #86-88 Oregon Trail Journal WS#8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Objectives</td>
<td>Lesson Plan</td>
<td>Materials</td>
<td>Teaching Tips</td>
<td>Curriculum Integrations</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>-------------</td>
<td>-----------</td>
<td>---------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td><strong>Culminating Activity: Oregon Trail Dairy</strong></td>
<td>Table of Contents WS#12</td>
<td>Oregon Trail Diaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have the students organize all of their work from the Oregon Trail Unit in the order of completion. The sample binder that you have been adding to will help the students see the correct order of worksheets needed. Go through the sample binder page by page to help the students organize their papers and see the order. If they kept all of their work and kept it organized, this shouldn’t take long.</td>
<td>Blank Table of Contents WS#13</td>
<td>Organizing using the table of contents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use the Table of Contents (WS#12) to organize their work or use the Blank Table of Contents (WS#13) to have the students make their own Table of Contents. Insert the Table of Contents in the front of the Diary.</td>
<td></td>
<td>Lining up the pages by the center hole</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Crumple, wad, and rub a piece of 11X17 brown construction paper until it resembles leather.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fold the paper in half and decorate the front of the Diary cover with the student’s real name, trail name and pictures representing the Oregon</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Trail.

Hole punch the Diary cover and have the students insert all of their work inside of the cover. This can be very difficult and time consuming. Have the students make sure all of their work is face up with the top up. It also helps to use a pencil to thread all of the work in the middle hole, then put the cover on and tie the center hole with ribbon, yarn or twine. Do not tie it too tight; leave a bit of room or the book will not open easily. Once the center hole is tied, thread the work on one of the other holes to line it all up and tie it off.
# TABLE OF CONTENTS

Oregon Trail Identity

Student Guide page 1

Student Guide page 2

Pros and Cons

Oregon Trail Map

Terrain Worksheet

Stops Along the Oregon Trail

Other Trails Along the Oregon Trail

The Camel of the Prairie

Available Supply List

Supply List (continued)

Diary Entry: Moving West

Diary Entry: April 2, 1844

Diary Entry: April 20, 1844

Trail Decision #1

Trail Decision #1 (continued)

Diary Entry: May 1, 1844

Fort Kearny

Diary Entry: May 14, 1844

Courthouse, Jail and Chimney Rocks

Diary Entry: June 1, 1844

Fort Laramie

Diary Entry: June 18, 1844

Central Wyoming

Native American Color Sheet

Diary Entry: July 4, 1844
TABLE OF CONTENTS

South Pass.................................................................................. 1
Diary Entry: July 21, 1844............................................................. 2
Fort Bridger.............................................................................. 3
Diary Entry: August 3, 1844......................................................... 4
Fort Hall................................................................................ 5
Diary Entry: August 24, 1844......................................................... 6
Fort Boise........................................................................... 7
Diary Entry: September 8, 1844...................................................... 8
Eastern Oregon..................................................................... 9
Diary Entry: September 26, 1844..................................................... 10
The Dalles......................................................................... 11
Diary Entry: October 2, 1844......................................................... 12
Fort Vancouver.................................................................. 13
Laurel Hill........................................................................ 14
Barlow Road Toll Gate................................................................. 15
Diary Entry: October 14, 1844....................................................... 16
Oregon City: End of the Oregon Trail........................................... 17
Diary Entry: October 21, 1844....................................................... 18
Whitman Mission................................................................. 19
The Sager Family Story.......................................................... 20

WS#12
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Analyze the events that led up to the Whitman Massacre.</td>
<td><strong>After finishing, read aloud the book: The Stout Hearted Seven.</strong>&lt;br&gt;The Stout Hearted Seven by Neta Lohnes Frazier read-aloud culminating activity.&lt;br&gt;Once you have finished reading <em>The Stout Hearted Seven</em>, read and discuss the Whitman Mission and “The Sager Family Story.” Underline all of the reasons why the Cayuse attacked the Whitmans. Use the Cause and Effect of the Whitman Massacre worksheet (WS #9) to discuss and list why the Whitmans were attacked. See the Cause and Effect of the Whitman Massacre TE#7 for page numbers from <em>The Stout Hearted Seven</em> for direct passages.&lt;br&gt;&lt;br&gt;Discuss and fill out the Point of View Worksheet (WS#10).&lt;br&gt;&lt;br&gt;Have the students save the Whitman and Sager worksheets with their other Oregon Trail worksheets.</td>
<td>Whitman Mission Pathways Pages #61-64&lt;br&gt;The Sager Family Story Pathways Pages #66-68&lt;br&gt;Cause and Effect of the Whitman Massacre WS#9&lt;br&gt;Cause and Effect of the Whitman Massacre Answer Key TE#7&lt;br&gt;Point of View worksheet WS#10&lt;br&gt;Point of View Answer Key TE#8</td>
<td>Cause and effect&lt;br&gt;Point of view</td>
<td></td>
</tr>
</tbody>
</table>
Cause and Effect of the Whitman Massacre

Effect
Whitman Massacre

Name __________________________
The Whitmans wanted the Cayuse to change from being nomadic to becoming farmers. The Cayuse did not like farming because they viewed it as women's work.

Joe Lewis, who was part Indian, moved in with the Cayuse and told them he overheard the white men plotting to get rid of them.

Paul Kane, an artist, arrived and drew sketches of some of the Cayuse. They believed his pictures stole their souls.

The Cayuse thought Mrs. Whitman was proud and haughty because she would not let her children play with the Cayuse children.

Joe Lewis, who was part Indian, moved in with the Cayuse and told them he overheard the white men plotting to get rid of them.

Paul Kane, an artist, arrived and drew sketches of some of the Cayuse. They believed his pictures stole their souls.

The Cayuse thought Mrs. Whitman was proud and haughty because she would not let her children play with the Cayuse children.

The Cayuse were alarmed by the number of immigrants that kept coming to their country. They were afraid their hunting grounds would be taken over.

Dr. Whitman did not approve of the stick games that the Natives liked to play. He saw it as gambling and thought it was wrong.

Dr. Whitman did not “parley” with the natives when he would meet with them. He also was not into the ceremonies the Natives believed in.

Mr. Gray, a visiting missionary, plugged several pumpkins with medicine to make the Cayuse sick so they would stop stealing his pumpkins.

The Cayuse suspected that Dr. Whitman was poisoning their children so they would die and he would have more room for immigrants to move in.

The Cayuse believed that if a medicine man could not cure a disease, he should be killed. They believed that Dr. Whitman was a medicine man.

The Cayuse treated all sickness by getting very hot in a sweat lodge and then running and jumping in a cold river. This method was deadly for the measles, but Dr. Whitman couldn’t stop the Cayuse from this treatment.

The white people brought the measles. White children would be sick for a few days and recover. Half of the 350 Cayuse died from the disease.
In history, there is often more than one point of view about what actually took place. Put yourself in the Whitmans’ place. Write what happened from their point of view. Put yourself in the Cayuses’ place and write what happened in history from their point of view.
In history, there is often more than one point of view about what actually took place. Put yourself in the Whitmans’ place and write what happened from their point of view. Then put yourself in the Cayuses’ place and write what happened in history from their point of view.

Answers will vary:

The Whitmans felt like they were sent by their church to teach the Cayuse about religion. They thought their religion was better than the Cayuses’ religion. They also wanted to teach them to read and write because they saw that their way of life was about to come to an end because the West was about to be settled by white people. They also tried to teach the Cayuse how to farm so that they could live a life next to the white settlers. The Whitmans truly thought that they could help the Cayuse. Unfortunately, by helping the settlers that were pouring into the country, they ended up hurting the Cayuses’ way of life.

The Cayuses did not trust the Whitmans. They had heard from other tribes back East that their way of life was about to change because of the white people taking over their land. The Cayuse did not trust the Whitmans because they were trying to change everything about them and their way of life. The Cayuse already had their own religion and resisted changing over to Christianity. They also were nomadic and could see no reason why they should become farmers and work so hard for food when they could readily go out and get it by hunting and fishing. The Cayuse also saw many settlers pouring into the country taking over their land, putting up fences, and ruining their best hunting and fishing sites.

Name ____________________

TE#8
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td></td>
<td><strong>After finishing, read aloud the book: The Stout Hearted Seven and Lesson #26</strong>&lt;br&gt;Remind the students to watch for things in the movie that are different from the book.&lt;br&gt;Show the film, <em>Seven Alone</em>. It is approximately 80 minutes long.&lt;br&gt;Use the Venn Diagram (WS#11) to compare and contrast the film and the book.</td>
<td>Venn Diagram WS#11</td>
<td></td>
<td>Compare and Contrast</td>
</tr>
</tbody>
</table>
Which story did you like better? Please explain why. _________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

The Stout Hearted Seven

Seven Alone
### Lesson Plan

**Other Oregon Trail Activities:**

**Oregon Trail Mural**

Cut a long piece of white butcher paper for the mural. Use the TE#9 Oregon Trail Mural to write in the trail stops about two feet apart. Do not write what is written in parentheses.

Use the same TE#9 Oregon Trail Mural to assign students to each stop. Make an overhead of this to display for the students so they know who they are working with and so they can see which Pathways worksheets have information about their particular stop. The stops that have parentheses under the trail stop name are the name of the Pathways worksheet that they will need to use for information.

Have the students use the information sheets from the previous lessons (Pathways) to write a short speech about their trail stop. Remind them to rephrase the information that they read and not to copy down exactly what was written. No plagiarism!

**Materials**

- Very long white butcher paper
- Oregon Trail Mural TE#9
- Oregon Trail Mural Script
- WS#14

**Teaching Tips**

- Blank mural
The students may use the Oregon Trail Mural Script (WS#10) to write the script for their speech so that each person has a speaking part. Both speakers need to fill in each other’s parts so they know when it is their turn to speak.

Once you have read and approved the short speech, have them draw a picture of their stop on the Oregon Trail Mural. They need to be told to only draw on the section of their mural, which is about halfway across between the two trail stop titles on each side of their own trail stop title.

They should also draw wagons, tombstones, and bleached animal bones that would have been scattered across the trail. Students should be reminded to write appropriate names on the tombstones; for example, their own trail names, not someone else’s trail name or actual name.

Once the mural is finished, invite an audience to come in and hear the mural speeches and see the mural.
<table>
<thead>
<tr>
<th>Location</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ft. Kearny</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Platte River</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Fort Kearny)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chimney Rock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ft. Laramie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence Rock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Central Wyoming)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ft. Bridger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ft. Hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ft. Boise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snake River</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Eastern Oregon)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whitman Mission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia River</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(The Dalles)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ft. Vancouver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willamette Valley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Oregon City)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Oregon Trail Mural Script

Trail Stop: __________________________

Partners: _____________________________ & _____________________________

| __________________________________| __________________________________|
| __________________________________| __________________________________|
| __________________________________| __________________________________|
| __________________________________| __________________________________|
| __________________________________| __________________________________|
| __________________________________| __________________________________|

WS#14
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td></td>
<td><strong>Other Oregon Trail Activities:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Yarn Bag</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fill out the Yarn Bag Letter (WS#15) and send it home with the students. Gather the supplies needed for the project: yarn, a large box of <strong>round</strong> wooden toothpicks and extra 8x10 corrugated cardboard for the students who do not bring in their own.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>How to Make a Yarn Bag</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Put toothpicks in the top of the cardboard about one inch apart. If the toothpicks slip, use Elmer’s Glue to secure them. Use scissors to trim the sharp points off for safety.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Tie the end of a skein or ball of yarn to the first toothpick. It is very important to leave the end long after you tie it on! Do not trim it!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. String the yarn on the cardboard as shown in the picture. Tie it off to the last toothpick. Cut the yarn leaving the end long.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Cut a long piece of yarn and tie it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Materials:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yarn Bag Letter WS#15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cut 8x10 corrugated cardboard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yarn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 large box of round wooden toothpicks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scissors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Teaching Tips:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Loom with ends left long</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Top View</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
on to the bottom of the loom. Always tie these on twice so they create a knot that won’t untie.

5. Weave the yarn through the loom going over and under. When you get to the end, flip the board over and keep going over and under. Always look at the string below the string that you are weaving to make sure if it was over the loom string, this time you must go under the loom string. Each pass of the loom should be the opposite of the last string. If woven correctly, the loom string will disappear while you weave. Watch the students closely on this step, because someone will not pay attention to the previous woven string and you will be able to see the loom string because it is not woven correctly.

6. Once the yarn string is used up, simply tie another string to the end of the woven string and continue on. Be sure to knot them tightly so they do not come undone.

7. As you weave along, continue to pack the yarn down tightly. It is normal for the corners to eventually fall off of the bottom. Keep packing it tightly until you get to the top of
the loom.

8. It is time to stop when you can’t put another string through. Take the end of the last string and tie it to one of the loom strings to anchor it. Trim this string.

9. Pull one of the end toothpicks out, tie that loom string to the last string woven in a tight not. Do the same for the toothpick at the other end of the loom.

10. Pull out the remaining toothpicks. Slip the bag off of the cardboard. It is now inside out so simply push the bottom corners up and through the bag. Any knots showing can be tucked in so they cannot be seen.

11. To add a drawstring, have the students make a handle, pull up the loops that were previously around the toothpicks and thread the handle through it and tie the ends of the handle together. Now the bag can be opened and closed using the handle.
Dear Parents,

Spring is here and we are busy as ever! As you have probably heard, we have started the Oregon Trail simulation during Social Studies. As part of our study, we will be making a neat project that will require some simple supplies that you have at home. The project is weaving a small drawstring bag. I have a few skeins of yarn available for everyone to use, but your child may prefer to choose his/her own colors. Please send in any yarn you would like to donate. Your child will also need an 8"x 10” piece of corrugated cardboard. Please have your child’s supplies at school by ________________.

Thanks for your help!
### Lesson Plan

**Other Oregon Trail Activities:**

**Oregon Trail Writing Sample:**

Have the students choose their favorite Diary Entry that they wrote while on the Oregon Trail. Have them add an introductory paragraph explaining who their character was, where they were from, and why they were moving to Oregon. The last sentence should be something about “This is my favorite/worst/most memorable day on the Oregon Trail.”

The body of the paper will be their journal entry. They can add details to make it more exciting.

Have the students add a concluding paragraph to their paper.

Edit and rewrite into final draft.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td></td>
<td><strong>Other Oregon Trail Activities:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Oregon Trail Speaking Sample:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use the Oregon Trail Writing Sample for a Speaking Sample. They have written their story twice, edited it, and rewritten it into final draft, so they should know their story without a lot of extra time needed for memorizing!</td>
<td></td>
<td>Oregon Trail Speech WS#16</td>
<td></td>
</tr>
</tbody>
</table>
# Oregon Trail Speech

Name _______________________

**Ideas and Content**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>

- Main ideas stand out
- Details support main ideas
- Student knows the story

**Organization**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>

- Strong beginning, middle and end
- Story is easy to follow
- Clear and logical sequence

**Language**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>

- Uses expressive and interesting words
- Tone of voice draws in the listeners
- Humor and imagery is used

**Delivery**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>

- The volume is loud enough
- Paces their story well
- Pronounces words clearly
- Has good eye contact with the audience
- Gestures and facial expression add to the story

**Effort**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>

- The student put forth best effort
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
</table>
| 32     |            | **Other Oregon Trail Activities:**  
                      **Square Dancing:**  

Teach the students the “Scatter Square Dancing” moves using the Scatter Square Dance Directions (TE#10). Put on any “Western Instrumental Music” and call out the dance moves.

Other easy square dances you could look up online and learn:  
Bingo  
Oh, Susanna!  
Skip to My Lou  
The Virginia Reel | Scatter Square Dance Directions  
TE#10 |
Scatter Square Dancing Directions

“Keep time to the music by clapping”:
Clap to the beat standing in place.

“Turn one alone”:
Turn around in place.

“Hit the lonesome trail”:
Walk around the space.

“Find a partner”:
Choose a partner.

“Honor your partner”:
Partners face each other and bow.

“Promenade”:
Join hands with another person, both facing forward and walk around.

“California Twirl”:
In promenade position, lift arms up while one partner goes under and the other partner behind.

“Do-sa-do”:
Cross your arms in the front and pass your partner on the right shoulder.

“Swing your partner by the __________”:
Swing your partner by the elbow indicated.
“Wagon Train behind _______________”:
All couples promenading form a wagon train behind the designated couple while they walk around.

“London Bridge”:
Partners at the front of the procession stop and make a bridge, other couples keep walking and go under the bridge.

“Circle up four”:
Four people join hands and walk in a circle like “ring around the rosie”.

“Birdie in the cage”:
One of the foursome steps inside of the circle until another animal is called, then a different member steps in the middle.

“Star by the __________”:
Foursome put in designated hand in the middle and walk in a circle.

“Circle up all in promenade”:
Partners promenade into one large circle. This is easiest after “Wagon Train Behind”, the couple leads the rest of the group into a circle.

“Queen’s Highway”:
Inside promenade continue in circle; outside promenade, turn and walk in the opposite direction until they meet up with their partner again.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td></td>
<td><strong>Other Oregon Trail Activities:</strong></td>
<td></td>
<td></td>
<td>Fourth Grade Pioneers in front of the Mural</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Pioneer Breakfast:</strong></td>
<td></td>
<td></td>
<td>©Anna Meunier 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have the students dress up in Western attire and invite the parents to a pancake breakfast. Once they have eaten, have them go to the classroom to look at the finished Oregon Trail Dairies and yarn bags. Then have them listen to the Oregon Trail Mural speeches. After that, head down to the gym and have the best two Pioneer Speeches share their speech. The grand finale is having the students show off their square dancing. For fun, have the parents join in for the last dance.</td>
<td>Supplies for Breakfast TE#11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The best way to do this is to have each student bring in $3.00 to purchase the breakfast supplies.</td>
<td>Sample Pancake Breakfast Invitation TE#12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Put one parent in charge of organizing the whole fourth grade breakfast. He/she would find someone to purchase the food and supplies, organize parent workers to cook the food, set up the cafeteria and clean up afterwards.</td>
<td>Schedule for Workers Needed TE#13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sample Script for Gym Performance TE#14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>See the materials that go along with this activity to use as an example. The supplies listed are plenty for two classrooms of 30! The schedule listed on the Schedule for Workers Needed (TE#13) show how two classrooms can schedule the morning activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Items</td>
<td>Items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Griddles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Large Costco-size Krusteaz pancake mix</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Gallons of syrup (Costco)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Gallons of milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Cooking Spray</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Large Mixing Bowls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>250</td>
<td>Costco Butter pats</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Napkins</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paper plates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>forks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>knives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>cups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>whisks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Ladles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Spatulas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tablecloths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Date: Friday, May 8th, 2008

Time: 7:45-9:45 AM

Where: Jacksonville Elementary
for a pioneer pancake breakfast and classroom presentations.

7:45: Report to your child's classroom

8:00-8:30: Pioneer breakfast in the cafeteria

8:30-9:00: Classroom presentations

9:00-9:45: Gymnasium for fourth grade presentations & square dancing.

We are asking for a $3.00 donation to cover food and expenses. It would be great to get it as soon as possible so that we can begin shopping.

RSVP
Please Return by May 1st

Student__________ Number of Guests_______
(Including your student)

Would you like to help?! Please circle what you would like to help with below and Jane Doe, our parent in charge, will be getting back to you to confirm what you can do to help!

Parent Name__________Phone Number__________

I can help:
Cook pancakes Set up the cafeteria Clean up
7:00-8:00 Cooks show up to mix & cook pancakes on griddle. Report to Teacher Staff Room.

7:00-8:00 Cafeteria Set up Crew: Report to Cafeteria to set up food line tables, placemats, set up drink station, etc.

7:45: Report to your child’s classroom
8:00-8:30: Pioneer breakfast in the cafeteria (Meunier) Servers to help keep food moving and also get to eat!

8:00-8:15
8:15-8:30
8:00-8:30: Classroom Presentations (McCormick)

8:30-9:00: Pioneer breakfast in the cafeteria (McCormick) Servers to help keep food moving and also get to eat!

8:30-8:45
8:45-9:00
8:30-9:00: Classroom presentations (Meunier)

9:00-9:45: All parents to the Gymnasium for fourth grade presentations.

9:45-10:15 Clean up Crew to clean up staff room and cafeteria.
Oregon Day Presentation Sample Script

(All students in a semi-circle, girls in the front)

We would like to welcome you to our Oregon Day program. This program is based on everything we have learned about the Oregon Trail.

Before we begin, we would like to take a moment to thank all of the parents who made our delicious pancake breakfast possible. The pancake breakfast was a popular one on the Oregon Trail.

The only difference between our breakfast this morning and the pancakes on the trail was the pioneers often called them “Skeeter Cakes” because they couldn’t keep the mosquitoes out of the batter. They would never waste the batter by throwing it out, so they just stirred them in and cooked them up...yum!

Next, we would like you to meet some authentic pioneers from the Oregon Trail!

The first Pioneer is_________________________.

Thank you, _______________________. Now I would like you to meet______________________________.

Thank you, _______________________.

Next, we would like to show you one of the ways the pioneers entertained themselves on the Oregon Trail, Square Dancing! Our first dance is a circle dance called, “Bingo”.

Our next song was very popular with the Oregon Pioneers, “Oh Susanna.”
Our last dance is called “The Virginia Reel”. This dance is done by following the directions given by a “caller”.

Please watch carefully, after we have performed the dance for you, a very special fourth grader will be looking for a new partner!

Okay Fourth Graders, you may choose a new partner, any adult in the room is fair game! If you don’t have a parent here, we have several in the stands that we can loan you!

We hope you enjoyed our Oregon Pioneer Program. We are so glad you could join us!

Happy Trails!
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials</th>
<th>Teaching Tips</th>
<th>Curriculum Integrations</th>
</tr>
</thead>
</table>
| 34     | Distinguish between fact and fiction. Compare documentary sources. | Review fact and opinion. Discuss the three different types of documentary sources and read the accompanying book. **Primary Source:** The person living through the historical time is writing the document or is being interviewed by the writer. This example is the author of the diary entry as the actual person. Go to the Library of Congress website: [http://memory.loc.gov/cgi-bin/query/r?ammem/upbover:@field%28DOCID+@lit%28dia21372%29%29](http://memory.loc.gov/cgi-bin/query/r?ammem/upbover:@field%28DOCID+@lit%28dia21372%29%29) Read and discuss the diary entries from June 1, 1849 to June 14, 1849. Identify facts and opinions in the diary. Summarize information that was learned about the Oregon Trail from that source and record this information on the worksheet. **Secondary Source:** The historian uses many sources to interpret events during the historical time. Pass out *World Almanac, Oregon*. Read pages 12-13 on the Oregon Trail. Identify facts and opinions in the selection. | WS #17  
World Almanac, Oregon  
Apples to Oregon  
TE #15 Answer Key | | Scott Foresman Reading Series |
Summarize information that was learned about the Oregon Trail from that source and record on the worksheet.

**Historical Fiction:** The writer researches fewer sources than the secondary source and dramatizes the historical event.

Read *Apples to Oregon*, by Deborah Hopkinson & Nancy Carpenter.

Identify facts and opinions in the selection.

Summarize information that was learned about the Oregon Trail and record it on the worksheet.

Using the worksheet, compare the information learned from each source, contrast the information, and discuss times when one source would be a better source to use than the other.
<table>
<thead>
<tr>
<th>Five Facts</th>
<th>Five Opinions</th>
<th>Summary of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Source:</strong> Edward Jackson Diary, 1849 Library of Congress</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
**Secondary Source:**
World Almanac  
By W. Scott Ingram

<table>
<thead>
<tr>
<th>Five Facts</th>
<th>Five Opinions</th>
<th>Summary of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
## Historical Fiction: 
**Apples to Oregon**  
By Deborah Hopkinson & Nancy Carpenter

<table>
<thead>
<tr>
<th></th>
<th>Five Facts</th>
<th>Five Opinions</th>
<th>Summary of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social Studies: Primary and Secondary Sources
Name_________________________________________ Date_________________________________________
<table>
<thead>
<tr>
<th>Primary Source:</th>
<th>Five Facts</th>
<th>Five Opinions</th>
<th>Summary of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward Jackson Diary, 1849</td>
<td>1. June 1, 1849.</td>
<td>1. They gave us dismal accounts of troubles and trials to come.</td>
<td>This is about a real pioneer that crossed the Oregon Trail in 1849. This trip was long, hard, and dangerous. They crossed dangerous rivers, went without food and water, and feared Native American encounters, storms, and wild animals.</td>
</tr>
<tr>
<td>Library of Congress</td>
<td>2. Passed two graves.</td>
<td>2. The drivers were a hard-looking set of men.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. We met 3 return teams.</td>
<td>3. ...which was hard fare.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Three Rocky Mountain fur carts loaded with buffalo robes.</td>
<td>4. If you think I am foolish, what can you say of him?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. For the first time we had nothing to eat but ship bread.</td>
<td>5. We got a dipper of dirty water which we soon made way with and were thankful.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. An old man who started for California was 70 years old.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. After digging about a foot, he did come to one....</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Secondary Source:  
**World Almanac**  
By W. Scott Ingram

<table>
<thead>
<tr>
<th>Five Facts</th>
<th>Five Opinions</th>
<th>Summary of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 2,000 miles.</td>
<td>1. Trail was harsh and perilous.</td>
<td>The Oregon Trail was a 2,000-mile journey traveled from spring until autumn. The first migration was in 1843. They traveled the harsh conditions in a wagon that could carry 2,000 pounds and cost roughly $700 to outfit with only the essential items needed on the trip. They traveled 20 miles a day across rivers and over mountains. The trip was dangerous. At first, the Native Americans helped the settlers on their journey.</td>
</tr>
<tr>
<td>2. Great Migration began in 1843.</td>
<td>2. Relationships between the Native Americans &amp; settlers were peaceful.</td>
<td></td>
</tr>
<tr>
<td>3. Wagons called Prairie Schooners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Traveled 20 miles a day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Trees were scarce.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Historical Fiction:  
**Apples to Oregon**  
By Deborah Hopkinson & Nancy Carpenter

<table>
<thead>
<tr>
<th>Five Facts</th>
<th>Five Opinions</th>
<th>Summary of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Daddy loved growing apples.</td>
<td>1. Most daring adventure in the history of fruit.</td>
<td>A family crosses the Oregon Trail taking their fruit trees to Oregon. They pass actual Oregon Trail Landmarks and keep their plants alive by battling rivers, storms, and a desert. They make it to Oregon with their plants alive, plant them in Portland, and are happy and rich.</td>
</tr>
<tr>
<td>2. Took apples, peaches, pears, plums, grapes, and cherries.</td>
<td>2. The Platte River was wider than Texas, thicker than Momma’s muskrat stew, and muddier than a cowboy’s toenails.</td>
<td></td>
</tr>
<tr>
<td>3. They had lots to do on the journey.</td>
<td>3. That nursery wagon won’t make it halfway across the river.</td>
<td></td>
</tr>
<tr>
<td>4. They used a raft to get across the Platte River.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The wind blew.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Hailstorm.</td>
<td>4. Young 'uns raised on apples are strong.</td>
<td></td>
</tr>
<tr>
<td>7. Courthouse, Chimney, &amp; Independence Rock.</td>
<td>5. Foul-looking clouds stomping around the sun just fit to be tied.</td>
<td></td>
</tr>
<tr>
<td>8. Columbia River.</td>
<td>6. This is our toughest challenge.</td>
<td></td>
</tr>
<tr>
<td>9. Floated down the Columbia River.</td>
<td>7. We were nice and cozy.</td>
<td></td>
</tr>
<tr>
<td>11. Gold was discovered in California.</td>
<td>9. Planted them in that sweet Oregon dirt.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Those trees made us richer than any prospector.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Daddy was sweeter than a peach.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Bought me the prettiest pair of boots you ever saw.</td>
<td></td>
</tr>
</tbody>
</table>
Pros & Cons

Reasons why pioneers chose to leave their homes and move to Oregon:

✓ Free Land! The Donation Land Act of 1850 allowed any unmarried male to claim 160 acres of land in Oregon for free. Married couples could claim 320 acres. The only stipulation was that they had to live and farm the land for 4 years.

✓ The Donation Land Act allowed women to have their name on a piece of land if she was married. Oregon was one of the first states in the United States to allow this.

✓ Any half-blood Native American was also allowed to claim free land. This was another first for this day and time.

✓ In 1844, Oregon’s Provisional Government enacted Oregon as a Slave-Free State. This meant slavery was illegal and anyone who owned slaves must free them in 3 years. Although this sounds like it helped the slaves, they were not allowed to live in Oregon past 18 years old.

Use the Pioneers page to list other reasons why people chose to leave their homes and move to Oregon.
If your **REAL** family lived back in 1840, would they have picked up and moved to Oregon?

Yes!  My family would have moved because...

-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------

No!  My family would have not moved because...

-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------
-------------------------------------------------------------------------

How would you feel about this choice?
Cross Section of the Oregon Trail Terrain
**Stops Along the Oregon Trail**

Using the map of the Oregon Trail, answer these questions:

The trail began in **Missouri** and ended in present-day **Oregon**. What other states would the trail have travelled through if they were states in 1844?

<table>
<thead>
<tr>
<th>1.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>5.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Name the state where each landmark is located today. Be sure to capitalize the state and spell it correctly.

<table>
<thead>
<tr>
<th>Chimney Rock</th>
<th>Oregon City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon City</td>
<td>Oregon City</td>
</tr>
<tr>
<td>Whitman Mission</td>
<td>Whitman Mission</td>
</tr>
<tr>
<td>Fort Hall</td>
<td>Fort Hall</td>
</tr>
<tr>
<td>Independence Rock</td>
<td>Independence Rock</td>
</tr>
<tr>
<td>Fort Bridger</td>
<td>Fort Bridger</td>
</tr>
<tr>
<td>Blue Mountains</td>
<td>Blue Mountains</td>
</tr>
<tr>
<td>Independence</td>
<td>Independence</td>
</tr>
<tr>
<td>Fort Boise</td>
<td>Fort Boise</td>
</tr>
<tr>
<td>Fort Laramie</td>
<td>Fort Laramie</td>
</tr>
<tr>
<td>Fort Kearny</td>
<td>Fort Kearny</td>
</tr>
<tr>
<td>South Pass</td>
<td>South Pass</td>
</tr>
</tbody>
</table>
In the year 1844 almost 1,475 people travelled from Independence Missouri to Oregon. The pioneers had many choices when it came to choosing a trail. Read the description of each trail below and look for clues that will help you find the correct trail. **Label** the trail on the map using the trail name. Be sure to capitalize and spell the trail name correctly. Next, **color** the box next to the trail description in the appropriate color and then trace the trail route using the same color.

The **Oregon Trail** was the main route from Independence, Missouri to Oregon City, Oregon. This trail was 1,950 miles long and took about 6 months to travel. Between 1840 to 1860, about 300,000 pioneers travelled this route.

The **Santa Fe Trail** started at Independence Missouri, but headed for the southwest and stopped at Santa Fe, New Mexico, not Oregon. It was used to open trade between America and New Mexico. The military also used this road.

The **California Trail** left the Oregon Trail from two different points. The first started at Fort Bridger. The second place started at Fort Hall. Pioneers took this trail to get to Sutter’s Fort California.

The **Applegate Trail** was built in 1846. This route was discovered by the Applegates. They were a family that lost 2 children on the treacherous raft trip on the Columbia River. This alternate route was built to avoid that river. The route took the California Trail from Ft. Hall to Humboldt, California. The Applegate Trail started in Humboldt, California and headed north to Oregon. It passed through Southern Oregon and up to the Willamette Valley. It follows along the same route as today’s Interstate 5.

The **Old Spanish Trail** started in Santa Fe, New Mexico and travelled to Los Angeles. Pack trains travelled back and forth to trade sheep, horses, mules and woven products.
The Camel of the Prairie

Two thousand jolting miles of wilderness! Most wagons that carried settlers across the continent had the features shown in the diagram. Wagons had to be light enough for oxen or mules to pull them, yet strong enough to carry loads weighing as much as one ton.

Read the description of a prairie schooner below. Use the bold-faced words to label the prairie schooner diagrams.

The WAGON BED was a rectangular wooden box, usually about four feet wide and ten feet long. The JOCKEY BOX, used for holding tools, was at the front end. The WHEELS were covered with iron. The COVER was usually made of canvas or cotton. The cover was held up by a frame of HICKORY BOWS and tied to each side of the wagon bed. The cover could be closed by DRAWSTRINGS. The TONGUE extended to the yoked animals which pulled the wagon. An AXLE ASSEMBLY connected each pair of wheels. A GREASE BUCKET hung from the rear axle. It contained grease or a mixture of tar and tallow which was used to lubricate the wheels. Under the wagon, the REACH connected the front and back axle assemblies. The HOUNDS connected the rear axle to the reach.
Oregon Trail Identity

Real Name: __________________________________________________

Oregon Trail Name: __________________________________________

Age: ________

Family

Mother’s name and age: ________________________________________

Father’s name and age: ________________________________________

Sons’ names and ages: _________________________________________

Daughters’ names and ages: _________________________________

Grandparents’ names and ages: _______________________________

Oxen Team Names: ___________________________  __________________

Other Livestock: ___________________________________________

Number of wagons in your wagon train: _________________________

Number of people on your wagon train: _________________________

Wagon Master’s name: _______________________________________

Reasons for leaving home:

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Plans for your family when you reach Oregon:

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

WS#7
Name________________________________                Cause and Effect of the Whitman Massacre

Effect
Whitman
Massacre
In history, there is often more than one point of view about what actually took place. Put yourself in the Whitmans’ place. Write what happened from their point of view. Put yourself in the Cayuses’ place and write what happened in history from their point of view.

Name__________________
Which story did you like better? Please explain why. __________________________________________
# TABLE OF CONTENTS

Oregon Trail Identity

Student Guide page 1

Student Guide page 2

Pros and Cons

Oregon Trail Map

Terrain Worksheet

Stops Along the Oregon Trail

Other Trails Along the Oregon Trail

The Camel of the Prairie

Available Supply List

Supply List (continued)

Diary Entry: Moving West

Diary Entry: April 2, 1844

Diary Entry: April 20, 1844

Trail Decision #1

Trail Decision #1 (continued)

Diary Entry: May 1, 1844

Fort Kearny

Diary Entry: May 14, 1844

Courthouse, Jail and Chimney Rocks

Diary Entry: June 1, 1844

Fort Laramie

Diary Entry: June 18, 1844

Central Wyoming

Native American Color Sheet

Diary Entry: July 4, 1844
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Location</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Pass</td>
<td></td>
</tr>
<tr>
<td>Diary Entry: July 21, 1844</td>
<td></td>
</tr>
<tr>
<td>Fort Bridger</td>
<td></td>
</tr>
<tr>
<td>Diary Entry: August 3, 1844</td>
<td></td>
</tr>
<tr>
<td>Fort Hall</td>
<td></td>
</tr>
<tr>
<td>Diary Entry: August 24, 1844</td>
<td></td>
</tr>
<tr>
<td>Fort Boise</td>
<td></td>
</tr>
<tr>
<td>Diary Entry: September 8, 1844</td>
<td></td>
</tr>
<tr>
<td>Eastern Oregon</td>
<td></td>
</tr>
<tr>
<td>Diary Entry: September 26, 1844</td>
<td></td>
</tr>
<tr>
<td>The Dalles</td>
<td></td>
</tr>
<tr>
<td>Diary Entry: October 2, 1844</td>
<td></td>
</tr>
<tr>
<td>Fort Vancouver</td>
<td></td>
</tr>
<tr>
<td>Laurel Hill</td>
<td></td>
</tr>
<tr>
<td>Barlow Road Toll Gate</td>
<td></td>
</tr>
<tr>
<td>Diary Entry: October 14, 1844</td>
<td></td>
</tr>
<tr>
<td>Oregon City: End of the Oregon Trail</td>
<td></td>
</tr>
<tr>
<td>Diary Entry: October 21, 1844</td>
<td></td>
</tr>
<tr>
<td>Whitman Mission</td>
<td></td>
</tr>
<tr>
<td>The Sager Family Story</td>
<td></td>
</tr>
</tbody>
</table>
# Oregon Trail Mural Script

Trail Stop: ____________________________
Partners: ____________________________ & ____________________________

<table>
<thead>
<tr>
<th>Mount Vernon</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mount View</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oregon City</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Portland</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WS#14</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear Parents,

Spring is here and we are busy as ever! As you have probably heard, we have started the Oregon Trail simulation during Social Studies. As part of our study, we will be making a neat project that will require some simple supplies that you have at home. The project is weaving a small drawstring bag. I have a few skeins of yarn available for everyone to use, but your child may prefer to choose his/her own colors. Please send in any yarn you would like to donate. Your child will also need an 8”x 10” piece of corrugated cardboard. Please have your child’s supplies at school by ________________.

Thanks for your help!
# Oregon Trail Speech

Name ____________________________

<table>
<thead>
<tr>
<th>Ideas and Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Main ideas stand out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Details support main ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Student knows the story</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Organization

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Strong beginning, middle and end</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Story is easy to follow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clear and logical sequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Language

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Uses expressive and interesting words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tone of voice draws in the listeners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Humor and imagery is used</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Delivery

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The volume is loud enough</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Paces their story well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pronounces words clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Has good eye contact with the audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Gestures and facial expression add to the story</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Effort

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The student put forth best effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Source: Edward Jackson Diary, 1849 Library of Congress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Five Facts</th>
<th>Five Opinions</th>
<th>Summary of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
## Secondary Source:
**World Almanac**  
By W. Scott Ingram

<table>
<thead>
<tr>
<th>Five Facts</th>
<th>Five Opinions</th>
<th>Summary of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>