

Headin' West! The Life of a Pioneer

Grade Level or Special Area: Fifth Grade Social Studies

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Length of Unit: Three lessons, seven to nine sessions at 50 minutes each

I. ABSTRACT

This unit invites students to step into the past and experience the life of a pioneer. Students will explore the relationship between the concept of Manifest Destiny and pioneering. By the end of this unit, the students will have an appreciation for the many hardships and challenges the pioneers faced while heading west looking for a new life.

II. OVERVIEW

A. Concept Objectives

1. The student will develop an appreciation and understanding of the hardships that pioneers faced during Westward Expansion.
2. The student will develop an awareness of the general chronological order of events experienced by the pioneers during Westward Expansion.
3. The student will explore the relationship between Manifest Destiny and Westward Expansion.

B. Content from the *Core Knowledge Sequence* (p. 116)

1. History and Geography: American History and Geography: Westward Expansion Before the Civil War
 - a. Pioneers
 - i. Getting there in wagon trains, flatboats, steamboats
 - ii. Many pioneers set out from St. Louis (where the Missouri and Mississippi Rivers meet)
 - iii. Land Routes: Santa Fe Trail and Oregon Trail
 - iv. Mormons (Latter-day Saints) settle in Utah; Brigham Young; Great Salt Lake
 - v. Gold Rush: '49ers

C. Skill Objectives

1. Students will chronologically organize major events and people during the development of transportation during Westward Expansion. (adapted from Colorado History Standard 1.1)
2. Students will create a timeline to show the advancement of transportation during Westward Expansion. (adapted from Colorado History Standard 1.2)
3. Students will begin to identify the cause-and-effect relationship between Manifest Destiny and Westward Expansion. (adapted from Colorado History Standard 1.3)
4. Students will analyze the factors affecting the location of pioneer and trading activity during Westward Expansion. (adapted from Colorado Geography Standard 1.3)
5. Students will chronologically organize major events of mountain men and pioneers. (adapted from Colorado History Standard 1.1).
6. Students will understand and experience how the pioneers recorded their history. (adapted from Colorado History Standard 2.2).
7. Students will interpret and draw conclusions from data in historical maps and photographs. (adapted from Colorado History Standard 2.2).
8. Students will create a timeline to show the events of Mormon pioneers and pioneers in search of gold. (adapted from Colorado History Standard 1.2).

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Hirsch, E.D. (editor). *Pearson Learning Core Knowledge History and Geography*
 - 2. *Kids Discover Pioneers*. Volume 9, Issue 8, August 1999
 - 3. Oregon Trail Lesson Plans: www.proteacher.com
- B. For Students
 - 1. Early exploration of the west pg. 116
 - 2. Daniel Boone; Cumberland Gap; Wilderness Trail pg. 116
 - 3. Lewis and Clark, Sacagawea pg. 116
 - 4. "Mountain men"; fur trade pg. 116
 - 5. Zebulon Pike, Pike's Peak pg. 116

IV. RESOURCES

- A. Hirsch, E.D. (editor). *Pearson Learning Core Knowledge History and Geography* (Lessons One, Two, and Three)
- B. Oregon Trail Lesson Plans: www.proteacher.com (Lessons Two and Three)
- C. *Theme Series Westward Ho!* (Lessons Two and Three)

V. LESSONS

Lesson One: Getting Around (two sessions at 50 minutes each)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The student will explore the relationship between Manifest Destiny and Westward Expansion
 - 2. Lesson Content
 - a. Getting there in wagon trains, flatboats, steamboats
 - 3. Skill Objective(s)
 - a. Students will chronologically organize major events and people during the development of transportation during Westward Expansion. (adapted from Colorado History Standard 1.1)
 - b. Students will create a timeline to show the advancement of transportation during Westward Expansion. (adapted from Colorado History Standard 1.2)
 - c. Students will begin to identify the cause-and-effect relationship between Manifest Destiny and Westward Expansion. (adapted from Colorado History Standard 1.3)
 - d. Students will analyze the factors affecting the location of pioneer and trading activity during Westward Expansion. (adapted from Colorado Geography Standard 1.3)
- B. *Materials*
 - 1. *Pearson Learning Core Knowledge History and Geography* (one book per student)
 - 2. Large piece of white butcher paper
 - 3. Appendix A: Sections 4 and 5 Study Guide (one copy per student)
 - 4. Appendix B: Key to Study Guide (for teacher use)
 - 5. Appendix C: Time Line Sections 4 and 5 (one copy for teacher use)
 - 6. String
 - 7. Several clothespins
 - 8. Large white construction paper (one per time line topic)

9. Color crayons, markers, or colored pencils (a set per group)

C. *Key Vocabulary*

1. Emigrant – a person who is leaving one country to enter another; pioneers in the early years of Westward Expansion were called emigrants because most were leaving the United States to enter the unorganized “Oregon Country”
2. Manifest Destiny – belief that the United States had an innate right to settle the entire West; most Americans believed the British, the Mexicans, and the Indians should be driven out because the United States had the real right to expand the west; this movement was initiated by President Thomas Jefferson
3. Pioneer – an early settler in a new territory
4. The West – term used to describe the part of the United States that lies beyond the Mississippi River
5. “Oregon Country” – refers to a large territory that was originally not a part of any other nation; Oregon Country encompassed all of what is now Oregon, Washington, and Idaho; much of British Columbia; and small parts of Wyoming and Montana; later, Oregon Country was jointly held by Britain and the U.S.; it eventually became a part of the United States

D. *Procedures/Activities*

1. Review some of the important concepts that the students have just learned studying early exploration of the west. Remind the students that this is a very important time period in U.S. history. The United States has just doubled in size due to the Louisiana Purchase. Early Americans are making history by exploring mysterious unknown territory. Mountain men and fur trappers have paved the way for pioneers to begin moving west. This was an exciting time, and early settlers were excited to blaze new trails and make a life for themselves out West. Explain to the students that in this lesson they will be learning about Manifest Destiny and its impact on pioneers moving westward. They will also be reading about the new and exciting forms of transportation that were popping up during this time period.
2. Have the students take out a piece of paper and fold it into thirds by folding the short sides of the paper inward. Create a chart on the white butcher paper with three sections that looks similar to the three sections that the students have created with their papers. Hang up the butcher paper in a central location where each of the students will be able to see the paper. On the sections to the left write “We Know” at the top and have the students do the same. In the middle write “We Think” at the top and have the students do the same. Finally, write “We Wonder” at the top of the right hand section and have the students do the same.
3. Before beginning the activity, provide some background information for the students. Explain to them that President Jefferson was very interested in expanding the size of the United States, because size meant power. The United States had already doubled in size due to the Louisiana Purchase; however, President Jefferson wanted the United States to expand to the Pacific Ocean. To encourage Manifest Destiny, President Jefferson encouraged families to pack up all of their belongings and move west. Pioneers were also tempted with news that there was gold out west! The pioneers that took the challenge of moving west were called emigrants. Many of the emigrants wanted to make it to “Oregon Country” where there was plenty of land and lumber. On a map point out the Appalachian Mountains and the Mississippi River. Explain to the students that much of the land west of these landmarks was unexplored.
4. Brainstorm with the students what they know, what they think they know, and what they wonder about westward exploration and pioneers. First, have the

students fill out their charts individually. Then, come back as a class and share ideas. Fill out your chart with the ideas contributed by the students.

5. Hang up the chart in the class somewhere and let the students know that you will be referring back to the chart throughout the unit. As the unit goes on, fill out the chart with new information learned and questions that are answered.
 6. As a class read Sections 4 and 5, “Improvements in Transportation” and “Canals and Railroads.” Hand out Appendix A: Sections 4 and 5 Study Guide. Split the students up into groups of three or four and have them fill out the study guide with the help of their textbooks. Allow the rest of the first session and part of the second session to complete the study guide.
 7. During the second session, when the students have completed their study guides, have the students work on a time line. Cut out the topics from Appendix C: Time Line Sections 4 and 5, and give one topic to each group. Have each group illustrate the given event. Also, have each group write the year boldly at the top of the picture and write one or two sentences explaining the illustration.
 8. Hang a string across the room and hang the pictures in order by year using clothespins. Allow yourself plenty of string, because the students will be adding to the time line as the unit goes on.
- E. *Assessment/Evaluation*
1. Appendix A: Sections 4 and 5 Study Guide
 2. Time Line

Lesson Two: Headin’ West! (two sessions at 50 minutes each)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student will develop an appreciation and understanding of the hardships that pioneers faced during Westward Expansion.
 - b. The student will develop an awareness of the general chronological order of events experienced by the pioneers during Westward Expansion.
 - c. The student will explore the relationship between Manifest Destiny and Westward Expansion.
2. Lesson Content
 - a. Many pioneers set out from St. Louis (where the Missouri and Mississippi Rivers meet)
 - b. Land routes: Santa Fe Trail and Oregon Trail
3. Skill Objective(s)
 - a. Students will identify cause-and-effect relationships during various events during Westward Expansion. (adapted from Colorado History Standard 1.3).
 - b. Students will understand and experience how the pioneers recorded their history. (adapted from Colorado History Standard 2.2).
 - c. Students will interpret and draw conclusions from data in historical maps and photographs. (adapted from Colorado History Standard 2.2).
 - d. Students will analyze the factors affecting the location of pioneer activity during Westward Expansion and relate it to Manifest Destiny. (adapted from Colorado Geography Standard 1.3).

B. *Materials*

1. *Pearson Learning Core Knowledge History and Geography* (one copy per student)
2. Large brown construction paper (one per student)
3. Lined paper (six or seven sheets per student)

4. Yarn (one piece per student about 6 inches long)
 5. Single hole punch (one for teacher)
 6. Appendix D: Map of Overland Trails (one per student and one transparency for overhead projector)
 7. Appendix E: Wanted! (one per student)
 8. Appendix F: Information to keep in mind (one per student)
 9. Appendix G: Shopping (one per student)
 10. Appendix H: Budget Record (one per student)
 11. Appendix I: Oregon Trail Cards (lamine all cards)
 12. Variety of library books (ideas given in procedure)
- C. *Key Vocabulary*
1. Emigrant – a person who is leaving one country to enter another; pioneers in the early years of the Oregon Trail were called emigrants because most were leaving the United States to enter the unorganized “Oregon Country”
 2. Cholera – a disease caught by many emigrants on the Oregon Trail due to drinking unsanitary water
 3. Pioneer – an early settler in a new territory
 4. Small pox – disease which makes a person have the chills, a high fever, headache, backache, and pockmarks
 5. Pneumonia – a disease that causes inflammation of the lungs
 6. Whooping cough – a disease causing severe coughing, which is loud and distinct
 7. Measles – a contagious disease usually occurring during childhood that causes an eruption of red spots
- D. *Procedures/Activities*
1. Ask the students what they think they would need to go on a long camping trip. As the students volunteer items, make a list of these items on the board.
 2. Explain to the students that in 1836 the first emigrants to go to Oregon in a covered wagon were Marcus and Narcissa Whitman. Ask the students what Manifest Destiny is. Ask them if they think Manifest Destiny had anything to do with Marcus and Narcissa going to Oregon. Ask the students why they think Americans were eager to move out west.
 3. Hand out Appendix D: Map of Overland Trails. With your transparency lead the students in studying the three routes on the map. Ask the students to look at the three routes and explain if those routes would be tough to travel or easy. What dangers might there be? Explain to the students that today they will be learning about the Oregon Trail. The students will need to hang on to these maps throughout the rest of the unit.
 4. Explain to the students that the Oregon Trail was considered the highway to the future during Westward Expansion. It was 2000 miles long, and it took approximately six months to get to Oregon from Independence, Missouri. The first large group of people (about 1,000) left from Independence, Missouri in 1843. The road was heavily used until the mid-1860s when trains replaced wagons as a means of cross-country travel. The road went from Independence, Missouri, followed the North Platte River until it reached the Sweetwater River. This led up the slopes of South Pass, where the pioneers crossed the Rocky Mountains. The trail then crossed the Snake River Desert and treacherous Blue Mountains before reaching the Columbia River – it was here that pioneers chose to either use rafts to transport wagons down the river or follow the Barlow Road around Mt. Hood to Oregon City. Oxen were the number one animals to pull the wagons. Horses were very expensive, and the only people who brought horses on the trail were people who could afford to carry grain for them. Also, Indians

were more likely to steal horses than oxen. A wagon needed at least two oxen to pull the wagon, and it was a good idea to have a spare pair just in case. Bread, bacon, and coffee were the staple diet for the pioneers. The pioneers had to carry a lot of food with them, because they could not count on hunting. It was too unpredictable. Some pioneers took chickens and milk cows with them. The pioneers also had to make sure they had at least 100 feet of rope with them. The rope was tied to a tree and then to the wagon. This method allowed the pioneers to slowly lower the wagons down steep hills. Some trees along the Oregon Trail still have scars on the bark from having ropes tied around them. The standard date for departure was April 15 with an expected arrival in Oregon or California by September 1. The daily average travel was 15 miles. The day usually started at about 4:00 AM and ended around 5:00 PM, with one hour to rest at noon. At night the wagons were put into a circle. Some people think that the pioneers did this to protect themselves from Indians, but this is not true. The wagons were put into a circle to protect their animals. There was a high death rate on the trail. Approximately one in seventeen people died while on the trail. Many died from giving birth; diseases such as pneumonia, whooping cough, measles, and small pox; the greatest killer was cholera caused by drinking infected water; and accidents such as drowning, accidental shootings, animal attacks, or being run over by a wagon. Approximately 60% percent of the pioneers were farmers; about 12% doctors, lawyers, teachers or other professionals; and about 20% were craftsmen and merchants. Many of the wagon ruts from the Oregon Trail still exist today. Many people are working hard to preserve this as a historical site.

5. After you have given the students some background on the Oregon Trail, go back to the list of supplies on the board. Ask the students how that list would be different if they were to be leaving for the Oregon Trail rather than a modern day camping trip.
6. Hand out the brown construction paper and yarn. The students will now be making their Oregon Trail Journals. Have the students get out 6 or 7 sheets of lined paper. Have the students wad the brown construction paper into a ball. If they keep wadding and unwadding the paper, it will eventually have a soft, worn look to it that resembles leather. Have the students fold the brown paper in half with the lined paper inside. Staple the folded side of the brown paper three times. With the single hole punch, punch a hole in the middle of the side that is directly across from the folded side. The students can now put the yarn through the hole and tie their journals shut. Give the students some time to decorate the front of their journals. They will need to come up with the last name they will be going by while on the trail. Have the students write their new last name on the front of their journal.
7. Explain to the students that what we know about the Oregon Trail is from detailed journals that were kept by the pioneers who traveled the Oregon Trail. The students are going to be going back in time and becoming pioneers traveling the Oregon Trail. They will be writing detailed journal entries about their journey. The students will be completing a journal entry every day for the rest of this unit. You can carry on this activity longer if you like. It is a great warm up activity to begin social studies.
8. Hand out Appendix E: Wanted! Read this with the students.
9. Hand out Appendix F: Information to keep in mind. You might want to add any extra bits of advice that you can think of as well. Have the students write about their family on the first page of the journal. What are the names of the family members? How old is everyone? Etc.

10. Hand out Appendix G: Shopping and Appendix H: Budget Record. Explain to the students that they will be shopping for their supplies. They have \$800 to spend, but they will want to spend their money wisely. Once the students have spent their money, they will need to write the supplies that they will be taking with them into their journals. In addition, they need to keep track of how much money they have and are spending along the way on the trail. Allow the students plenty of time to shop and add up the money they have spent. Calculators come in handy for this portion since the students will have a lengthy list of supplies to count up. Accuracy is important.
11. Make sure that Appendix I: Oregon Trail Cards is laminated and cut out. Before the students complete a journal entry, they will need to pick a card from Appendix I. The students should not get the same card twice. These cards should not limit what the students write about. Encourage the students to be creative and detailed in their writing. You can choose how many entries the students are to do. Keep in mind that the pioneers traveled approximately 15 miles per day.
12. Create an Oregon Trail bulletin board with a map of the trail. Move a covered wagon along the trail to show where the class is along their journey.
13. During the second session, begin the class with the students completing another journal entry. Ask the students if they would like to share their entries.
14. Read Section 8 “Oregon” with the students. Encourage students to share their thoughts as they read.
15. Explain to the students that people emigrated for a variety of reasons. Many pioneers chose to travel the Oregon Trail for a new life and possibly for trading furs. Other pioneers chose to travel the California Trail in search of a new life and gold, which will be studied in the next lesson. In addition, many traveled the Santa Fe Trail to trade goods. The Santa Fe Trail was founded by William Becknell in 1821, who was a trader.
16. Have plenty of library books available for the students to read and look through. These books can also give the students ideas to use in their journal entries. Some suggested books are as follows: *We the People The Santa Fe Trail*, by Jean F. Blashfield; *Exploring the American West*, by James L. Collins; *Growing up in the Old West*, by Judith Alter; *A Pioneer Sampler*, by Barbara Greenwood; *Overland to California in 1859 A Guide for Wagon Train Travelers*, by Louis M. Bloch Jr.; *The Oregon Trail*, by Leonard Everett Fisher; *The American Way West*, by Irene M. Franck and David M. Brownstone.

E. *Assessment/Evaluation*

1. Oregon Trail Journals

Lesson Three: The West Opens Up! (three-five sessions at 50 minutes each)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student will develop an appreciation and understanding of the hardships that pioneers faced during Westward Expansion.
 - b. The student will develop an awareness of the general chronological order of events experienced by the pioneers during Westward Expansion.
 - c. The student will explore the relationship between Manifest Destiny and Westward Expansion.
2. Lesson Content
 - a. Mormons (Latter-day Saints) settle in Utah; Brigham Young; Great Salt Lake

- b. Gold Rush: '49ers
- 3. Skill Objective(s)
 - a. Students will understand and experience how the pioneers recorded their history. (adapted from Colorado History Standard 2.2).
 - b. Students will chronologically organize major events during Westward Expansion. (adapted from Colorado History Standard 1.1).
 - c. Students will create a timeline to show the events of Mormon pioneers and pioneers in search of gold. (adapted from Colorado History Standard 1.2).
 - d. Students will identify cause-and-effect relationships between the movement of pioneers and Manifest Destiny. (adapted from Colorado History Standard 1.3).
 - e. Students will analyze the factors affecting the location of pioneer activity during Westward Expansion. (adapted from Colorado Geography Standard 1.3).

B. *Materials*

- 1. *Pearson Learning Core Knowledge History and Geography* (one per student)
- 2. Oregon Trail Journals
- 3. Appendix D: Map of Overland Trails
- 4. Appendix J: Sections 8 and 10 Time Line (one for teacher)
- 5. Clothespins
- 6. Large white construction paper (one per group)
- 7. Crayons, markers, or colored pencils (one set per group)
- 8. Appendix K: Cause-and –Effect (one per student)
- 9. Appendix L: Famous Westerners (one for teacher)
- 10. Appendix M: Interview Questions (two per student)
- 11. Appendix N: Experiencing the Old West (one for teacher)
- 12. Appendix O: Westward Expansion Quiz (one per student)
- 13. Appendix P: Westward Expansion Quiz Key (one for teacher)

C. *Key Vocabulary*

- 1. Mormon – a member of the Church of Jesus Christ of Latter-Day Saints, founded by Joseph Smith in 1830
- 2. 49er – one who took part in the 1849 California gold rush
- 3. Migrate – to move from one country or region and settle in another

D. *Procedures/Activities*

- 1. Have the students complete an Oregon Trail journal entry.
- 2. Discuss with the students the reasons for pioneers heading west. Review Manifest Destiny and why it was so important to President Jefferson. List on the board the reasons why people wanted to move west. Some examples are land, gold, a new life, patriotism, etc. Ask the students if they can think of any other reasons that people would have wanted to move west. Explain to the students that they are going to learn about a new reason to head west – religion. Some people were experiencing religious persecution back east, and they were called Mormons, now known as Latter-Day Saints. Joseph Smith was the founder of the Mormon religion, but he was eventually killed by a mob of people who did not agree with his beliefs. A man by the name of Brigham Young became the new leader and led the Mormon people across the country to settle next to the Great Salt Lake. The Mormon people were very successful in irrigating the land and becoming prosperous farmers. Have the students get out Appendix D: Map of Overland Trails and point out the Great Salt Lake to the students.

3. Read “The Mormons” section of Section 10 “Settling the Far West” with the class. Ask the students if there is anything that they believe in strongly enough to trek across the country for. Encourage discussion and ask students to share their feelings about what happened to the Mormon people.
4. Explain to the students that another reason some pioneers wanted to head west was the rumor of how much gold was in California. In the mid-1820s, a party of trappers, led by a mountain man named Jedediah Smith, followed beaver streams through the Sierra Nevada Mountains into California. Word soon traveled about the gold in California, and during the 1840s and 1850s, more than 200,000 farmers and gold seekers traveled to California. This was one of the greatest mass migrations in U.S. history. In January 1848, James W. Marshall was working at John Sutter’s sawmill in northern California when he found some rocks that turned out to be gold nuggets. Marshall and Sutter tried to keep it secret, but word soon got out. Throughout 1849, thousands of 49ers came to San Francisco looking for gold. Few people became rich, but enough people migrated to California they could apply for statehood.
5. Read the “Gold in California” section of Section 10 “Settling the Far West” with the class. Encourage discussion about the migration to California. Ask the students how they think finding gold in California affected the push for Manifest Destiny.
6. Break the class into groups and assign each group a time line topic from Appendix J: Sections 8 and 10 Time Line. Hand out a large piece of white construction paper. Have each group illustrate their particular historical event. Again, have them write a few sentences explaining the significance of their event. Hang up the posters in order on the string.
7. For homework hand out Appendix K: Cause-and-Effect. The cause is Manifest Destiny and the effects are such things as pioneers moving to Oregon, the displacement of Indians, Americans in search of gold, etc. Allow the students to use their textbooks as a resource. Have the students write in as many effects as they can think of. They can add on more lines if they would like.
8. At the beginning of the second session, have the students complete another Oregon Trail Journal entry. Again, have the students share their entries if they would like.
9. Explain to the students that they are going to be drawing a name out of a hat. The name that they get will be a famous westerner. Their job will be to research the assigned person and answer some questions about that person. They are to study the answers to these questions, because they are going to become that person when someone else in the class interviews them. They will be graded on their answers and level of preparation. Each student in the class will have the opportunity to interview someone and to be interviewed. Cut out the names from Appendix L: Famous Westerners and put them into a hat. Have each of the students draw a name. Hand out Appendix M: Interview Questions. Explain to the students that these are the questions that they must be able to answer when they are interviewed. Allow a session or two for the students to complete their research and prepare for the interview. To add to the fun, you might want the students to dress up as their historical person.
10. On the day of the interviews provide some fun activities such as panning for gold, making butter, or making homemade crackers. See Appendix N: Experiencing the Old West for directions. Use Appendix M: Interview Questions as the checklist for the students to fill out as they are interviewing their partner.

11. Have students complete an Oregon Trail Journal entry each session that the students are researching their historical person. Leave their journals out for everyone to look at on the final day when interviews are taking place, and the students are experiencing the old west.
 12. When the above activity is complete, have the students take the quiz, Appendix O: Westward Expansion Quiz.
- E. *Assessment/Evaluation*
1. Oregon Trail Journal
 2. Time Line
 3. Appendix K: Cause-and –Effect
 4. Appendix M: Interview Questions
 5. Appendix O: Westward Expansion Quiz
 6. Appendix P: Westward Expansion Quiz Key

VI. CULMINATING ACTIVITY

- A. Appendix M: Interview Questions
- B. Appendix N: Experiencing the Old West
- C. Appendix O: Westward Expansion Quiz
- D. Appendix P: Westward Expansion Quiz Key

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Sections 4 and 5 Study Guide
- B. Appendix B: Key to Study Guide
- C. Appendix C: Time Line Sections 4 and 5
- D. Appendix D: Map of Overland Trails
- E. Appendix E: Wanted!
- F. Appendix F: Information to keep in mind
- G. Appendix G: Shopping
- H. Appendix H: Budget Record
- I. Appendix I: Oregon Trail Cards
- J. Appendix L: Famous Westerners
- K. Appendix M: Interview Questions
- L. Appendix N: Experiencing the Old West
- M. Appendix O: Westward Expansion Quiz
- N. Appendix P: Westward Expansion Quiz Key

VIII. BIBLIOGRAPHY

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- O. www.proteacher.com (Oregon Trail lesson plans)

Appendix B, page 1

Key to Study Guide

1. Explain how the stagecoach got its name.

It made its journey in stages, which meant that every 15 or 20 miles; the driver stopped and changed the team of horses for the next stage in the journey.

2. Was traveling by stagecoach a pleasant experience? Why or why not?

It was unpleasant for a variety of reasons: the seats were very uncomfortable; the trips began very early in the morning; the ride was very bumpy due to unpaved roads; and when the stagecoach got stuck in the mud, the male passengers were expected to help lift the coach out.

3. If you were going to travel to a distant city, would you rather ride in a modern day car or a stagecoach? Explain your answer.

Answers will vary

4. Why did westerners prefer to use water to ship their farm products rather than send them by wagon or stagecoach? Explain your answer.

The goods could be loaded onto flat boats where they could float downstream all the way to the port of New Orleans where they could then be shipped anywhere in the world. Going by road was much too slow.

5. Flatboats solved the problem of shipping goods faster, but they could not travel upstream. What solution did Robert Fulton come up with, and how did his invention effect shipping?

Robert Fulton built a boat with two large paddle wheels and a steam engine. His steamboat was able to travel upstream in less time than a horse-drawn wagon could and it carried much more cargo.

Appendix B, page 2

6. Steamboats did solve many transportation problems with shipping goods; however, there was still a problem. Between the Appalachian Mountains and the Mississippi River, the rivers run mainly north and south. Explain why this was a problem in shipping goods.

Goods could only be sent north or south. The only way the goods could be sent east or west was by road. The roads were poor and wagon travel was slow and expensive. Another problem was getting across the Appalachian Mountains.

7. Explain why everyone thought that Governor Clinton was crazy.

He proposed to build a canal connecting Lake Erie with the Hudson River that would be 363 miles long. Every tree would have to be cut down by hand, and all the dirt would have to be dug one shovelful at a time.

8. What impact did the Erie Canal have on shipping and the cities of Buffalo and New York City?

The price of shipping goods from Buffalo to New York City went from \$1 to less than a dime. In addition, shipping time was cut in half. Buffalo grew into a large city and New York City grew into the largest city in the nation.

9. Compare riding in a modern day train or airplane to riding in Peter Cooper's locomotive.

Answers will vary

Appendix C

Time Line Sections 4 and 5

Around 1800 roads were being widened and were able to handle wagons and stagecoaches.

Just before 1800, roads called turnpikes were developed.

In 1807, the *Clermont* steamed up the Hudson River.

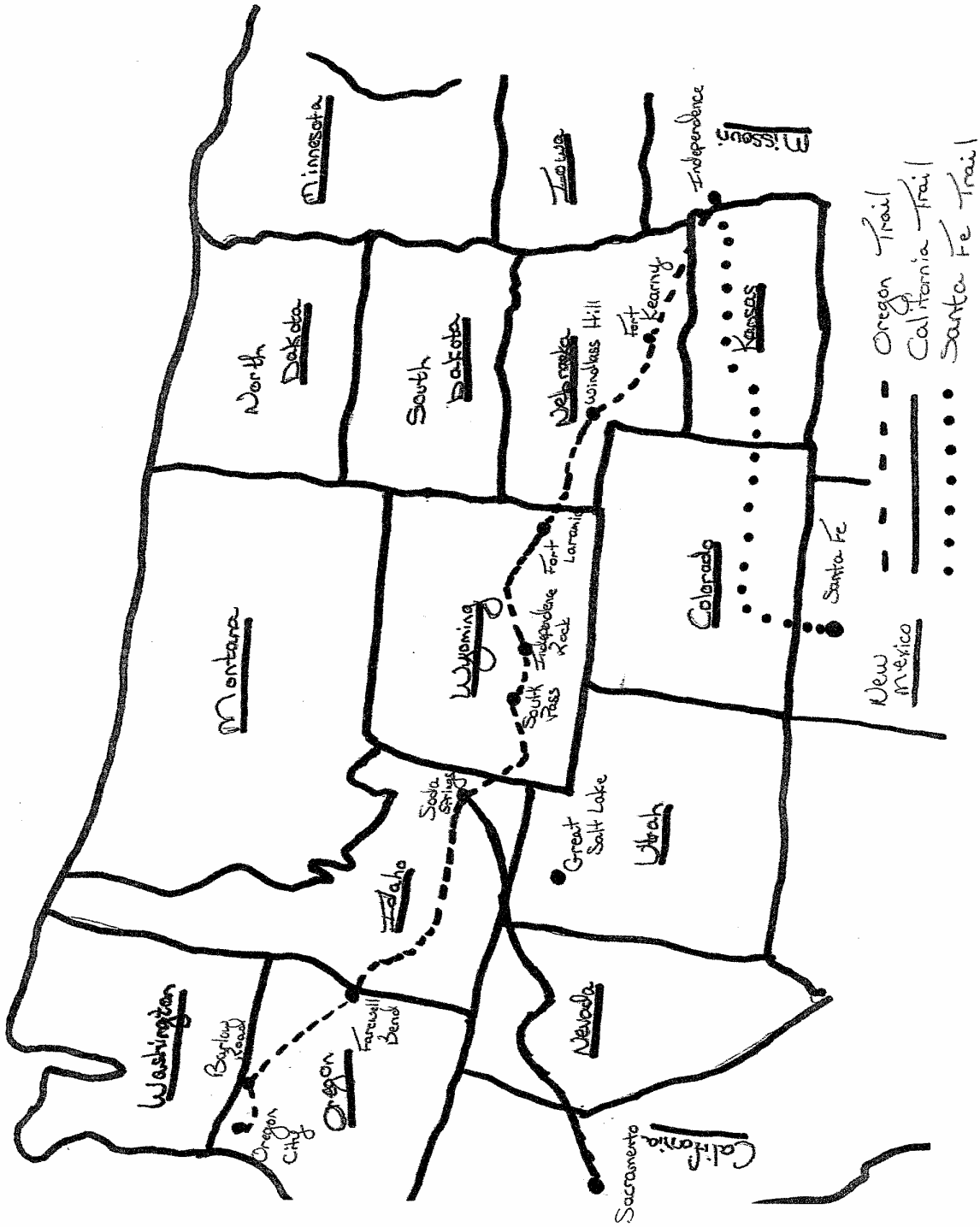
1825 marked the completion of the Erie Canal.

In 1828, the first railroad in the U.S. is built in Baltimore, Maryland.

In 1830, the first locomotive is built by Peter Cooper.

In the 1840s, passenger cars are being used on trains, and trains have become the most important form of transportation in the country.

Appendix D Map of Overland Trails



Appendix E

Wanted!

Wanted!

Families who are willing to travel the Oregon Trail in search of prosperity and Manifest Destiny!

1. The U.S. government is willing to give you and your family free land for moving to Oregon.
2. You will need approximately \$800 to buy the necessary supplies.
3. The trip will take approximately six months, so it is wise to leave in the spring in order to avoid heavy snow in the mountains.
4. The 2,000-mile journey will begin in Independence, Missouri.
5. The trip will be trying, but the rewards are numerous. Move for your family. Move for your country!

Appendix F

Information to Keep in Mind

- *All of the money you have in your pocket is \$800**
- *Your family consists of five members: you, your spouse, and three children**
- *You will be leaving from Independence, Missouri on April 15, 1843 with 1,000 other people**
- *Your expected arrival in Oregon is by September 1, 1843 but no later than October 1, 1843**
- *The Oregon Trail is 2000 miles long. Your goal is to travel about 15 miles per day**
- *While buying your supplies, consider what you will need for a six-month journey. It is recommended that you take at least 200 pounds of flour, 150 pounds of bacon, 10 pounds of coffee, 20 pounds of sugar, and 10 pounds of salt.**
- *Basic equipment that you might need consist of a cooking kettle, frying pan, coffee pot, tin plates, cups, knives, and forks**
- *Oxen are the best animals to pull your wagon. Horses are great to have, but they are expensive and do not eat prairie grass like oxen do. If you buy a horse, you will need to buy grain for them**
- *When arriving in Oregon, you will be given one square mile of free land**
- *You can only claim your land by building a house on your land within six months of your arrival**
- *You will face many hardships along the way. You must keep a journal of your adventures**
- *It is important that you keep a close watch on your finances. You are required to keep an accurate money log while on your journey**
- *Make wise decisions and good luck!**

Appendix G, page 1 Shopping

Jim's General Store List of Available Supplies

Wagons

Small farm wagon	\$60
Large farm wagon	\$75
Conestoga wagon	\$100
Wheel	\$10

Animals

Horse	\$200
Mule	\$44
Oxen	\$65
Chicken	\$3
Milk cow	\$55
Pig	\$22

Supplies for Animals

Bridle	\$2
Bales of hay	\$6
20lb sack of oats	\$5
Pack saddle	\$14
Saddle	\$33
Saddle blanket	\$3
Spare horse or mule harness	\$26
Spare horseshoe	\$1

Appendix G, page 2

Guns

Pistol	\$17
Rifle	\$22
Box of 20 bullets	\$2
25lb keg of gunpowder	\$6

Clothes

Shirt (woman)	\$1
Bonnet	\$1
Pair of women's shoes	\$2
Dress	\$2
Hat	\$1
Pair of long underwear	\$1
Mittens	\$1
Pants	\$1
Petticoats	\$2
Rain coat	\$3
Shirt (man)	\$1
Shoes	\$2
Socks	\$0.20
Winter coat	\$11
Winter scarf	\$1
Diaper	\$0.50

Tools, Supplies, Etc.

Lantern	\$0.50
Bucket	\$0.50
Ax	\$1
Pitchfork	\$11
Pocket watch	\$1.20
30ft rope	\$1

Appendix G, page 3

Saw	\$1
Shovel	\$1
Thermometer	\$1
Fishing pole	\$0.75
Hammer	\$50
Hunting knife	\$0.80
Compass	\$3
Frying pan	\$0.20
Cooking utensils (set)	\$4
Eating utensils (set for five people)	\$2
Tin cup	\$0.20
Tin plate	\$0.20
Washboard	\$0.30
Cooking kettle (Dutch oven)	\$2
Kettle	\$1
Coffee pot	\$1
Canteen	\$1

Food

Ham (1 pound)	\$0.20
Jar of licorice	\$0.30
Maple syrup (16 oz)	\$0.20
Jar of molasses (16 oz)	\$0.20
Onions (10 pounds)	\$0.10
Pickles (25 pounds)	\$1
Potatoes (20 pounds)	\$0.40
Rice (20 pounds)	\$1
Salt pork (1 pound)	\$0.10
Smoked salmon (1 pound)	\$1
Bacon (1 pound)	\$0.10
Tin of biscuits (5 pounds)	\$1
Butter (1 pound)	\$0.20
Candy (1 pound)	\$0.80

Appendix G, page 4

Can of sardines	\$0.20
Celery (1 pound)	\$0.05
Cheese (1 pound)	\$0.35
Coffee (1 pound)	\$0.10
Cornmeal (10 pounds)	\$1
Crackers (5 pounds)	\$1.10
Dried beans (10 pounds)	\$0.30
Dried vegetables (5 pounds)	\$1.20
Dried fruit (5 pounds)	\$0.30
Flour (1 pound)	\$0.20
Sugar (10 pounds)	\$5
Garlic (5 pounds)	\$1
Pepper (8 ounces)	\$0.03
Salt (10 pounds)	\$5

Miscellaneous

Banjo	\$5
Blankets	\$2
Dozen Candles	\$1.30
Deck of playing cards	\$1.30
Fiddle	\$13
Flute	\$0.50
Jar of grease (10 pounds)	\$3
Guitar	\$2
Harmonica	\$1
Lantern oil (16 ounces)	\$0.80
Spool of mending yarn (30 yards)	\$0.02
Mirror	\$0.10

Appendix I, page 1 Oregon Trail Cards

<p>Trying to cross a river, your wagon got stuck. Two of your animals have drowned, and one of your wheels is broke.</p>	<p>During a bad rainstorm, half of your food was swept away. You will need to buy more supplies and do some hunting when you can.</p>	<p>Unfortunately your uncle has died, but great news! He has left you all of the money he has. You are \$100 richer. Decide what you are going to do with the money.</p>
<p>One of your children received a rattlesnake bit, but luckily there is a doctor near by. You need to pay the doctor \$30 for his services.</p>	<p>During a heavy rain, all of your blankets and flour floated down the river. To add to this problem, your youngest child is developing a bad cough.</p>	<p>While trying to cross the river, your harness broke. You will not be going anywhere until you are able to buy a new one or borrow one from a fellow traveler. If you have an extra harness, good planning!</p>
<p>Wild animals came into your camp last night and ate all of your meat. You will need to do some hunting.</p>	<p>You have been walking many miles now. Your entire family has worn out one pair of shoes each. I hope you brought some extras</p>	<p>Congratulations! You have a new addition to your family, a baby boy. What</p>

Appendix I, page 2

<p>You have come across some friendly Indians. Choose three items to trade with them and decide what you would like from them in return.</p>	<p>You were accidentally run over by your own wagon. You have a broken toe. It feels better to walk without shoes, so take your shoes off for a while.</p>	<p>If you bought a deck of cards, you are in luck. You just won \$50 during a friendly game of poker. If you did not buy cards, you did not win a thing!</p>
<p>Your wagon is stuck in the mud! Luckily some travelers have stopped to help you. I sure hope you have some rope to get the wagon unstuck with. If you do not have any rope, you will need to trade for some.</p>	<p>One of your fellow travelers has just died from cholera. Stop whatever you are doing and boil your water. Remember to never drink untreated water. You should probably boil some extra water for the canteens also.</p>	<p>Wow! You are a good fisherman. You were able to catch so many fish that other pioneers are willing to buy some from you. What is your asking price?</p>
<p>The heat is unbearable today. You will need to stop and take a longer lunch break.</p>	<p>Bandits attacked your camp during the night. It appears they took your lantern, an ox, and any extra wheels you had.</p>	<p>During the lightning storm last night, your wagon was struck and started on fire. The wagon is a total loss, but at least you were able to get the animals to safety. Also, you were able to get most of your supplies out.</p>

Appendix I, page 3

<p>It looks as though your clothes and shoes have taken a beating on this trip. At the next fort you will need to buy some more.</p>	<p>You just had the pleasure of meeting some friendly Indians. What did you trade, and what did you get in return?</p>	<p>You are suffering from severe sunburn. Make sure you are wearing a hat. You did buy a hat right?</p>
<p>Last night was a rough night. One of your children has died from pneumonia. It would be a good idea to stay put for a day or so to allow time for you and your family to grieve.</p>	<p>At the last fort, you helped build a barn and were able to make some extra money. That \$20 will come in handy since you used all of your ammunition hunting yesterday.</p>	<p>Due to the heavy rains all day yesterday, the river is swollen. While trying to cross the river, your wagon capsized, and you lost everything. At least the family is okay!</p>
<p>You must change direction. There is a grass fire up ahead! It will be awhile before you will be near a river again, so I hope you brought some canteens to store water in. Can you smell the smoke in the air?</p>	<p>Congratulations! You have twins! You have a boy and a girl. What are you going to name them? I hope you have some extra clothes.</p>	<p>There are some steep hills up ahead. You will need at least 100 feet of rope to help get your wagon down the hills. If you do not have enough rope, you need to be finding a way to get some.</p>

Appendix J

Sections 8 and 10 Time Line

By 1800 beaver and sea otter furs were bringing high prices. Oregon was rich with beaver and sea otter furs.

In the 1830s, missionaries went to Oregon to convert Native Americans to Christianity.

The first large group of emigrants headed to Oregon Country in 1843.

In 1846, Great Britain and the U.S. compromised. They agreed to divide Oregon Country at 49° north latitude.

In 1847, Brigham Young led a group of Mormons to settle near the Great Salt Lake.

In 1848, James Marshall finds gold at Sutter's mill.

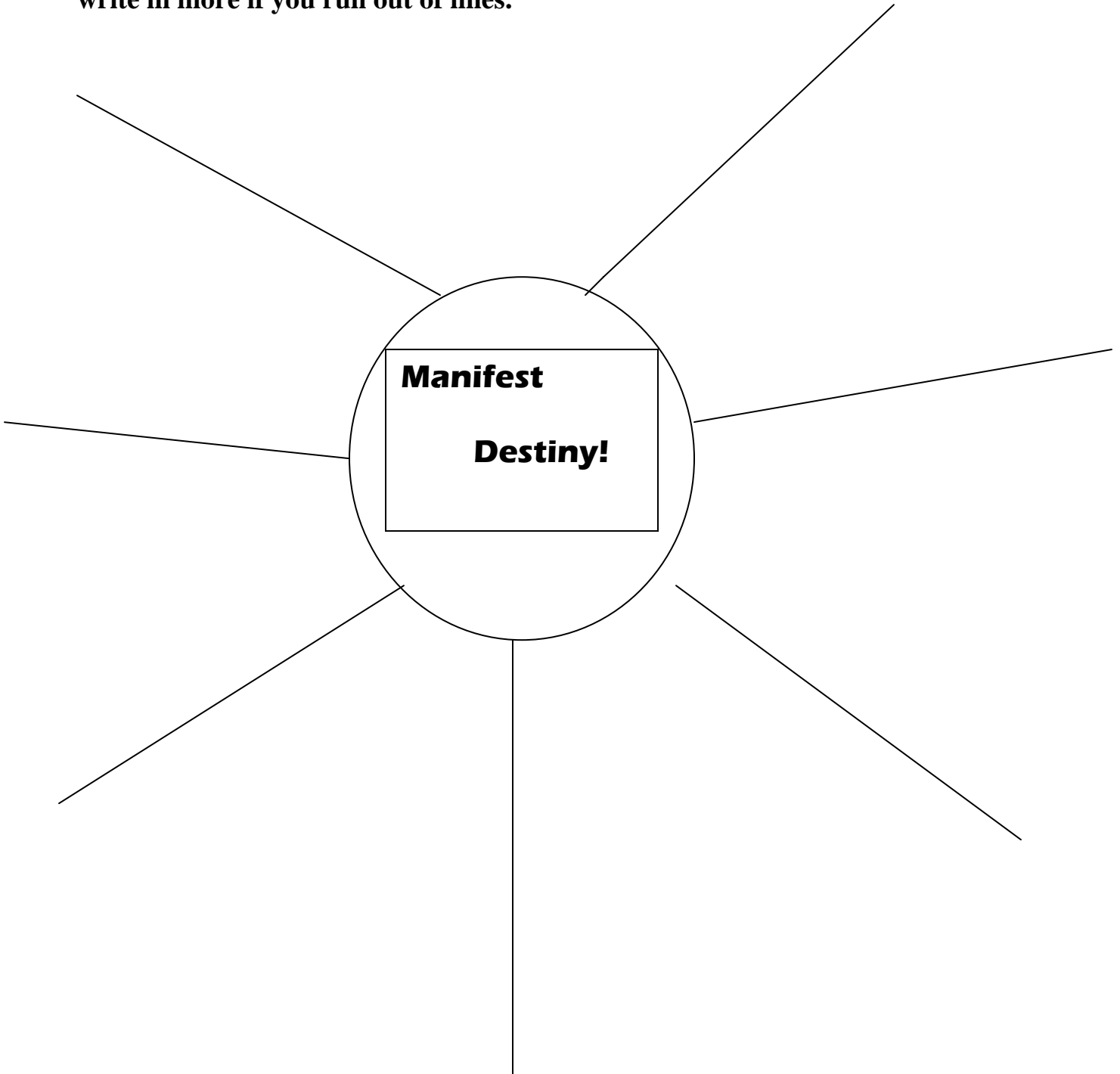
In 1849, thousands of people migrated to California in search of gold.

Appendix K

Cause-and-Effect

Name: _____ Date: _____

Write down as many “effects” from Manifest Destiny as you can. You can write in more if you run out of lines.



Appendix L

Famous Westerners

Stephen Austin

Davy Crockett

Annie Oakley

James Beckwourth

George Custer

Zebulon Pike

Wyatt Earp

Daniel Boone

Charles Russell

Jim Bridger

Edward Rose

Kit Carson

Robert Fulton

Peter Cooper

Jed Smith

Jim Bridger

Brigham Young

James Marshall

John Sutter

Narcissa Whitman

Marcus Whitman

Belle Starr

Calamity Jane

Buffalo Bill Cody

Jedediah Smith

Jim Bowie

John Jacob Aster

Sacajawea

Samuel Houston

John Colter

Appendix M

Interview Questions

Name: _____ **Date:** _____

Make sure that you can answer the following questions during your interview. Answer the questions that apply to you.

1. What is your name?

2. When were you born?

3. Where did you grow up?

4. What part of the west did you explore and when did you explore?

5. What did you accomplish that has made you famous?

6. What did you contribute to the westward movement and Manifest Destiny?

7. How would things have been different if you had not gone west or invented your invention?

Appendix N

Experiencing the Old West

Panning for Gold:

Use an aluminum pie pan. Fill up a bucket with sand and water. Paint small rocks or pebbles with gold paint, and put them in with the sand in the water. Also, sprinkle some gold glitter into the water. Have the students scoop up water and sand in their pie pans and shake the pan in a circular motion. Tilt the pan to let the water and sand drain out. The heavier gold pieces should remain in the pan

Making Butter:

Give each student a small baby food jar and fill up each jar about $\frac{1}{4}$ of the way full with heavy whipping cream. Put the lid on the jar and have the students shake the jar rigorously until the cream turns into butter. This takes a while, but have the kids hang in there. Serve the creamy butter on crackers.

Make Homemade Crackers:

Ingredients

1 cup of flour

1 teaspoon baking soda

pinch of salt

$\frac{1}{2}$ cube of butter or margarine

$\frac{1}{4}$ cup milk

mixing bowl

fork

spoon for mixing

measuring cup

rolling pin

table knife

baking sheet, greased with shortening

Preheat oven to 400°F. Mix the flour, baking powder, and salt in the bowl. Use the fork to mash in the butter until the mixture looks like crumbs. Add the milk and stir until the dough mixture forms into a ball. Sprinkle flour on the counter and roll the dough flat with a rolling pin. Cover the rolling pin with a dusting of flour to keep the dough from sticking to it. Roll the dough into a rectangle or square shape. Roll it as flat as you can. Use the knife to cut the dough into small square or rectangle crackers. Place the crackers onto the greased baking sheet. Poke with a fork and bake for 9 minutes. This recipe makes about 24 crackers.

*adapted from Westward Ho! An Activity Guide to the Wild West, by Laurie Carlson

Appendix O, page 1 Westward Expansion Quiz

Name: _____

Multiple Choice Questions

1. What impact did the Erie Canal have on shipping?
 - a. shipping prices more than doubled
 - b. interest in shipping decreased
 - c. shipping time was cut in half
 - d. both a & b

2. In the 1840s, passenger cars were being used on trains and trains had become...
 - a. the most important form of transportation in the country
 - b. common in 48 states across the U.S.
 - c. too expensive to use
 - d. almost as popular as flat boats

3. In 1849, thousands of people migrated to California in search of...
 - a. lumber
 - b. beaver furs
 - c. the Northern Passage
 - d. gold

4. Everyone thought that _____ was crazy for wanting to build a canal that would connect Lake Erie with the Hudson River.
 - a. Robert Fulton
 - b. Thomas Jefferson
 - c. Governor De Witt Clinton
 - d. Peter Cooper

5. Which of the following was a result of Manifest Destiny?
 - a. the size of the U.S. quickly increased after the Louisiana Purchase
 - b. the misplacement and mistreatment of Native Americans
 - c. the purchase of the Panama Canal
 - d. both a & b

Appendix O, page 2

Short Answer

1. Explain what a typical trip in a stagecoach was like for passengers. Be sure to include at least 5 facts learned from this unit.

2. Describe Robert Fulton's invention?

3. Explain how the invention of the steam engine changed shipping?

Appendix O, page 3

4. Explain the compromise that kept Great Britain and the U.S. from going to war over Oregon. What territory did the U.S. gain?

5. Explain how the U.S. might be different today if Manifest Destiny had never taken place. Make sure you include details such details as size, population, and culture.

Appendix P, page 1

Westward Expansion Quiz Key

Name: _____

Multiple Choice Questions

1. What impact did the Erie Canal have on shipping?
 - a. shipping prices more than doubled
 - b. interest in shipping decreased
 - c. shipping time was cut in half**
 - d. both a & b
2. In the 1840s, passenger cars were being used on trains and trains had become...
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 - a. the size of the U.S. quickly increased after the Louisiana Purchase
 - b. the misplacement and mistreatment of Native Americans
 - c. the purchase of the Panama Canal
 - d. both a & b**

Appendix P, page 2

Short Answer

1. Explain what a typical trip in a stagecoach was like for passengers. Be sure to include at least 5 facts learned from this unit.

-journey in stages

-every 15 or 20 miles, the driver stopped and changed the team of horses for the next stage, so trip could be long and tedious

-uncomfortable seats

-leave very early in the morning

-very bumpy ride due to unpaved roads

-if stuck in mud, male passengers were expected to help lift the coach out

2. Describe Robert Fulton's invention?

-a boat with two large paddle wheels and a steam engine

-able to go up or down stream

3. Explain how the invention of the steam engine changed shipping?

-goods could be taken up or down stream

-much faster than a horse drawn wagon

-able to carry large amounts of cargo

Appendix P, page 3

4. Explain the compromise that kept Great Britain and the U.S. from going to war over Oregon. What territory did the U.S. gain?

**-they decided to divide the Oregon Country at 49° north latitude
-the southern part, which included the present day states of Oregon, Washington, and Idaho, and parts of Montana went to the U.S.**

5. Explain how the U.S. might be different today if Manifest Destiny had never taken place. Make sure you include details such as size, population, and culture.

Answers will vary. Students should recognize that the U.S. would probably be different. Also, our culture might be very different. Could more Native American culture be present if the mistreatment had not taken place? Would we be a world power?