



Lessons To Travel By

TITLE OF THE PLAN: How did the Oregon Trail come to be?

GRADE LEVEL: 3rd grade

TIME FRAME: 45 minutes

OBJECTIVES:

- i. Students will be able to comprehend the assigned reading and reflect on the materials through assigned worksheets.
- ii. Students will be able to exercise their mapping skills by completing the map worksheet based on previous readings.
- iii. Students will be able to begin creating a timeline based on today's lessons.

ACTIVITIES:

- i. Students will fill in the first two columns of a KWL chart.
- ii. Students will read passages with facts about the Louisiana Purchase and Lewis and Clark.
- iii. Students will answer questions based on the text.
- iv. Students will label a map of the United States including the new territory of the Louisiana Purchase.
- v. Students will begin creating a timeline that will be added to each lesson. For this first lesson, two pictures, one of the Louisiana Purchase and one of Lewis and Clark, will be placed at the beginning of the timeline.

TITLE: What preparations do we need to make for our trip?

GRADE LEVEL: 3rd grade

TIME FRAME: 45 minutes

OBJECTIVES:

- i. Students will be able to correctly use a scale to find the distance between one point and another on a map.
- ii. Students will be able to create and accurately maintain a ledger as they pretend to buy items needed for their journey.
- iii. Students will be able to begin creating a timeline based on today's lessons.

ACTIVITIES:

- i. Students will use a map of the Oregon Trail, a piece of string, and a ruler to determine the length of the trail using the map's scale.

- ii. Students will pretend to be pioneer purchasing supplies for their trip. The teacher should provide the students with a supplies list with the cost of each item, \$1000 in fake money, and a ledger to write down all their purchases and keep a running balance of how much money each student has to spend. Students are then to “buy” items they think would be beneficial for their trip on the Oregon Trail.
- iii. Students will add a third picture to their timeline. This picture should be of Independence, Missouri, the launching off point for many pioneers on their way to Oregon.

TITLE: What was a day traveling on the Oregon Trail like?

GRADE LEVEL: 3rd grade

TIME FRAME: 45 minutes

OBJECTIVES:

- i. Students will be able to comprehend how the pioneers had to live on their travels down the Oregon Trail by reading excerpts from books and showing pictures of the pioneers’ lifestyles.
- ii. Students will be able to compare travel situations in today’s world to the travel situations the pioneers had to endure by completing a compare and contrast worksheet.
- iii. Students will be able to taste hardtack which is a type of bread that pioneers ate while traveling on the trail.
- iv. Students will be able to begin creating a timeline based on today’s lessons.

ACTIVITY:

- i. The students will create a chart displaying the differences between how people traveled along the Oregon Trail and how we travel today. Some topics that could be address include modes of transportation, what kinds of foods they eat, how they entertain themselves during the trip, any chores they do, and any special items they would bring with them on their travels.
- ii. Students will read passages telling of the daily life of pioneers traveling on the Oregon Trail.
- iii. Students will be able to experience food similar to what the pioneers ate. Teachers should prepare hardtack for each student to taste.
- iv. Students will add a fourth picture to their timeline. This picture should be of a typical day in the life of a pioneer traveling on the Oregon Trail.

TITLE OF THE PLAN: Who did the pioneers encounter on their travels?

GRADE LEVEL: 3rd grade

TIME FRAME: 45 minutes

OBJECTIVES:

- i. Students will understand the interactions between the pioneers and the Native Americans along the Oregon Trail.
- ii. Students will be able to observe Native American artifacts. (Teacher must supply)
- ii. Students will be able to create a piece of equipment known as a shuttlecock for an authentic Native American game.
- iii. Students will be able to participate in authentic Native American games such as the Shuttlecock Game and the Moccasin Game.
- v. Students will be able to begin creating a timeline based on today's lessons.

ACTIVITIES:

- i. Students will read a passage about Native American's interactions with the pioneers.
- ii. If applicable, students will be able to observe authentic Native American artifacts provided by the teacher.
- iii. Students will learn how to create and play a game played by many Native Americans. Students will create shuttlecocks using a cork, feathers, and glue in order to play the Shuttlecock game. Students will attempt to bounce the shuttlecock in the air using the palm of their hand. The purpose of this game is to see how many times the student can swat it in the air without letting it hit the ground.
- iv. The teacher will supply several cups and one stone. The students will guess which cup contains the rock, after the cups have been shifted around.
- v. The students will continue to work on their timelines by adding a fifth picture. This week's picture will be of pioneers interacting with Native Americans.

TITLE OF THE PLAN: How do we know where we are going?

GRADE LEVEL: 3rd grade

TIME FRAME: 45 minutes

OBJECTIVES:

- i. Students will be able to identify landforms and forts along the Oregon Trail.
- ii. Students will be able to correctly place landforms and forts on a map based on descriptions from readings and group discussions.
- iii. Students will be able to carve their names and the date into a small rock, similar to what the pioneer did at Independence Rock.
- iv. Students will have a better understanding of the different terrains and weather conditions the pioneers had to travel through.
- v. Students will be able to begin creating a timeline based on today's lessons.

ACTIVITIES:

- i. The teacher will read the book *Apples to Oregon* by Deborah Hopkinson to the class aloud. Students should be able to identify the different types of terrains and weather conditions the pioneers endured during their travels.
- ii. Students will read passages about several landmarks used by the pioneers such as Chimney Rock, Independence Rock, and Fort Laramie.
- iii. Students will then get the opportunity to be like the pioneers who carved their names into Independence Rock. The teacher should supply each student with a smooth rock about the size of the palm of an adult's hand and a paperclip. Each student should carefully carve their name and the date into the rock using the tip of a paper clip.
- iv. Students will read passages about the South Pass and Continental Divide of the Rocky Mountains.
- v. The teacher will display a large map of the Oregon Trail. Students will be given several pictures of common landmarks discussed in class. The students will place the pictures in the general area that they are located along the trail.
- vi. The students will add a sixth picture to their continuous timeline. This picture should be of one of the landmarks the pioneers looked for, such as Chimney Rock, Independence Rock, or Fort Laramie.

TITLE OF THE PLAN: We've finally made it! What do we do now?

GRADE LEVEL: 3rd grade

TIME FRAME: 45 minutes

OBJECTIVES:

- i. Students will be able to understand how the pioneers settled in Oregon once they completed their travels on the Oregon Trail.
- ii. Students will be able to create a small replica of a type of house like the ones built by the pioneers.
- iii. Students will be able to create a brochure advertising the journey of the Oregon Trail.
- iv. Students will be able to begin creating a timeline based on today's lessons.

ACTIVITIES:

- i. Students will look at the three types of homes the pioneers built once they arrived in Oregon; a log cabin, a sod house, and a dug out house.
- ii. Students will take the knowledge they were given about each home and, with supplies provided by the teacher, will create one of the three types of homes. (play-doh or clay works best)
- iii. Students will use the information they have collected throughout the entire unit to create a brochure about traveling the Oregon Trail. The teacher should supply pictures to help enhance the look of the brochures.

- iv. The students will add a seventh and final picture to their continuous timeline. This picture should be of a scene of Oregon City or pioneers settling in their new homes.