



Language Arts

- Reading primary and secondary sources
- Writing pioneer journal entries
- Presenting unit projects
- Class discussions



Mathematics

- Calculating weights based on weight per unit
- Calculating total cost based on price per unit
- Charting the progression of distance vs. time



Thematic Unit: The Oregon Trail



Social Studies

- Life on the trail!
- Covered wagons
- Important landmarks
- Geography & distance
- Choices have consequences



Fun Activities!

- Creating a Pioneer Journal!
- Field Trip to an Oregon Trail site!

Ms. Gallagher and Ms. Yarrow

Dear Parents,

- Our class is beginning an exciting integrated unit in Social Studies about the Oregon Trail. Your child will get to explore the history of the trail while using math, literacy and language arts skills.

Students will:

- - Read first and secondhand accounts of life on the Oregon Trail and be able to reflect on why settlers traveled Westward.
- - Calculate the weights of items stored in a covered wagon and plan a budget
- - Write a journal from the perspective of a pioneer detailing what they carried in their wagon and the landmarks that they see
- - Be able to chart the progress of distance versus time on the trail.
- Reflect on the choices and trials that Pioneers faced on the trail and reach conclusions
- Here are some things you and your child can talk about at home: What was the primary reason pioneers left their home to travel West? What hardships would they have faced and how would they have dealt with them?
- On Friday March 10th, we will be visiting Wamego, KS to visit some historical sites of the Oregon Trail. Students will have a chance to explore and complete a distance activity as well as share their pioneer journals.
- Keep an eye out for your child's Pioneer journals to see the progress being made as we travel Westward through the Oregon Trail! -

Sincerely,

Laurie Gallagher and Laura Beth Yarrow

The Oregon Trail

Standards:

- Math: 4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- ELA: RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Social Studies: G4.1.2. History: Events: Oregon Trail; Ideas: Migration

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Title	<i>Embarking on the Trail</i>	<i>How much can your wagon hold!</i>	<i>Westward Ho! Oh The Places You Will Go!</i>	<i>Are We There Yet?</i>	<i>Oregon Trail Nature Park and Cemetery Field Trip</i>
Standards	ELA: RI.4.6; W.4.3 Social Studies: 4.1.2	ELA: RI.4.3; W.4.3 Math: 4.MD.2 Social Studies: 4.1.2	ELA: RI.4.3; W.4.3 Social Studies: 4.1.2	ELA: W.4.3 Math: 4.MD.2 Social Studies: 4.1.2	ELA: SL.4.4 Social Studies: 4.1.2
Objectives	ELA: The students will compare firsthand and secondhand accounts of the Oregon Trail. ELA: By the end of the lesson, students will write a journal entry from the perspective of a pioneer on the Oregon Trail, explaining why they are traveling on the trail and using evidence from the texts. Social studies: By the end of the lesson, students will summarize at least 2 reasons why people embarked on the Oregon Trail.	ELA: By the end of the lesson, students will write a journal entry from the perspective of a pioneer on the Oregon Trail, describing their covered wagon, the items in it, and the challenges they face, using evidence from informational texts. Math: By the end of the lesson, students will calculate the relative weights of items stored in a covered wagon and their approximate costs based on price per lb/kg/oz/etc. Social Studies: By the end of the lesson, students will describe covered wagons and the benefits and challenges they presented to pioneers on the Oregon Trail.	ELA: By the end of the lesson, students will write a journal entry from the perspective of a pioneer on the Oregon Trail, identifying and detailing at least 3 major landmarks found along the trail. Social studies: By the end of the lesson, students will be able to describe major landmarks along the Oregon Trail in adherence with the passage of time and seasons.	ELA: By the end of the lesson, students will write a journal entry from the perspective of a pioneer on the Oregon Trail, explaining how long it takes to travel the trail and including a corresponding map. Math: By the end of the lesson students will be able to chart the progress of distance versus time according to the travels that pioneers spent. Social Studies: By the end of the lesson, students will be able to record a typical timeline for travel along the Oregon Trail.	ELA: By the end of the lesson, students will present their Oregon Trail Diaries to small groups. Social Studies: By the end of the lesson, students will be able to evaluate the choices pioneers made on the Oregon Trail and draw conclusions about the consequences of those choices.
Resources/materials	Secondary Source: https://goo.gl/kMXTyt Primary sources: http://www.oregonpioneers.com/diaries.htm Pioneer journal materials	https://www.blm.gov/or/oregontrail/files/packwagon.pdf Painting: https://goo.gl/KQEwoV Graphic Organizers	Historic Sites on the Oregon Trail: http://oregontrail101.com/sites.html Interactive landmark map: http://www.historyglobe.com/ot/otmap1.htm	<i>Daily Life in a Covered Wagon</i> by Paul Erickson Non-fiction resource that includes a good map of the Oregon Trail and a timeline.	Field Trip Site: http://www.visitwamego.com/see-and-do/oregon-trail

Brief description of lesson	<p>The students will participate in a structured inquiry lesson where they read a secondary source and two primary sources to determine why pioneers went on the Oregon Trail. After reading each source, students will write a claim to answer the inquiry question.</p>	<p>The teacher will start the lesson by having students participate in a Visual Thinking Strategy discussion with a painting of a covered wagon caravan. Students will think about what they notice in the painting, formulate questions, and discuss those questions in small groups. The students will then work in two different stations. At the first station, students will do a structured inquiry into what it was like to travel with covered wagons and the benefits/challenges of the wagons. At the second station, students will work with partners to “fill their wagon” using a price list of items people took on the trail. Students will have to fill their wagons within a set budget and weight limit. Students will then write a short journal entry in their pioneer journals about their covered wagon, the items inside it, and the benefits/challenges of traveling by covered wagon.</p>	<p>The students will learn about the various landmarks that pioneers passed on the Oregon Trail. They will determine how and when pioneers would pass by the landmarks according to the passage of time. After completing their research, students will write in their journals as though they are a pioneer on the trail describing the landmarks they have seen and the ones they hope to see before winter comes.</p>	<p>The teacher will begin the lesson by reading “Daily Life in a Covered Wagon” by Paul Erickson. The teacher and the class will then discuss the map and timeline portrayed in the book. Students will then research how long it would take pioneers to travel the whole trail and how far pioneers could travel in a day, a week, a month, etc. Students will record their findings on a chart which will go in their pioneer journals. Students will then draw the Oregon Trail on a map of the U.S. with approximate time-appropriate checkpoints. Students will then write a short pioneer journal entry to go with the map.</p>	<p>Students will go on a field trip to Wamego, KS to visit the Louis Vieux Cemetery and Oregon Trail Nature Park. The students will go to the cemetery first to explore the gravesites of Oregon Trail pioneers who died of cholera. The students will then participate in small and whole group conversations about the choices pioneers made and the consequences they faced. Students will then go to the Oregon Trail Nature Park for lunch, and after lunch the students will present their pioneer journals to small groups.</p>
Assessment	<p>Students will write a final claim to answer the inquiry question which will be graded against a rubric. Students will then write a journal entry from the perspective of a pioneer on the Oregon Trail, explaining why they are traveling on the trail.</p>	<p>Students will write an entry in their Pioneer journals. Each entry will be assessed using a rubric. Each entry should describe covered wagons and the challenges pioneers faced with covered wagons. Students should also include a list of the quantities of items they are carrying in their wagon, their weights, and the total cost & weight of the items.</p>	<p>Students’ journal entries will be assessed with a rubric. Students should describe at least 3 landmarks in their journal entry that they would see as a pioneer on the trail.</p>	<p>The students’ charts, maps, and journal entries will be assessed with a rubric. At minimum, the charts should record how far covered wagons could travel in a day, a week, and a month. The maps should include at least 3 time-appropriate checkpoints. The journal entry should describe the passage of time along the Oregon Trail.</p>	<p>The students will be assessed on their participation in small group and class discussions and on the completion and presentation of their pioneer journals. The presentation of their journals will be graded with a rubric and students will fill out peer assessments for one another.</p>
Citations		<p>https://www.blm.gov/or/oregontrail/files/packwagon.pdf</p>			

Block C Lesson Plan Form

Date: 2/28/2017

Grade: 4th grade

Subject: Social Studies, Math, ELA

Lesson Length: 65 minutes

Name: Laurie Gallagher, Laura Beth Yarrow

Lesson Title: How Much Can Your Wagon Hold?

Lesson Source:

<https://www.blm.gov/or/oregontrail/files/packwagon.pdf>

KCCR Social Studies Standards Standard/Benchmark: Discipline. Knowledge/Skills	G4.1.2 History: Events: Oregon Trail; Ideas: Migration
KCCR ELA Standards Standard/Benchmark/Description	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
KCCR Math Standard	4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
Essential Question(s)	What benefits and challenges did covered wagons present for pioneers? What do you think is the ideal budget for the Oregon Trail trip?
Lesson Objective	ELA: By the end of the lesson, students will write a journal entry from the perspective of a pioneer on the Oregon Trail, describing their covered wagon, the items in it, and the challenges they face, using evidence from informational texts. Math: By the end of the lesson, students will calculate the relative weights of items stored in a covered wagon and their approximate costs based on price per lb/kg/oz/etc. Social Studies: By the end of the lesson, students will describe covered wagons and the benefits and challenges they presented to pioneers on the Oregon Trail.
Assessment/Criteria	Students will write an entry in their Pioneer journals. Each entry will be assessed using a rubric (see below). Each entry should describe covered wagons and the challenges pioneers faced with covered wagons. Students should also include a list of the quantities of items they are carrying in their wagon, their weights, and the total cost & weight of the items.
Disciplinary Literacy (terms: technical, figurative, locality, quantitative, multiple meanings, acronyms, easily confused)	<ul style="list-style-type: none"> • Covered wagon • Axle • Yoke • Quantity • Caravan • Oxen • Pound
Materials Technology Resources Setting	Materials <ul style="list-style-type: none"> • https://www.blm.gov/or/oregontrail/files/packwagon.pdf • Oregon Trail Price List: http://www.cyberbee.com/wwho/wwHOpricelist.pdf • Researching covered wagons graphic organizers • Fill Your Wagon! worksheet Technology <ul style="list-style-type: none"> • Projector Resources <ul style="list-style-type: none"> • Covered Wagon Caravan painting: https://goo.gl/KQEwoV • Resources for researching covered wagons: <ul style="list-style-type: none"> ○ http://www.encyclopedia.com/history/united-states-and-canada/us-history/covered-wagon

	<ul style="list-style-type: none"> ○ http://www.ducksters.com/history/westward_expansion/oregon_trail.php ○ http://www.history.com/topics/conestoga-wagon ○ http://www.oregonpioneers.com/wagon.htm <p><u>Setting</u></p> <ul style="list-style-type: none"> ● Manhattan, KS ● Students will be seated at their desks in small groups of 4-5 students. ● For the body of the lesson, students will work at two different stations set up in the classroom.
Adaptations/Modifications (guided notes, extended time, fewer questions, fewer distractors, alternate setting, etc.)	<ul style="list-style-type: none"> ● Students will have pictures of various items that could be taken on the trail with the price tag on it and students will move around the manipulatives to decide the budget with the help of a para or other educator. ● Students with learning disabilities will be given guided notes for the graphic organizers while researching covered wagons. ● ESL/ELL students will be given more time to write their summaries and pioneer journal entries.
Modalities (visual, auditory, kinesthetic, tactile)	<p><u>Visual</u>: Students will look at and ask questions about a painting of covered wagons.</p> <p><u>Auditory</u>: Students will talk and listen to one another in small group discussions.</p> <p><u>Kinesthetic</u>: Students will move between two stations during the lesson.</p> <p><u>Tactile</u>: Students will record their discoveries about covered wagons and write journal entries.</p>
Instructional Strategies (graphic organizer, cooperative learning, discussion, technology integration, etc.)	<ul style="list-style-type: none"> ● Visual Thinking Strategies ● Cooperative Learning ● Graphic Organizers ● Pioneer Journal entries

	Est. Time	Lesson Procedures/Activities Write out detailed lesson procedures. Be sure to include 4-5 important questions you will ask during the lesson and the expected student responses. Your plan should be detailed enough for another teacher to teach it without having to ask you any questions. Numbering and bullets are permissible and encouraged.
Beginning (Engage)	10 min	<ul style="list-style-type: none"> ● The teacher will start the lesson by showing students a painting of a covered wagon caravan found at https://goo.gl/KQEwoV ● The teacher will first ask students to silently look at the painting and think about what they see/what they notice. <ul style="list-style-type: none"> ○ After a couple minutes, the teacher will have students raise their hands to share with the class things they noticed about the painting and the teacher will write their observations on the board. ● Next, the teacher will ask the students to silently think about what questions they have about the painting. ● After a couple minutes, the students will discuss their questions in small groups and see if the painting or their classmates give them any clues to answers of their questions.
Middle (Explain/Explore)	40 min	<ul style="list-style-type: none"> ● Stations: The class will be split into two groups and each group will spend approximately 20 minutes at each station. The teacher will signal when it is time for the groups to switch stations. <ul style="list-style-type: none"> ○ Researching Covered Wagons <ul style="list-style-type: none"> ■ At this station, students will be given graphic organizers to record information they discover about covered wagons on the Oregon Trail. <ul style="list-style-type: none"> ● The teacher will provide websites for students to explore and find information (linked below) as well as any classroom resources available <ul style="list-style-type: none"> ○ http://www.encyclopedia.com/history/united-states-and-canada/us-history/covered-wagon ○ http://www.ducksters.com/history/westward_expansion/oregon_trail.php

		<ul style="list-style-type: none"> ○ http://www.history.com/topics/conestoga-wagon ○ http://www.oregonpioneers.com/wagon.htm <p>■ The graphic organizer will be split into four sections, with a box in the center. Students will write “Covered Wagons” in the center box.</p> <ul style="list-style-type: none"> ● One section will be titled “Illustration.” In this section, students should draw a picture of a covered wagon. ● One section will be titled “Description.” In this section students will use their words to define and describe covered wagons. ● The next section will be titled “Benefits” and students will describe how covered wagons helped pioneers on the Oregon Trail. ● The last section will be titled “Challenges” and students will describe the hardships of traveling by covered wagon on the Oregon Trail. <ul style="list-style-type: none"> ○ Oregon Trail Math Station <ul style="list-style-type: none"> ■ Students will work in pairs to fill their covered wagon. Each pair of students will be given a copy of the Oregon Trail Price list found at http://www.cyberbee.com/wwho/wwHOpricelist.pdf ■ Students will be working with a budget of \$500 and a limit of 100 pounds of food. ■ Students will work with their partners to fill out a graphic organizer with the items they are bringing, the quantities, the total costs, and the total weight of food. Students may use as many organizers as needed to fill their wagon. ■ After students have filled their covered wagons, they will write a short paragraph to explain why they chose the items they did.
End (Extend /Evaluate)	15 min	<ul style="list-style-type: none"> ● Students will return to their seats and write a short journal entry in their pioneer journals about their covered wagon, the items inside it, and the benefits/challenges of traveling by covered wagon. <ul style="list-style-type: none"> ○ Students should use their graphic organizers from both stations to help them write their journal entry. ○ Students should also glue their Oregon Trail Math Station worksheets into their pioneer journals after their journal entry.

Rubric

	2	1	0
Covered Wagon Benefits & Challenges	Student describes at least one benefit AND one challenge of traveling by covered wagon on the Oregon Trail.	Student describes at least one benefit OR one challenge of traveling by covered wagon on the Oregon Trail.	Student does not describe any benefits or challenges of traveling by covered wagon on the Oregon Trail.
Journal Entry	Student writes a journal entry in 1st person POV from the perspective of a pioneer on the Oregon Trail, describing what it's like to travel by covered wagon AND what items they have with them on the trail.	Student writes a journal entry that describes what it's like to travel by covered wagon OR describes what items they have with them on the trail	Student does not write a journal entry that describes what it's like to travel by covered wagon.
Filling Their Wagon	Student includes their Oregon Trail Math worksheet in their pioneer journal. The worksheet is filled out with the items with the items they are bringing, the quantities, the total costs, and the total weight of food.	Student includes their Oregon Trail Math worksheet in their pioneer journal. The worksheet is filled out with at least the items they are bringing and the quantities.	Student does not complete the Oregon Trail Math Worksheet or does not include it in their pioneer journal.

Mastery: 5-6

Developing: 2-4

Illustration

Description

Covered Wagons

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graph TD; CW(Covered Wagons) --- I(Illustration); CW --- D(Description); CW --- B(Benefits); CW --- C(Challenges);
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The diagram features a central rounded rectangle labeled "Covered Wagons". Four black lines extend from the corners of this rectangle towards the edges of the page, dividing it into four quadrants. The top-left quadrant is labeled "Illustration", the top-right "Description", the bottom-left "Benefits", and the bottom-right "Challenges".

Benefits

Challenges


OREGON TRAIL PRICE LIST

FOOD

FLOUR 100 LBS. @	2.00
(TWO 50 LB. BAGS)	
CORNMEAL 1 LB. @	.04
RICE 1 LB. @	.05
BEANS 1 LB. @	.08
PEAS 1 LB. @	.08
SALERATUS 100 LBS. @	4.00
DRIED APPLES 1 LB. @	.06
OR PEACHES 1 LB. @	.06
MOLASSES 1 LB. @	.06
SALT/PEPPER 10 LBS. @	.50
COFFEE 1 LB. @	.07
TEA 1 LB. @	.55
SUGAR 1 LB. @	.05
BAKING SODA 1 LB. @	.02
VINEGAR 1 LB. @	.04
BACON 100 LBS. @	5.00
PORK 100 LBS. @	5.00
BEEF SUET (FAT) 100 LBS. @	5.00
LARD 100 LBS. @	5.00
DRIED BEEF 100 LBS. @	6.00

WAGON SUPPLIES

CONESTOGA WAGON	250.00
(INCLUDES GEAR FOR ANIMALS)	
EMIGRANT WAGON	150.00
(INCLUDES GEAR FOR ANIMALS)	
AXLE	75.00
OX-BOW (YOKE)	8.00
HORSE-MULE HAHARNESS	8.00
WHEELS 2 @	50.00

OXEN 25.00 
(2 PER YOKE)

HORSES:
PRIME 100.00
FAIR 50.00

COW 25.00
WHIP 1.00

WAGON COVER (CONESTOGA)  8.00

WAGON COVER (EMIGRANT) 6.00

RESIN/TAR (GREASE) 15 LBS. @ 1.50

COTTON TENT 5.00
SMALL STOVE 7.00

DUTCH OVEN 3.00
CHURN 2.00

WATER CASK 3.50
HAND-WASHING MACHINE 7.00

WASHBOARD .30
KNIFE/WHETSTONE 2.50

AX 3.00
HATCHET 2.00

SPADE 2.00
SPYGLASS 5.00

OTHER SUPPLIES

DRESSER 20.00
TRUNK 5.00


ROCKING CHAIR 2.50
WOOL SHIRT/PANTS 3.00

HAT 1.25
SUN BONNET  1.75

SHOES(WOMEN) 3.00
ROOTS 5.00

WOOL DRESS 3.00
BUCKSKIN PANTS/SHIRT 4.00
RAIN PONCHO 2.00
BLANKET 2.00
PILLOW .50

CAMP STOOL .50
GUTTAPERCHA RUCKE .75

COOKING KIT 20.00
(INCLUDES TIN PLATES, SPOONS, COFFEE POT, KETTLE ETC.) 

CARPENTRY KIT 10.00
(INCLUDES HAMMER, SAW, CHISELS, ETC.)
PISTOL 7.50
RIFLE 10.00
SHOTGUN 10.00

LEAD FOR BULLETS (20 LBS) 1.20

BULLET MOLD 2.00
GUN POWDER(5 LBS.) 1.50

SICKLE 1.50
AWL 1.00

IRON .25
SEWING KIT 3.00

(SCISSORS, NEEDLES, THREAD, THIMBLE)

MATCHES 1.00
CANDLES/SOAP 2.50

(25 LBS.)
OIL LAMP/EXTRA OIL 3.50

100 FEET OF ROPE 2.00
4 LINKS OF CHAIN .25
4- 30 INCH STAKES 1.00

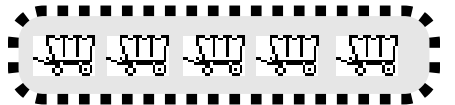
GROUND CLOTHS .50

HARMONICA 2.00
BANJO 15.00

PIANO 300.00

GUITAR 12.00

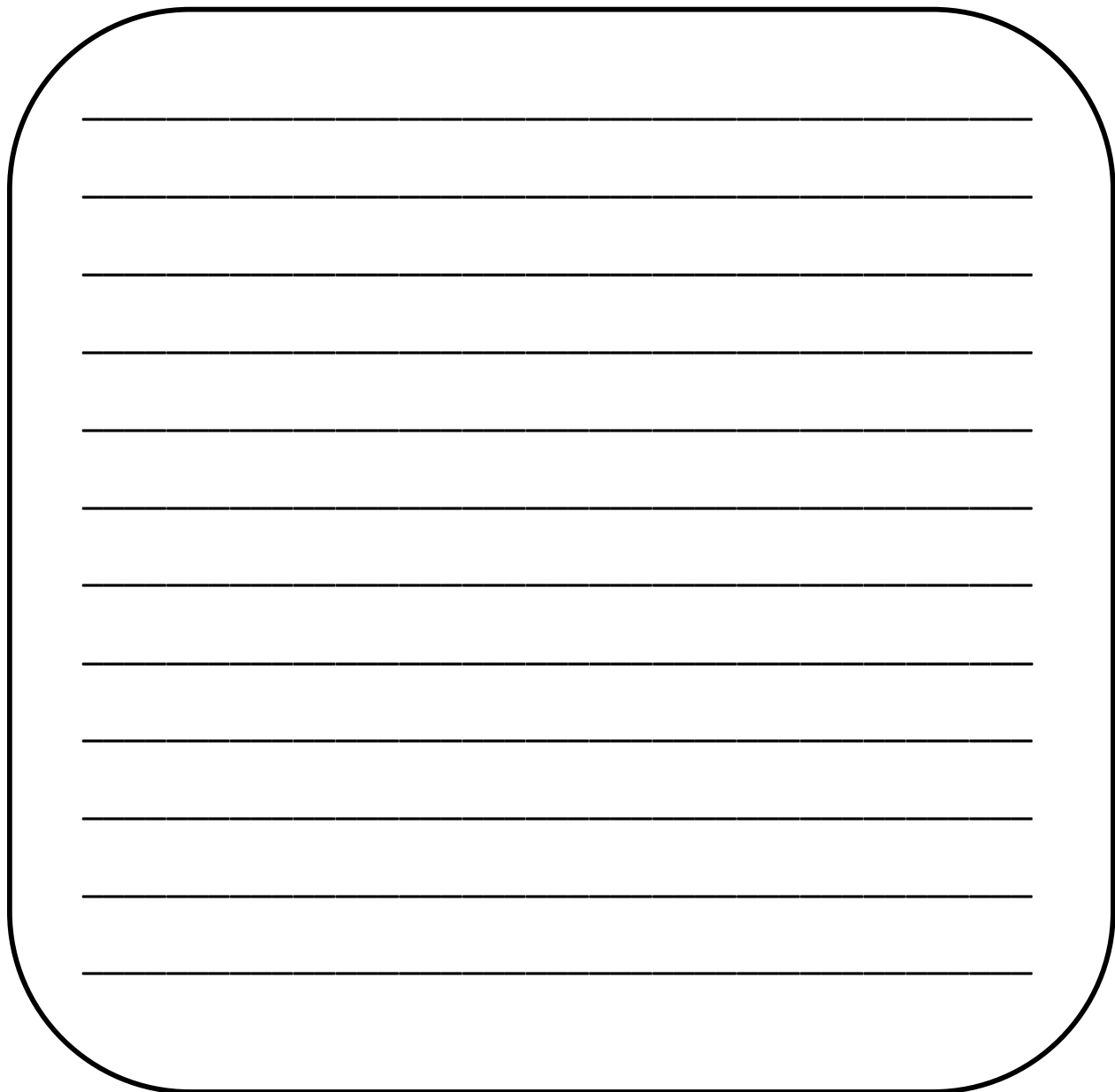
FIDDLE 9.00



A black and white line drawing of a covered wagon. The wagon has a large, arched canopy supported by several vertical poles. It has four spoked wheels and a long handle or whip extending from the front. The drawing is simple and stylized, typical of a children's book illustration.

[illegible]

Write one paragraph (4-5 sentences) about why you chose to include the items you filled your wagon with.



A large rounded rectangle with a black border, containing 12 horizontal lines for writing. The lines are evenly spaced and extend across the width of the rectangle, leaving a small margin from the right edge.

Unit Resources

EDEL 460

Laura Yarrow & Laurie Gallagher

Reading

Children's Literature	Student Resources	Teacher Resources
<p><i>Dear America: Across the Wide and Lonesome Prairie: The Oregon Trail Diary of Hattie Campbell</i> By Kristiana Gregory Historical fiction book written in diary format through the perspective of a young pioneer girl on the Oregon Trail.</p>	<p>Kids Diaries on the Oregon Trail https://www.blm.gov/or/oregontrail/diary.php Real journal entries from kids who traveled the Oregon Trail.</p>	<p>Oregon Trail Books for Students http://www.octa-trails.org/media/dynamic/files/167_Oregon%20Trail%20Books%20for%20Students%2001-2012.pdf An annotated list of books to use with students. A wide variety of grade levels and subject areas.</p>
<p><i>I'm Sorry, Almira Ann</i> by Jane Kurtz Fictional story of two girls who are friends traveling the Oregon Trail together with their families. All the things in the book are real incidents that happened on the Oregon Trail.</p>	<p>Journal Entry Checklist http://unveilinghistory.org/wp-content/lessons/2013/vas/journal-entry.pdf A checklist to guide students' writing as they write journal entries based on primary source diary mentor texts.</p>	<p>"Go West, Young People" Lesson Plan http://unveilinghistory.org/blog/lessons/go-west-young-people/ Has students read journal and diary entries of children on the Oregon Trail and then write their own journal entry from the point of view of a child on the Trail.</p>
<p><i>Bound for Oregon</i> By Jean Van Leeuwen Pioneer Family travels from Arkansas on the Oregon Trail. Winter comes and provides many hardships. Will they make it to Oregon?</p>	<p>Historic Sites on the Oregon Trail http://oregontrail101.com/sites.html Here students can read about different historic sites along the trail, organized by state and location.</p>	<p>Emigrant Diaries and Journals http://www.oregonpioneers.com/diaries.htm Collection of Primary source journal and diary entries</p>
<p><i>Rachel's Journal: The Story of a Pioneer Girl</i> By Marissa Moss Handwritten fictional journal of a pioneer girl with "pasted" in mementos from the journey.</p>	<p>Choose Your Own Adventure on the Oregon Trail https://scratch.mit.edu/projects/3301902/ Students explore cause and effect via a powerpoint/ smart board game</p>	<p>Teacher's Guide for The Oregon Trail http://oregontrail101.com/teacher.html This site gives background information on the Oregon Trail and provides a list of key vocabulary with definitions, a list of discussion topics, and a list of activities that can be used in the classroom.</p>

<p><i>Children on the Oregon Trail</i> <i>By Anna Rutgers van der Loeff</i> Story of Sager children who traveled on the Oregon trail on their own after their parent's death.</p>	<p>The Oregon Trail, FOR KIDS! http://oregontrailkids.blogspot.com/ A blog written by kids for kids, all about the Oregon Trail.</p>	<p>Classroom DIY: Pioneer Journals http://www.literacylovescomany.com/2016/05/classroom-diy-pioneer-journals.html Interactive writing activity and instructions for making a journal that looks aged.</p>
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Math

Children's Literature	Student Resources	Teacher Resources
<p><i>Don't Know Much About the Pioneers</i> by Kenneth C. Davis Question and answer format. Good timeline that starts with the Louisiana Purchase, Lewis and Clark and the mountain men. Contains many interesting facts and additional resources.</p>	<p>If You Were a Pioneer on the Oregon Trail https://edsitement.neh.gov/lesson-plan/if-you-were-pioneer-oregon-trail#sect-introduction Students compare imagined travel experiences of their own with the actual experiences of 19th-century pioneers.</p>	<p>Pack Your Wagon Lesson Plan https://www.blm.gov/or/oregontrail/files/packwagon.pdf Has students do simple math skills in calculating, estimating and adjusting while making decisions during life on the trail.</p>
<p><i>Daily Life in a Covered Wagon</i> by Paul Erickson Non-fiction resource that includes a good map of the Oregon Trail and a timeline.</p>	<p>Oregon Trail Price List http://www.cyberbee.com/wwho/wwHOpricelist.pdf Price list students can use when creating a budget for the Oregon Trail.</p>	<p>The Oregon Trail - A Math Game? http://www.instituteofplay.org/2015/11/deconstructing-learning-games-the-oregon-trail-a-math-game/ A blog post that describes a few different math components found in the original Oregon Trail computer game.</p>
<p><i>Fantastic Facts About the Oregon Trail</i> By Michael J. Trinklein A book full of fun facts about the Oregon Trail that includes many facts and figures about life on the trail.</p>	<p>Oregon Trail Math http://web.gk12.net/homes/cbehl/math.htm Student worksheet of math problems pioneer children did</p>	<p>Budgeting for the Oregon Trail Lesson Plan http://alex.state.al.us/lesson_view.php?id=6359 Students make a budget if they were going on the Oregon Trail</p>
<p><i>If You Traveled West in a Covered Wagon</i> by Ellen Levine A good non-fiction book with a nice map of the trail.</p>	<p>Trading Station Math https://www.blm.gov/or/oregontrail/files/trading-station.pdf With this worksheet, students have to calculate how much money they can get for different items being traded on the Trail.</p>	<p>Literacy Math Ideas Social Studies Notebook http://literacymathideas.blogspot.com/2014/07/westward-and-pioneers-interactive.html Interactive notebook that could be used for other areas of study but has ideas for math integration with the Oregon Trail</p>

<p><i>All About America: Wagon Trains and Settlers</i> By Ellen H. Todras This book gives contemporary readers a glimpse of the enormous challenges of America's Westward Expansion. At the back, there's a complete timeline, glossary, and resources for further exploration</p>	<p>Frontier Math Worksheets https://www.blm.gov/or/oregontrail/files/TBKS_opt.pdf (pages 55-57) Students answer frontier themed math questions.</p>	<p>Create your Own Covered Wagon Activity http://artprojectsforkids.org/cardboard-covered-wagon/ Instructions for making a small model of a covered wagon, can be done as an engineering activity and can have math tie-ins as well. Can lead to discussions about the practicality and construction of covered wagons.</p>
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Social Studies

Children's Literature	Student Resources	Teacher Resources
<p><i>How I Survived the Oregon Trail: The Journal of Jesse Adams</i> by Laura Wilson Journal of an eleven-year-old boy crossing the Oregon Trail with his family, based on real diaries and letters. Illustrations are photos of real artifacts and replicas of equipment used on the overland journey.</p>	<p>Westward Expansion http://www.ducksters.com/history/westward_expansion/oregon_train.php Facts and information about all aspects of the Oregon Trail, written for students.</p>	<p>Pioneer Wagons Presentations http://slideplayer.com/slide/4465674/ Slideshow for teachers to present for students about the wagons used in traversing the trail.</p>
<p><i>The Way West, Journal of a Pioneer Woman</i> by Amelia Stewart Knight Non-fiction diary excerpts with good descriptions of river crossings, traversing the mountains, illnesses, accidents and storms encountered along the way.</p>	<p>The Oregon Trail: A Social Studies Reader http://unveilinghistory.org/wp-content/lessons/2013/vas/oregon-trail.pdf A short grade-level informational text about pioneers moving west and traveling on the Oregon Trail.</p>	<p>Place-Based Learning Opportunity http://www.visitwamego.com/see-and-do/oregon-trail List of Oregon Trail related places to see and things to do in Wamego, KS</p>
<p><i>The Stout-Hearted Seven: Orphaned on the Oregon Trail</i> by Neta Lohnes Frazier Non-Fiction. True story of the seven Sager children who were orphaned in the middle of their overland journey to Oregon, all less than 14 years old.</p>	<p>Oregon Trail Interactive Map http://www.historyglobe.com/ot/otmap1.htm Students can click on landmarks along the Oregon trail to see photos and learn more about places along the trail.</p>	<p>The Oregon Trail Interactive Notebook https://www.teacherspayteachers.com/Product/The-Oregon-Trail-Interactive-Notebook-1568573 Set of interactive activities and resources and Worksheets.</p>
<p><i>The Oregon Trail: An Interactive History Adventure</i> By Matt Doeden Everything in this book</p>	<p>Westward Expansion: Crash Course U.S. History #24 https://www.youtube.com/watch?v=Q16OZkgSXfM</p>	<p>The Oregon Trail Education Resource Guide https://www.blm.gov/or/oregontrail/files/TBKS_opt.pdf</p>

<p>happened to real people. And YOU CHOOSE what you do next. The choices you make could lead you to opportunity, to wealth, to poverty, or even to death.</p>	<p>John Green teaches about facts about who went Westward, debunks stereotypes and speaks on why settlers went West.</p>	<p>A comprehensive guide that includes teacher resources such as Oregon Trail History, student activities, program ideas, and a children's book list.</p>
<p>Westward Expansion (True Books) by Teresa Domnauer</p> <p>Informational text with pictures about the Oregon Trail, why people went West, how they did and what hardships they faced.</p>	<p>All About the Oregon Trail http://oregontrail101.com/allabout.html A kid friendly website where students can learn all about the Oregon Trail!</p>	<p>Westward Ho! Free Lapbook 1803-1890 http://www.tinasdynamichomeschoolplus.com/exploring-to-revolution/westward-ho/ Informational resources, activities and foldable ideas</p>