

1800 – 1849

ROUTES WEST

ACTIVITIES

*Activities created by Michael Young,
former History Department Chair,
Omaha Burke High School*

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LESSON PLAN

*Lesson Plan created by Cindy Simonsen
4th Grade Teacher
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The Covered Wagon Students will understand the importance of the covered wagon to emigrants on the westward trails and will identify and share information about covered wagon images.	4 th	11
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Activity 1: The Trails

Activity Grade Level:
4th & 8th Grades

Activity: Mapmaking

Have students read the following pages in the Routes West section in the 1800-1849 timeline of Nebraska Studies.

Oregon Trail

http://nebraskastudies.org/0400/stories/0401_0143.html

Mormon Trail

http://nebraskastudies.org/0400/stories/0401_0144.html

Then have students draw a map of what would become the western United States and include the following:

- The routes of the Oregon Trail and the Mormon Trail from their beginnings to their destinations.
- The rivers and mountains near the trails.
- The location of cities (over 20,000 population) that exist today along the two routes
- Key historical and natural sites that exist near the two trails.

If you prefer, students may use the blank outline of the United States located in the Resources section at the end of this document.

As an alternative, students could draw a map of Nebraska and answer the same questions for places within the state. There is also a blank Nebraska map in the Resources section at the end of this document.

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will:

Standard 4.1.1 Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.2 Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Standard 4.1.7 Use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 4.1.10 Identify and use essential map elements.

Standard 4.1.11 Use maps and globes to acquire information about people, places, and environments.

Standard 4.1.2 Identify the geographic and human characteristics of the regions of the United States and Nebraska.

By the end of eighth grade, students will:

Standard 8.1.5 Describe growth and change in the United States from 1801-1861.

Standard 8.4.6 Improve their skills in historical research and geographical analysis.

Nebraska State READING/WRITING Standards

By the end of fourth grade, students will:

Standard 4.1.3 Identify the main idea and supporting details in what they have read.

Standard 4.1.4 Identify the resource appropriate for a specific purpose, and use the resource to locate information.

By the end of eighth grade, students will:

Standard 8.1.2 Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Nebraska State SCIENCE Standards

By the end of fourth grade, students will:

Standard 4.1.2 Develop an understanding of evidence, models, and explanation.

Standard 4.2.1 Develop the abilities needed to do scientific inquiry.

Standard 4.8.1 Develop an understanding of science as a human endeavor.

By the end of eighth grade, students will:

Standard 8.4.4 Develop an understanding of populations and ecosystems.

Standard 8.7.2 Develop an understanding of relationships among populations, resources, and environments.

Activity 2: Mormon and Oregon Trails

Activity Grade Level:

4th - 8th Grades

Activity: Discussion

Have students read the Routes West section in the 1800-1849 timeline of Nebraska Studies.

http://nebraskastudies.org/0400/stories/0401_0140.html

Then, have students compare and contrast the reasons people traveled the Mormon Trail with the reasons people traveled the Oregon Trail.

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will:

Standard 4.1.1 Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.10 Identify and use essential map elements.

Standard 4.1.11 Use maps and globes to acquire information about people, places, and environments.

Standard 4.1.12 Identify the geographic and human characteristics of the regions of the United States and Nebraska.

By the end of eighth grade, students will:

Standard 8.1.5 Describe growth and change in the United States from 1801-1861.

Standard 8.4.2 Demonstrate skills for historical analysis.

Nebraska State READING/WRITING Standards

By the end of fourth grade, students will:

Standard 4.1.3 Identify the main idea and supporting details in what they have read.

Standard 4.1.7 Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 4.1.8 Identify similarities and differences between two fourth grade level reading selections.

By the end of eighth grade, students will:

Standard 8.1.1 Identify the main idea and supporting details in what they have read.

Standard 8.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Nebraska State SCIENCE Standards

By the end of fourth grade, students will:

Standard 4.8.1 Develop an understanding of science as a human endeavor.

By the end of eighth grade, students will:

Standard 8.4.4 Develop an understanding of populations and ecosystems.

Standard 8.7.2 Develop an understanding of relationships among populations, resources, and environments.

Activity 3: Landmarks

Activity Grade Level:
4th - 8th Grades

Activity: Photograph Analysis

Have students read the Landmarks page in the Routes West section in the 1800-1849 timeline of Nebraska Studies.

http://nebraskastudies.org/0400/stories/0401_0145.html

Then, have students compare and contrast the photographs of Chimney Rock and Scott's Bluff on the above page and answer the following questions:

- How were they formed?
- What comments did the early travelers make about them?
- Were the early travelers surprised to see these natural formations on the Great Plains? Why or why not?
- How did the two rock formations receive their names?
- Do the two formations provide any benefits to the state of Nebraska today?

As an alternate activity, students may use the National Archives and Records Administration *Photograph Analysis Worksheet* (located in the Resources section at the end of this document) to analyze the photographs.

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will:

Standard 4.1.7 Use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 4.1.2 Identify the geographic and human characteristics of the regions of the United States and Nebraska.

By the end of eighth grade, students will:

Standard 8.1.5 Describe growth and change in the United States from 1801-1861.

Standard 8.4.2 Demonstrate skills for historical analysis.

Nebraska State READING/WRITING Standards

By the end of fourth grade, students will:

Standard 4.1.3 Identify the main idea and supporting details in what they have read.

By the end of eighth grade, students will:

Standard 8.1.1 Identify the main idea and supporting details in what they have read.

Standard 8.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Nebraska State SCIENCE Standards

By the end of fourth grade, students will:

Standard 4.5.1 Develop an understanding of the characteristics of earth materials.

By the end of eighth grade, students will:

Standard 8.2.1 Develop the abilities needed to do scientific inquiry.

Standard 8.7.2 Develop an understanding of relationships among populations, resources, and environments.

Activity 4: River Routes

Activity Grade Level:

4th - 8th Grades

Activity: Discussion

Have students read the following pages in the Routes West section in the 1800-1849 timeline of Nebraska Studies.

The Mighty Mo

http://nebraskastudies.org/0400/stories/0401_0141.html

Platte River Road

http://nebraskastudies.org/0400/stories/0401_0142.html

Then have students compare and contrast the Missouri River and the Platte River concerning their value as means of transportation for the various people who traveled through Nebraska from 1800-1849. Have them consider the following when making their comparisons:

- Water depth.
- Water current.
- Location with reference to western settlement.
- Influence on development of communities.
- Relationship between the American Indians and the rivers.
- Comments made by early travelers.

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will:

Standard 4.1.2 Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Standard 4.1.10 Identify and use essential map elements.

Standard 4.1.11 Use maps and globes to acquire information about people, places, and environments.

Standard 4.1.2 Identify the geographic and human characteristics of the regions of the United States and Nebraska.

By the end of eighth grade, students will:

Standard 8.1.5 Describe growth and change in the United States from 1801-1861.

Standard 8.4.2 Demonstrate skills for historical analysis.

Standard 8.4.3 Develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Nebraska State READING/WRITING Standards

By the end of fourth grade, students will:

Standard 4.1.3 Identify the main idea and supporting details in what they have read.

Standard 4.2.5 Demonstrate the use of self-generated questions, note taking, and summarizing while learning.

By the end of eighth grade, students will:

Standard 8.1.1 Identify the main idea and supporting details in what they have read.

Standard 8.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Nebraska State SCIENCE Standards

By the end of fourth grade, students will:

Standard 4.5.1 Develop an understanding of the characteristics of earth materials.

By the end of eighth grade, students will:

Standard 8.2.1 Develop the abilities needed to do scientific inquiry.

Standard 8.7.2 Develop an understanding of relationships among populations, resources, and environments.

Activity 5: Oregon Trail Places

Activity Grade Level:
12th Grade

Activity: Map Analysis

Have students read the Landmarks page in the Routes West section in the 1800-1849 timeline of Nebraska Studies.

http://nebraskastudies.org/0400/stories/0401_0145.html

Then, have students use the National Archives and Records Administration *Map Analysis Worksheet* (located in the Resources section at the end of this document) to analyze the map, *Places to Visit on the Trails* on the above page.

Nebraska State SOCIAL STUDIES Standards

By the end of twelfth grade, students will:

Standard 12.1.12 Explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Standard 12.2.11 Demonstrate historical research and geographical skills.

Standard 12.1.14 Demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

Standard 12.3.5 Analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.3.17 Develop skills for historical analysis.

Standard 12.4.3 Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Standard 12.4.7 Apply geography to interpret the past, understand the present, and plan the future.

Nebraska State READING/WRITING Standards

By the end of twelfth grade, students will:

Standard 12.1.1 Identify the main idea and supporting details in what they have read.

Nebraska State SCIENCE Standards

By the end of twelfth grade, students will:

Standard 12.4.4 Develop an understanding of the interdependence of organisms.

Standard 12.7.2 Develop an understanding of the effects of population change.

Standard 12.7.3 Develop an understanding of natural resources.

Activity 6: Trail Journals

Activity Grade Level:
12th Grade

Activity: Writing

Have students read the Platte River page in the Routes West section in the 1800-1849 timeline of Nebraska Studies.

http://nebraskastudies.org/0400/stories/0401_0142.html

Then, have them analyze the comments made by people who traveled by or on the Platte River during the first half of the 19th century and include the following in their analysis:

- Fur traders.
- Native Americans.
- Travelers on the Oregon and Mormon Trails.

Have students conclude their written comments with a discussion of how people living in Nebraska in the 21st century view the Platte River.

Nebraska State SOCIAL STUDIES Standards

By the end of twelfth grade, students will:

Standard 12.1.12 Explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Standard 12.2.11 Demonstrate historical research and geographical skills.

Standard 12.3.17 Develop skills for historical analysis.

Standard 12.4.3 Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Standard 12.4.7 Apply geography to interpret the past, understand the present, and plan the future.

Nebraska State READING/WRITING Standards

By the end of twelfth grade, students will:

Standard 12.1.1 Identify the main idea and supporting details in what they have read.

Standard 12.1.6 Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.1.8 Demonstrate the ability to analyze literary works, nonfiction, films, and media.

Nebraska State SCIENCE Standards

By the end of twelfth grade, students will:

Standard 12.4.4 Develop an understanding of the interdependence of organisms.

Standard 12.7.2 Develop an understanding of the effects of population change.

Standard 12.7.3 Develop an understanding of natural resources.

Lesson Plan: The Covered Wagon

Lesson Grade Level:

4th Grade

Lesson Objectives:

1. Students will understand the importance of the covered wagon to emigrants on the westward trails.
2. Students will identify and share information about covered wagons images.

Nebraska State SOCIAL STUDIES Standards

By the end of fourth grade, students will:

Standard 4.1.1 Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.7 Use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 4.1.10 Identify and use essential map elements.

Standard 4.1.11 Use maps and globes to acquire information about people, places, and environments.

Standard 4.1.2 Identify the geographic and human characteristics of the regions of the United States and Nebraska.

Nebraska State READING/WRITING Standards

By the end of fourth grade, students will:

Standard 4.1.3 Identify the main idea and supporting details in what they have read.

Standard 4.1.4 Identify the resource appropriate for a specific purpose, and use the resource to locate information.

RESOURCES

Materials:

Papers, pen or pencil

Current Map of Nebraska (see web links below as well)

Covered Wagon Multiple-Choice located in the Resources section at the end of this document.

Internet Resources:

Nebraska Studies 1800-1849 website, Routes West section

http://nebraskastudies.org/0400/stories/0401_0140.html

Wagon Diagram from End of the Oregon Trail Interpretive Center

http://www.historicoregoncity.org/HOC/index.php?option=com_content&view=article&id=156:wagons&catid=70:oregon-trail-history&Itemid=75

How did Pioneers Travel? from Oracle Education Foundation ThinkQuest

<http://library.thinkquest.org/6400/travel.htm>

Nebraska County Map

<http://geology.com/county-map/nebraska.shtml>

100 Milestone Documents, National Archives.

<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

Graphic Organizers

<http://www.graphic.org/venbas.html>

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

Glencoe. Graphic Organizer

http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf

Nebraska Dept. of Education Academic Standards.

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Dept. of Education State Social Studies/History Standards.

<http://www.nde.state.ne.us/ndestandards/documents/SocialStudiesHistoryStandards.pdf>

Nebraska State Historical Society.

<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<http://nebraskahistory.org/publish/publicat/history/index.htm>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/traillist.htm>

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html

Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.

<http://www.nde.state.ne.us/SS/>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/amtitle.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/ammemhome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.

"Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

INTRODUCTION

Show photographs, drawings, or replicas of a covered wagon to your students. You may use the wagon diagram at this site to label the parts of a covered wagon.

Wagon Diagram from End of the Oregon Trail Interpretive Center

http://www.historicoregoncity.org/HOC/index.php?option=com_content&view=article&id=156:wagons&catid=70:oregon-trail-history&Itemid=75

THE PROCESS

1. Have students access the Oregon Trail page in the Routes West section of the 1800-1849 timeline on the Nebraska Studies website.
http://nebraskastudies.org/0400/stories/0401_0143.html
2. Have students pay close attention to the use and importance of the covered wagon in the reading. With a piece of paper have them create a list of important uses and information about a covered wagon as they read only the text on the Oregon Trail page. (Don't have them click on any other links on the page just yet.)
3. Tell the students to click on the video when they are finished reading.
4. Next have them type "covered wagons" in the Search box at the top left of the screen, click on Primary Source, and look at all of the images that have covered wagons.

5. Have students select an image that they would like to share in class. Have them click on the picture and enlarge it if needed. Then, have them go to the File menu in the browser toolbar at the top of the screen and Print the image.
6. Based on the information given, have the student write down:
 - a. Who is in the picture?
 - b. Give the date the picture was taken.
 - c. Give a short summary of the picture.
 - d. Where was the picture taken? (Have them refer to a Nebraska map to show where the picture was taken.)

<http://geology.com/county-map/nebraska.shtml>
7. Have the students practice and then share their findings with the class.
8. Have students take the Covered Wagon Multiple-Choice quiz located in the Resources section at the end of this document.

Learning Advice:

Bring the students back for a large group discussion. Share the lists of uses and important information about the covered wagon. Share their individual images and create a bulletin board or mural of the pictures.

Conclusion:

Through the reading, video, and images, students will have learned about covered wagons and their importance to the pioneers.

ASSESSMENT

Assess students' participation, oral reports, and results of the Covered Wagon Multiple-Choice quiz located in the Resources section of this document. Create your own rubric for the students' participation and oral reports. Here are some sites with rubrics for assessment.

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html

Answers to the Multiple-Choice assessment activity:

1. B 2. C 3. B 4. A 5. C 6. B 7. C 8. C 9. B 10. B

Extension Activities:

1. Have students create their own covered wagon replica out of construction paper.
2. Have students create a bulletin board of the images they shared.
3. Have students create a physical classroom display of a wagon train.
4. The next lesson could be to *Pack Your Wagon*.

1800 – 1849

ROUTES WEST

RESOURCES

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Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

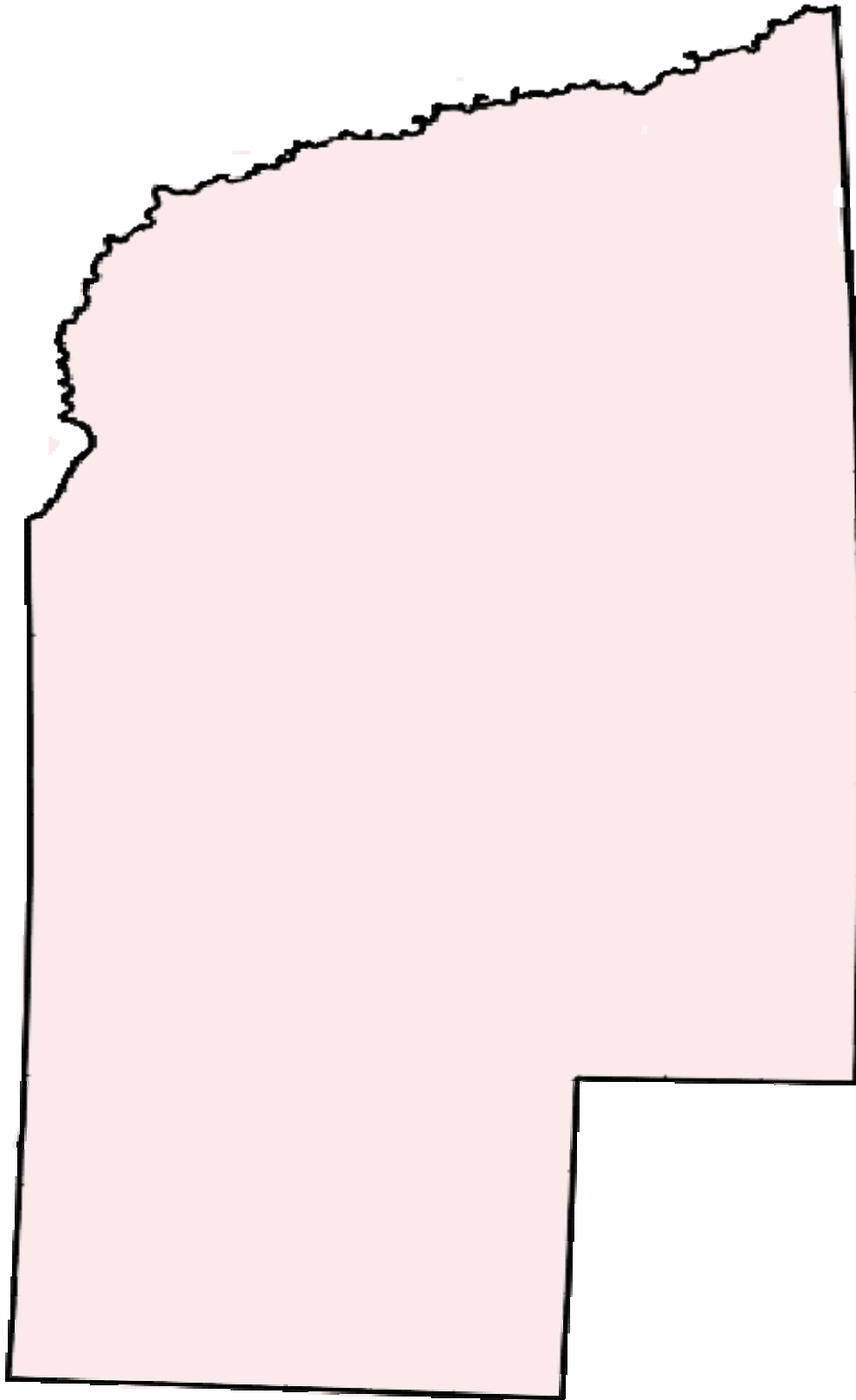
RESOURCES

RESOURCES

Western United States Map



Nebraska Map



RESOURCES

National Archives Photograph Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE

OBJECTS

ACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

RESOURCES

National Archives Map Analysis Worksheet

1. TYPE OF MAP (check one):

- | | |
|---|--|
| <input type="checkbox"/> Raised relief map | <input type="checkbox"/> Bird's-eye view |
| <input type="checkbox"/> Topographic map | <input type="checkbox"/> Artifact map |
| <input type="checkbox"/> Political map | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Contour-line map | <input type="checkbox"/> Pictograph |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Weather map |
| <input type="checkbox"/> Military map | <input type="checkbox"/> Other () |

2. PHYSICAL QUALITIES OF THE MAP (check one or more):

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Compass | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title |
| <input type="checkbox"/> Date | <input type="checkbox"/> Legend (key) |
| <input type="checkbox"/> Notations | <input type="checkbox"/> Other |
| <input type="checkbox"/> Scale | |

3. DATE OF MAP:

4. CREATOR OF MAP:

5. WHERE WAS THE MAP
PRODUCED?

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6. MAP INFORMATION

A. List three things in this map that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this map was drawn?

C. What evidence in the map suggests why it was drawn?

D. What information does the map add to the textbook's account of this event?

E. Does the information in this map support or contradict information that you have read about this event? Explain.

Write a question to the mapmaker that is left unanswered by this map.

RESOURCES

Covered Wagon Multiple-Choice

NAME _____

PERIOD _____

DIRECTIONS: *Circle the best answer.*

1. A typical wagon of the 1840s could carry a load weighing about _____.
 - a. 1200-1400 pounds
 - b. 1600-2000 pounds
 - c. 2000-2100 pounds
2. What was the nickname used for covered wagons?
 - a. Great Deserts
 - b. Prairie Rushers
 - c. Prairie Schooners
3. Why were the wagons called the nickname above?
 - a. Because the wagons looked like a long train passing
 - b. Because the wagon's cover looked like a ship's sail.
 - c. Because the wagon blended into the prairie colors.
4. What was the size of the average wagon?
 - a. 10 feet long and 4 feet wide
 - b. 10 feet long and 10 feet wide
 - c. 4 feet long and 4 feet wide
5. Most wagons were pulled by _____.
 - a. horses
 - b. cows
 - c. oxen
6. About how much did each ox cost?
 - a. \$100
 - b. \$50
 - c. \$25
7. The covered wagons carried the pioneers about _____ miles per day.
 - a. 20 miles
 - b. 10 miles
 - c. 16 miles
8. Why did some of the trails begin to look like winding junkyards?
 - a. Because there were many graves on the trail.
 - b. Because of all of the litter from the pioneers
 - c. Because pioneers overloaded the wagons and had to discard items.
9. In some places the wagons had to pass in columns hundreds of yards apart because _____.
 - a. there wasn't enough room for two wagons at a time.
 - b. the trail shifted because of weather and use.
 - c. they were not traveling together.
10. A group of wagons in a line was called _____.
 - a. a wagon trail
 - b. a wagon train
 - c. a wagon tow