

Unit 6/Week 5

Title: Going West

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.5.9;
RFS.4.4; W.4.1, W.4.2, W.4.4, W.4.7, W.4.9, W.4.9; SL.4.1, SL.4.2; L.4.1,
L.4.2, L.4.4, L.4.5

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do not read this to the students. This is a description for teachers, about the big ideas and key understandings that students should take away after completing this task.

Big Ideas and Key Understandings

Cooperation among travelers and hard work by all were essential for the survival of the wagon trains and families heading west to the unknown under harsh, dangerous conditions in the 1840s.

Synopsis

In the 1840's families traveled in schooners from Missouri in large wagon trains along the Oregon Trail. A typical day in the life of a pioneer began early in the morning and involved a great deal of hard work and persistence from each member in the wagon train. Despite the difficult journey (that some did not survive), the pioneers still found comfort from daily routines and social interactions. These pioneers reflect the emigrant experience of pioneers seeking new opportunities.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Reread the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions

Reread page 522. What did each family member (the boy, the father, the mother, and the sisters) do on the trail?

The author begins this selection with a narrative about one family. What pronoun does the author use to show all the people on page 522 are the boy's family? Give examples from page 522 where the author uses the pronoun.

Reread page 523. What evidence from the text illustrates how the prairie schooner changed over the journey?

Personification is when human qualities are given to nonliving things. What example of personification does the author use to show the wagon has gotten older?

Answers

The boy: poked and prodded the cows that were yelled, "Get along."

The father: cracked the whip above the head of the wagon

The mother: sat in the front seat of the wagon with her lap

The sisters: had gone off with some other girls

The author uses *his face, his cheeks, his father, his mother* which tells the reader that the people on page 522 are the boy's family,

Before: brand new, red wheels, blue body, fresh paint

Now: top stained and patched, paint faded and chipped

Personification: "The wagon creaked and groaned like an old, sturdy."

Reread the first paragraph on page 524. Use context clues to define *possessions*. What possessions did the families bring? What can you infer about the possessions families' brought on the journey and the possessions they had to leave behind?

Possessions: things they owned, such as food, tools, bedding, kitchenware, tent supplies, plow, milk.

They took only what was needed for their journey to their new home. They probably left behind things that were not needed. Possible things they have left behind: toys, extra food, pets, extra pots and pans, books

Reread the second paragraph on page 524. The text says that people traveled in different ways. What evidence from the text details who traveled *inside* the wagon while most people traveled *outside* the wagon? Why might it be best or easiest for these people to ride inside the wagon?

Little children, their mothers, and people who were unable to walk were inside the wagon.

The little children either couldn't walk or were too weak. The mothers had to watch the children. The sick people were unable to walk.

The text states that the pioneers got up at 4:00 in the morning. Why did the pioneers get up so early? (Pg. 524)

They had many chores to do before traveling in the morning. These chores included: kindle the fire, put on the horses, fix the cows, pull down tents, load the wagon, and fix the wagon.

Look at the photograph on page 525. What evidence from the photo illustrates how the journey was difficult?

There are steep mountains on the right of the trail. The small wooden guardrail. The trail is narrow. The wagons are packed (food, water, plants, shelter) around them which makes the trail. The wagons can't pass each other.

Reread page 526, paragraph 1. What evidence is there that some pioneers did not survive the journey?

We know some pioneers did not complete the journey because the pioneers saw the splintered wreck of an abandoned wagon and wooden grave markers every 2 - 3 miles.

On page 526, paragraph 2, the text explains how a corral was formed with wagons. In your own words, describe the corral's purpose and how it was formed.

The students' responses should have these things:
 -wagons pull off the trail
 -form a circle
 -locking together from front to rear with chains
 -leave open a gateway for animals
 -close with one more wagon
Students may use a Flow Map to sequence the events.

The purpose was to keep the animals and people safe during the night.

Reread the last paragraph on page 526 and the first two paragraphs on page 527. Use a T-chart to compare the pioneers' evening chores to their evening pleasures.

Evening chores: forming a corral, tending the horses, starting campfires, cooking dinner, guarding the wagons.
 Evening pleasures: Eating together, kids playing, telling secrets and laughing, boy reading, grown ups tending the next day, huddling under their blankets and sleeping.
Students use a T-chart to list.

On page 527, paragraph 3, what clues does the text give to show the pioneers were on a very long journey? Approximately how much farther did they have to go?

They traveled 15 miles a day, and from May to June they traveled 700 miles. They still had more than twice the distance to go. They probably traveled from June to July.

Chronological order is organizing the text in time order. What language does the author use on pages 524-527 to show chronological order?

These signal words were used to show chronological order: that morning (524), by seven (524), at noon (525), (526), late that afternoon (526), 8 p.m..

Reread page 528, paragraph 2. Why did the pioneers go west?

Claim land, get rich from finding gold, and settle the land.

Informational text tells the readers facts about a topic. Pages 528 -529 are informational text. Look back into the text and write three important facts found on those pages.

- they traveled west by wagon train set out from the Missouri River
- by 1869 the transcontinental railroad was completed
- between 1841-1869, more than 350,000 people traveled west
- they called themselves emigrants because they were leaving their homes
- back in the 1840's, the United States border ended at the Missouri River
- the region of Kansas and Nebraska was set aside as territories
- California was a province of Mexico
- Oregon was claimed by the United States and Great Britain
- but the western territories would become part of the United States
- when the emigrants first started out they were looking for land

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
<p>TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text</p>	<p>Page 524 – pioneers Page 525 – sentries Page 526 - tongue</p>	<p>Page 523 - banks Page 526 – livestock Page 528 - ruts Page 528 - elbowroom Page 529 - territory Page 529 - jointly</p>
<p>STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text</p>	<p>Page 522 - wagon train Page 523 - canvas Page 524 - possessions Page 526 - corral Page 527 - emigrants</p>	<p>Page 522 - trudged Page 523 - sturdy Page 526 - splintered Page 527 - tattered Page 527 – altitude Page 526 - nooks Page 528 – claim</p>

Culminating Task

- *Wagon trains required many people to work together, to cooperate. Give an example from the text of one of the daily duties that required cooperation. Include specific examples of the different jobs or roles pioneers performed in order to accomplish this work. Why was their cooperation essential to the completion of this task?*

Possible Answers:

Family unit (522): The father was driving the wagon to ensure that the family and the wagon got to their new home. The mother took care of the baby since it was unable to care for itself. The boy herded the cows to keep them with the wagon train. These cows were used for milk, meat, and other supplies. The sisters were looking for wild herbs to use for food or medicine. The members of the family each had different jobs to help the family stay safe, have food, and complete the journey.

Wagon train morning duties (524): The sentries woke up the pioneers to start the day. Some people kindled fires to be able to cook food. Others put kettles of water on the fire to heat up the water for cooking and cleaning. Pioneers milked cows so they could have milk and make butter. Some people pulled down tents to pack in the wagons for their next stop. Other pioneers loaded wagons with supplies that were needed to set up camp each night. Other people fixed breakfast so that they would have food to eat to have energy for the journey. The train captain signaled for everyone to move out so that everyone left together. Everyone worked hard in the morning to take down camp and get ready for the day ahead so they could be on the trail by seven in the morning.

Corralling the wagons (526): The train captain gave the signal to stop, so that everyone stopped at the same time. Each driver had to put his wagon in the right spot for the corral to be formed correctly. This circle kept the animals safely in one area. The herders had to get the livestock in the corral through the gateway so that the animals were protected at night. One pioneer had to put his wagon in last to close the gateway. This was important so that no animals could get out and also created a safe place for the

pioneers at night. The animals need to be kept safe because they were used for food (cows), and transportation (horses and oxen).

Additional Tasks

- *Write a journal entry from the perspective of a pioneer on the boy's wagon train. To make your entry more realistic, use some of the details from the story to include the dangers, duties and joys in a pioneer's day.*
- *Working with a partner or small group, use informational texts and the Internet to do further research about the westward movement or wagon trains. Take notes on your findings, and put together a list of sources. Lastly, write a one-page report on your findings.*
- *Reread page 522. The author uses action verbs to describe the pioneer experience. Find 10 action verbs from this page and use context clues or a thesaurus to find synonyms clarifying what each word means as it is used in this passage.*

Possible words: swaying, plodding, stretched, poke, prod, trudged, mooing, complaining, shouted, floated, clogged, parched, coated, smeared, brushed, buzzed, bounced, coughed, snorted, rattled, hunt.

Name: _____ Date _____

“Going West”

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