

Lesson Plans

Week 2 - The Oregon Trail, Overlanders and The Native American Perspective

Class: U.S. History I

Unit: America's Westward Expansion

Grade Level: 10th Grade; College Preparatory

Lesson 1:

Topic: The Oregon Trail

Standards: USI.26 Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and **Oregon trails**. (H, E, G)

- A. the War of 1812
- B. the purchase of Florida in 1819
- C. the 1823 Monroe Doctrine
- D. the Cherokees' Trail of Tears
- E. the annexation of Texas in 1845
- F. the concept of Manifest Destiny and its relationship to westward expansion
- G. the acquisition of the Oregon Territory in 1846
- H. the territorial acquisitions resulting from the Mexican War
- I. the search for gold in California
- J. the Gadsden Purchase of 1854

Statement of Purpose:

The purpose of this lesson is to give students a geographic, and cartographic understanding of the Oregon Trail and its challenges.

Learning Objectives: Students will be able to use their map and newfound knowledge of the Oregon Trail to...

- to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails.
- Write "Warning Signs" about the difficulties on the Oregon Trail

Students should also be able to answer the following key questions:

- 1) What were the biggest challenges that the pioneers faced along the Oregon Trail?
- 2) What feelings must they have experienced? Why do you think pioneers would have endured this?
- 3) What characteristics would you attribute to the pioneers who traveled along the Oregon Trail?

Schedule:

- ❖ 1.5 - 2 45 minute periods

Procedure (Time/Activity)

- ❖ Question of the Day (Q.O.D.): What do you think would be the best climate in which to live? What do you think would be the worst climate in which to live? Why?
- ❖ Go over answers (5- 10 minutes)
- ❖ Pass out Map of Oregon Trails with boxes for annotation
- ❖ "Buddy Up" with partners (they have a "famous historical person buddy sheet" for partnering up purposes)
- ❖ Proceed w/ P.P. (30 minutes) by asking partners to discuss answers to scaffolding questions for each slide:
 - Look at the map of the Oregon trail on the powerpoint. What might some of the geographic challenges might be of making this trek? How long do you think it would take? What would the climate be like? When might they want to begin the journey - continue with notes
 - Show the map and have them take basic notes about the journey
 - For the remainder of the slides, have them analyze P.P. pictures of climate and ask them: what does this region look like? What challenges might you face traveling in this area?
 - Take notes on this faze of the trek and have them take notes on the challenges
 - They should be able to reach letter E during the first day

*******DAY 2 OF LESSON 1 (Powerpoint)*******

- ❖ Q.O.D. (Review Question): What were some of the challenges during the first half of the Oregon Trail yesterday? (5 minutes)
- ❖ Finish slides from the previous day's PowerPoint using the same methods
- ❖ Pass out posters to the partners. Have each partner create a "Oregon Trail Route" on the poster - See attached "Route to Oregon" assessment for the requirements

References:

- ❖ overlandtrails.lib.byu.edu
- ❖ <http://www.nps.gov/joda/hrs/fig22.jpg>
- ❖ America's History – 4th Edition: Copyright 2002 – Bedford/St. Martins (A.P. Textbook)
- ❖ Manifest Destiny in a Growing Nation - TCI Curriculum – History Alive – Copyright 1997

Materials:

- ❖ PowerPoint
- ❖ Map of Oregon Trail for annotation

❖ Poster paper

Overlander - Skit Activity

Directions: A variety of groups made the overland trek across the U.S. Territory to seek a better life, gain instant riches, follow their husbands, gain relief from religious persecution as well as a variety of other reasons. Your group must read the primary sources taken from your particular group of overlanders and create a skit that answers the following "key questions":

- 1) Why did your group make the trip out west?
- 2) What was the overland experience like for this particular group?
- 3) How did they adapt to life in the west?

******* Attach this to your script and give it to Mr. Martin*******

Group of Overlanders: _____

<u>Roles:</u>	<u>Name:</u>	<u>Description of what you did:</u>	<u>Rubric:</u>	<u>Grade - 15 pts.</u>
Script Writer			<ul style="list-style-type: none"> <input type="checkbox"/> Script was typed & photocopied <input type="checkbox"/> Script demonstrated effort <input type="checkbox"/> Script accurately conveyed information about your group and answered the "key questions" <input type="checkbox"/> Script writer was cooperative and assisted other group members 	
Lead Actor/ Director			<ul style="list-style-type: none"> <input type="checkbox"/> Performed the most lines in the skit <input type="checkbox"/> Performance demonstrated rehearsal, effort and dramatic flair (actor) <input type="checkbox"/> Skit demonstrated rehearsal (director) <input type="checkbox"/> Actor/director was cooperative and assisted other group members <input type="checkbox"/> Lines memorized 	
Researcher			<ul style="list-style-type: none"> <input type="checkbox"/> Wrote answers to questions accurately <input type="checkbox"/> Wrote down 6-8 important facts about the topic that could be incorporated into the skit <input type="checkbox"/> Did research from text and internet that would benefit skit (e.g. background) <input type="checkbox"/> Researcher was cooperative and assisted other group members 	
Props Maker			<ul style="list-style-type: none"> <input type="checkbox"/> Made props/posters for the skit that demonstrated tremendous effort <input type="checkbox"/> Props contributed to the skit in a positive manner <input type="checkbox"/> Props person was cooperative and 	

			assisted other group members	

**A Mr. Martin Project
Route to Oregon Map**

Names: _____

******Staple this to your assignment******

Directions: Using your annotated map, create a “route” (similar concept to a timeline) that includes the name of each region, “notes” to travelers about helpful hints and “warning” signs that explain the challenges to the particular region of the route.

What size does it have to be? This is totally up to you. Some may choose to cut a strip of poster board in half. Some may choose to use an entire piece of poster board. As long as you meet the requirements below, the size does not matter.

What are the requirements? Glad you asked. To receive the full 30 points for this assignment, your “Route to Oregon” must...

- Demonstrate strong effort (contain color, neatness, accurate information, etc.)
- Contain an image of a wagon with a “path” along the poster (with supplies to be placed in the wagon)
- Label of the 8 major regions along the route
- Contain 6 warning signs and 4 “Notes”
 - Each sign must contain a symbol/picture related to the challenges of the region and at least 2 warnings of what to do
 - Contain 4 additional “Helpful Hint” notes along the route.

Total Possible Points 25
Comments:

TOTAL POINTS RECEIVED: _____

