

Life in a wagon

Grade Level: 4th	Subject: Social studies
Central Focus: Life in a wagon on the Oregon trail	Estimated Duration: 60 minutes
Where does lesson occur?	Grouping: Together as a class, individual
Prior knowledge, skills an/or experiences needed:	

Common Core Standard(s)

2.1.1 Understands and analyzes the costs and benefits of people's decisions to move and relocate to meet their needs and wants.

Learning Objectives:

Students will be able to analyze the cost and benefits of people's decisions to move and relocate to meet their needs and wants.

Targets for Students:

I will be able to analyze the cost and benefits of people's decisions to move and relocate to meet their needs and wants.

Assessment Strategies (formative and summative):

Formative: Students will be answering questions throughout the lesson on the wagon and what is valued to bring back then. The students will also fill out a worksheet, "packing list". This is an organized list of what you would bring on the trail (food, wagon supplies, clothing, and animals).

Summative: The students will have an exit ticket of "one special thing". This is a worksheet that has the students focus on one small possession that they would bring on the journey going west.

Student Feedback Strategies:

Give student's positive feedback throughout the lesson

Academic Language Demands:

Function/form: Students are completing worksheets on the Oregon Trail (packing list, one special thing)

Vocabulary: livestock, oxen,

Language Supports:

Explain that it was expensive to leave. Families went on the Oregon Trail if they had money.

Accommodations and/or Modifications:

Materials Needed (include technology)

'Daily life in a covered wagon' book

Packing list worksheet

Oregon Trail fast facts

'One special thing' worksheet

Teaching Plan:

Time	Teacher Behavior	Student Behavior	Assessment to monitor learning
Opening of Lesson			
5 minutes	<p>Start off the lesson by asking students- what would you bring with you on the trail? How much do you think it cost to leave (oxen, wagon)? How much weight do you think a wagon could pull? What do you think was important for families to bring? How did the families get food while they were on the trail? Write student responses on the board.</p>	<p>Students are raising their hands to answer questions about the trail.</p>	
10 min	<p>Read page 8 from the book "Daily life in a covered wagon"</p>	<p>Students are actively listening to the teacher reading. They</p>	

	<p>which talks about 'the wagon'. Ask students, "How much weight can a wagon could pull? Compare their answers from what they already have on the board. Read page 14 about 'hitching up the wagon'. Compare answers on the board to how much it actually cost to leave. (Cost of the wagon and oxen). Explain that you had to have money in order to leave, this wasn't a situation where people moved because they had to, it's because they wanted to. Look into how many oxen Ezra brought with him 2 yoke of oxen and 1 yoke of cows.</p>	<p>are raising their hand to answer questions about facts in the book and how that compares to their original answer.</p>	
<p>15 minutes</p>	<p>Read page 10 from the book, which talks about 'inside the wagon'. What do you think was important to bring in the wagon? Compare answers with what is on the board. Ask students what they would bring on the trip with them. Write student responses on the board. Is it the same</p>	<p>Students are actively listening to the teacher reading. They are answering questions and comparing them to their original answers. Students are thinking about what the book says, what Ezra did and what they would do and comparing all three.</p>	

	<p>as what the pioneers brought? Ask students would the amount of supplies change if there were more in your family? More or less room for food/furniture? How would they get food on the trail? Go to page 26 and read about 'hunting'. (Ezra had 5 in his wagon and brought a chair with him that lasted the whole journey and still assembled today-light). Read page 18 about clothing that was brought on the trail.</p>		
Body of Lesson (include additional rows to make your steps explicit)			
5 min	<p>Put the 'Oregon trail fast facts' under the document camera and have students take turns reading each bullet out loud.</p>	<p>Students are reading the bulleted list of Oregon trail facts when called on.</p>	
15 min	<p>Have students complete the packing list of the Oregon trail worksheet.</p>	<p>Students are completing the packing list worksheet, in groups or individuals.</p>	
Closure and End of Lesson			
10 min	<p>To end the lesson have students do a writing activity. Have them cut out the 'one</p>	<p>Students are completing the 'one special thing'</p>	

	<p>special thing' worksheet and complete it. Every students might be different depending on what is valuable to them.</p>	<p>worksheet individually and turning it in.</p>	
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<p><i>What did students learn, and what will you do next?</i></p>
<p><i>Student learning (To what extent did students meet your learning goals/ objectives; how do you know? Focus on the group but also on one or two individual students.)</i></p>
<p>Reflection a. What is working? What is not? For whom ? Why ? (Consider teaching and student learning with respect to both content standards and academic language development.) b. How does this reflection inform what you plan to do in the next lesson?</p>

ON THE OREGON TRAIL

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ON THE OREGON TRAIL

FAST FACTS

- The emigrants sold everything they had to make the trip to Independence, Missouri, where the Oregon Trail began. In Independence, the emigrants bought all their supplies for the 2,000-mile (3,219 km) journey west.
- Some people were too poor to purchase a wagon, so they set out for Oregon with their belongings in a wheelbarrow.
- At Fort Laramie, where the wagon trains often stopped to rest and buy supplies, flour sold for as much as \$1 per pint, but bacon was only 1¢ per pound!
- Between 1835 and 1855, 10,000 people died on the Oregon Trail. The diseases of cholera and smallpox, as well as firearms accidents, were the main causes of death on the trail.
- Most wagon trains contained about 100 families. The families traveled with the wagon train for nearly six months, crossing the country.
- A typical wagon could hold about 2,500 pounds (1,134 kg) of supplies.
- Wagon trains covered about 15 miles (24 km) a day. At night, the wagons would form a circle that served as a pen for the livestock.
- Emigrants traveled on many trails west. The Oregon Trail is the most famous. However, there was also the California Trail, the Mormon Trail, and the Santa Fe Trail, all leading emigrants west.

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Packing List

Imagine that it is 1850 and your family has decided to leave the busy Northeast to move to the Northwest where they can get free land. Complete the packing list below to help you decide what you will be able to take with you.

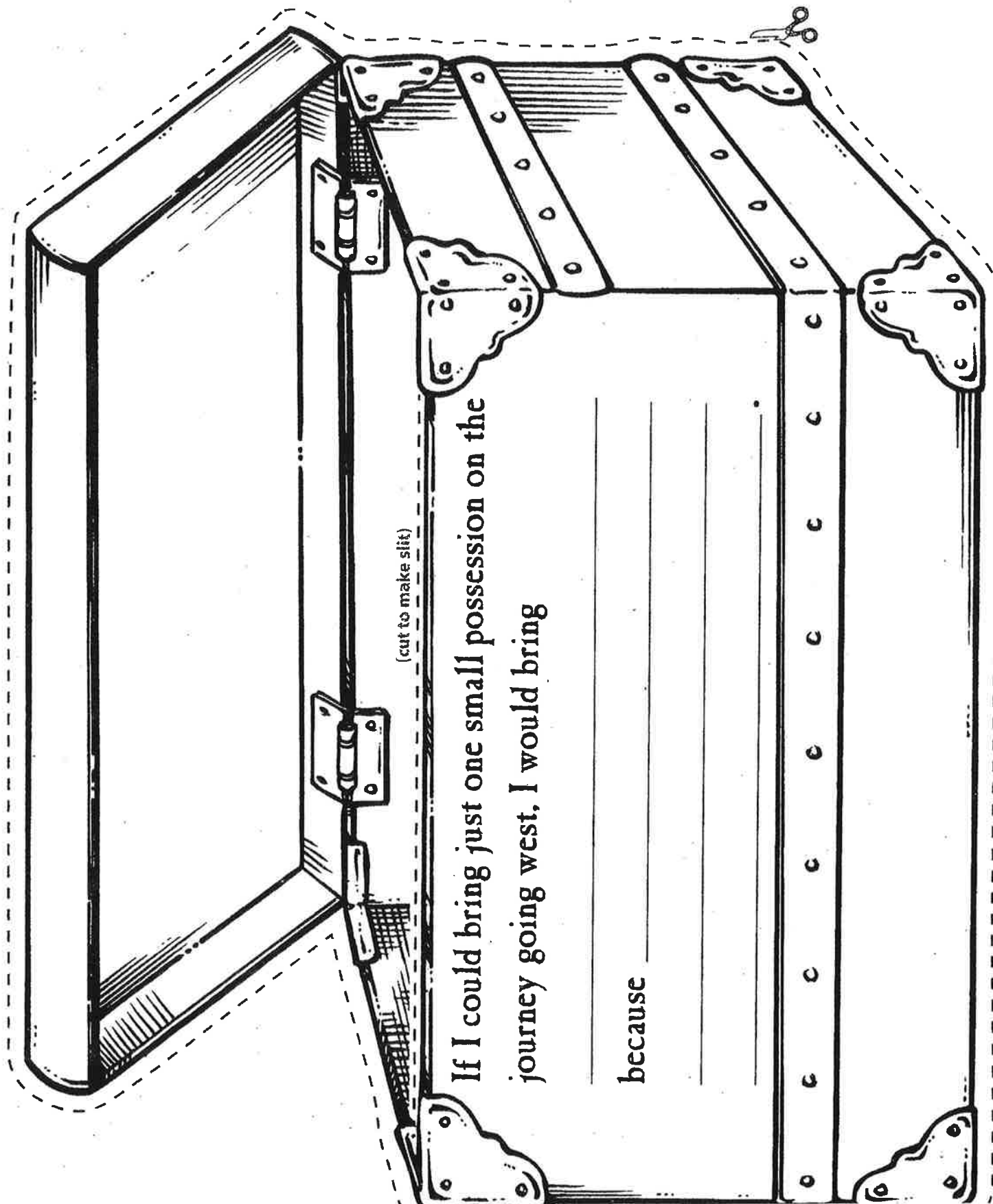
FOOD

WAGON SUPPLIES AND TOOLS

CLOTHING

ANIMALS

ONE SPECIAL THING



(cut to make slit)

If I could bring just one small possession on the
journey going west, I would bring _____

because _____