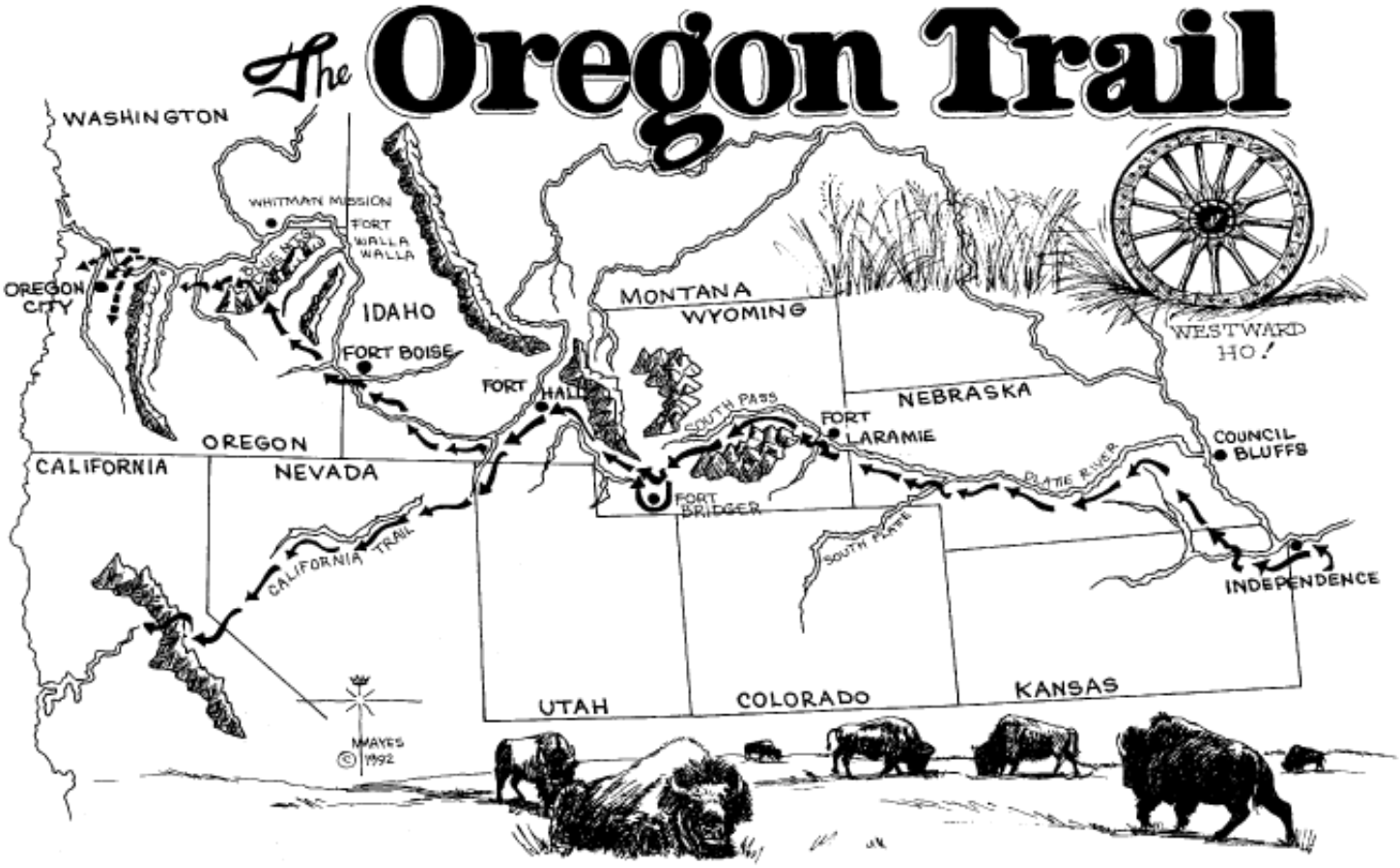


Teachers Resource Supplement

2016 Edition

This document is for Educators as a supplement to the Education Resource Guide, and contains suggested answers to some of the activities from the guide.

NATIONAL SYSTEM OF PUBLIC LANDS
U.S. DEPARTMENT OF THE INTERIOR
BUREAU OF LAND MANAGEMENT

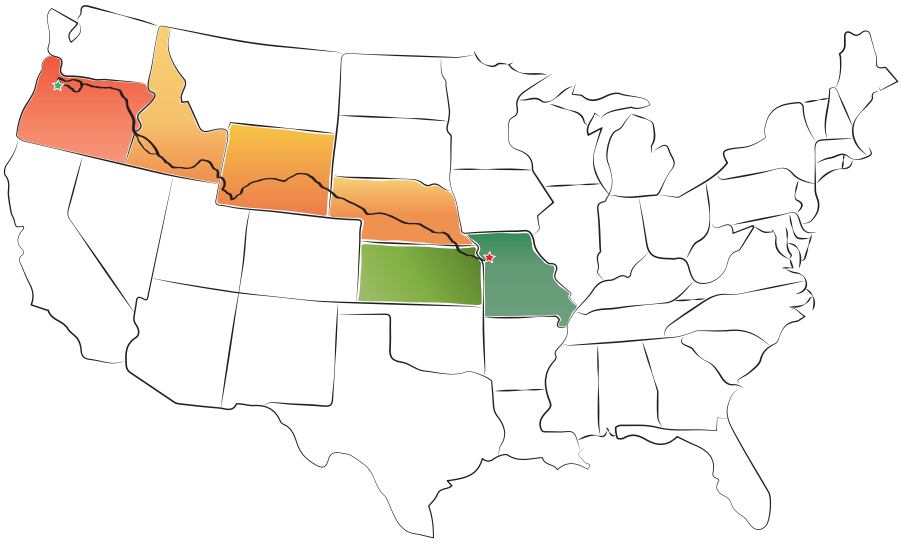
NATIONAL CONSERVATION LANDS

NATIONAL HISTORIC
OREGON TRAIL
INTERPRETIVE CENTER
BAKER CITY, OREGON

Curriculum Connections

Theme:

The Oregon Trail is among the most famous and well-documented migrations in American and world history. Thousands crossed the North American continent to escape political turmoil, unhealthy conditions, and economic hardship for a better future. In the mid-1800s, with technology, communications, and society much different from today, the 2,000 mile journey was a daunting endeavor and iconic of the challenges found in all human migrations.



Objectives:

- Students will be able to explain at least one reason why pioneers traveled to the frontier.
- Students will be able to list three dangers to pioneers as they traveled along the trail.
- Students will be able to name five necessities for the trip west.
- Students will be able to list two emotions felt by the pioneers who left their homes to find a new life on the western frontier.
- Students will be able to write notes, plans, or thoughts in a simple journal.

These activities will help develop:

- critical thinking, ability to develop and express reasoned decisions and competing arguments
- using dialog to develop and express a particular point of view
- understanding how technology, scarcity and emotions affect decisions
- comparing past to present, especially family life and technology
- analyzing purchases and supply choices, and the differences between needs and wants
- an understanding of co-operation versus conflict in solving a dilemma
- simple math skills in calculating, estimating and adjusting
- understanding primary sources in researching history

Common Core State Standards for Grade 4

(adopted by Oregon in 2010)

See Each Activity Specific Benchmarks for individual questions & activities.

English Language Arts & Literacy in History/Social Studies:

Reading: Key Ideas and Details, Craft & Structure, Integration of Knowledge & Ideas, Writing, Speaking & Listening, Text Types & Purposes, Comprehension & Collaboration
4.RI.1, 4.RI.2, 4.RI.3, 4.RI.6, 4.RI.7, 4.W.1, 4.W.3, 4.SL.1

Social Sciences - Oregon History:

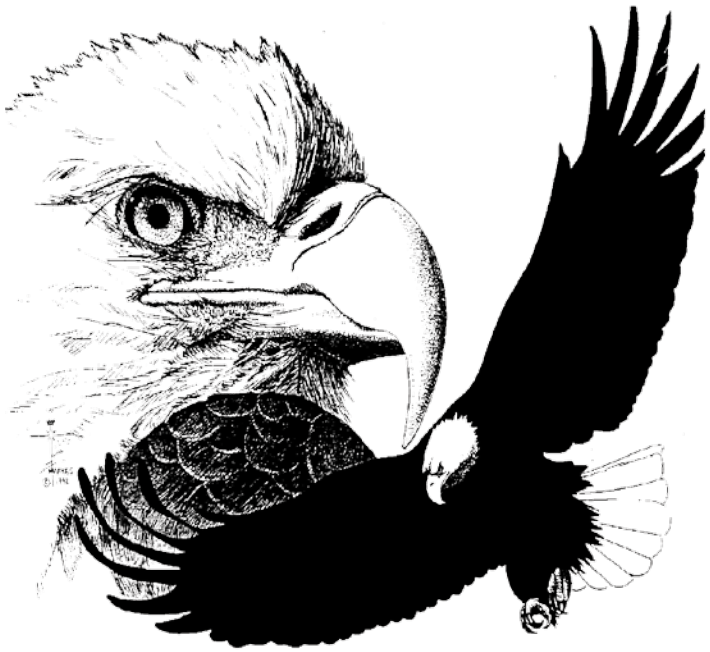
Historical Knowledge, Historical Thinking, Geography, Economics, Social Science Analysis
4.2, 4.7, 4.8, 4.10, 4.17, 4.19, 4.21

Math:

Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations—Fractions, Measurement and Data, Mathematical Practices 1-8.
4.OA.1; 4.OA.3; 4.NBT.3; 4.NBT.4; 4NBT.5; 4.NF.3b, 4.NF3d; 4.MD.2; MP 1, 2, 3, 4, 5, 6, 7, 8

Physical Education:

Motor skills and Movement patterns, knowledge and skills of physical activity and fitness.
PE.1.4.1, 1.4.3, 1.4.4, 1.4.9, 3.4.1, 3.4.2



Activity 1: Discussion Questions & Decision-Making

Teacher Instructions:

1. Have students read the Oregon Trail History background information on pages 8-13, and review the vocabulary words from pages 14-15.

2. Lead a discussion with your class about some of the issues faced by the emigrants, using these suggested questions (A) as a guide.

3. Have students read the following pages of editorials showing the pros and cons for going to the Oregon Country. Discuss these pros and cons. Have students complete the worksheet (B) to articulate their feelings about moving across the country.

A) Discussion Questions

Language Arts: 4.RI.1 | 4.RI.2 | 4.RI.3 | 4.SL.1
History: 4.2 | 4.10

- **Discuss the importance of planning for a trip. What preparation do students make before going to school? Before going on vacation? Planning was extremely important if emigrants were to be successful.**

- **Discuss the difference between the words emigrate** (to leave one's home or country for residence elsewhere) **and immigrate** (to come into an area of which one is not native for permanent residence)**. Why do we refer to the people on the Oregon Trail, on their way to a new home, as "emigrants"?**

- **Discuss other periods in history when many people have emigrated. Does the desire to move have anything to do with human nature?**

- **Discuss some of the things we take for granted today that the emigrants on the Oregon Trail did not enjoy. Ask students to list some. Add your own.** (Suspension bridges, cars, electricity, flashlights, television, cell phones, air conditioning)

- **Discuss the similarities of emigrating to the west coast on the Oregon Trail to space travel. What is different?**

B) Decision-Making

Language Arts: 4.WI.3
History: 4.7 | 4.19

Instructions:

1. Read the previous two pages of editorials showing the pros and cons for going to the Oregon Country.

2. Discuss these pros and cons. Where do you feel your family would stand on going to the Oregon Country? Would they go? Why or why not? What would your reaction be to their decisions?

I think my family ___ *would* ___ *would not* have gone to Oregon because:

My reaction to this decision would be:

Activity 2: Journaling

Language Arts: 4.RI.6 | 4.W.3
History: 4.7

Journals or diaries can be introduced to students by having them keep journals of daily and weekly happenings in their own lives. Comparisons can also be made with modern-day travel blogs found online and the common desire to document momentous travel experiences.

Samples can be read from actual journals to help expose students to a “diary” experience. There are many journals from the Oregon Trail era that have been transcribed and can be found online.

The teacher can write with the students to model a proper journal entry for the students to refer to when they are doing their own writing.

Teacher Instructions:

Post a large map of the Oregon Trail route. It should include some points of interest.

- Platte River
- Chimney Rock
- Independence Rock
- Register Cliff
- Devil’s Gate
- Snake River
- Farewell Bend
- Lone Pine Valley
- Whitman Mission
- The Dalles
- Fort Vancouver
- Willamette Valley

Many families might like to get involved in this project. It can be assigned as a home project that involves the family with. Encourage illustrations, as students can draw their thoughts in very unique portrayals.

Each student can make a cover for his/her book. Construction paper, leather, wood, cloth, canvas, burlap or any kind of material that might have been used during pioneer times.

Activity 3: Trail Travel Math

Instructions:

Use the map of page 26 to find solutions to the following Oregon Trail problems. Write an equation for each problem and support your thinking with mathematical models and words.

> Independence, Missouri was the jumping off point for the Oregon Trail. Outfitters set up shop there to supply the emigrants with tools, supplies, wagons and draft animals they would need in order to make the approximately 2,000 mile trip to the Oregon territory. Pioneers had to prepare for at least 5 to 6 months of difficult travel over prairie, desert, mountains, and rivers. They needed to plan every detail carefully in order to be ready for the challenges they faced on the trail.

Math: 4.OA.1 | 4.NBT.5 | MP 1, 2, 8

1. **Pioneers traveling in wagon trains generally made about 15 miles each day. On the stretch of trail between Independence (Missouri) and Courthouse Rock (Nebraska), emigrants would begin to see this large sandstone feature about 3 days before they actually got to it. From their first sighting of Courthouse Rock, about how many miles would they still have to travel?**

15 x 3 = 45

45

Math: 4.OA.3 | 4.NBT.4 | 4.NBT.4 | MP 1, 2, 5, 7, 8 **History: 4.8**

2. **How many miles did the pioneers travel from their starting point in Independence to the first landmark, Courthouse Rock? They covered about 15 miles each day and rested one day each week on Sunday. About how many days did it take them to travel from Independence to Courthouse Rock?**

a) mileage as per the given map

b) Emigrants traveled 6 days each week and rested on Sunday. Over 7 days they traveled about 90 miles (6 x 15 = 90)

6 weeks x 90 miles per week = 540 miles
6 weeks x 7 days = 42 days
They would need 2 more days to travel the remaining 26 miles.
42 + 2 = 44

a) 566

b) 44

> Along the banks of the North Platte River is a profusion of massive sandstone features rising majestically from the plain. Chimney Rock was one of the best-known landmarks on the Oregon Trail, towering some 320 feet above the North Platte River valley.

Math: 4.OA.3 | 4.NF.3b | 4.MD.2 | MP 1, 2, 3, 8

3. **Approximately 450,000 pioneers passed by the landmark called Chimney Rock during the peak years of The Oregon Trail, from 1843 to 1878. On average, about how many pioneers would have passed by that landmark each year?**

From 1843 to 1878 is 35 years (78 - 43 = 35)
450,000 ÷ 35 = 12,857 emigrants per year, on average

12,857

Math: 4.OA.3 | 4.NBT.4 | 4.NF3d | 4.MD.2 | MP 1, 2, 7, 8 **History: 4.17**

4. **Fort Laramie (Wyoming) was one of the places on the Oregon Trail where emigrants could purchase supplies that were running low. Many pioneers were surprised at how expensive these items were as compared with the cost in Independence. If sugar cost 5 cents per pound in Independence and $1.50 for a quarter of a pound at Fort Laramie, how much more did it cost for 5 pounds of sugar at Fort Laramie than in Independence?**

Sugar costs 5 cents per pound in Independence. 5 pounds of sugar costs 25 cents (5 x 5 = 25)
At Ft. Laramie sugar cost $1.50 for ¼ of a pound. 1 pound of sugar cost 4 x $1.50 = $6.00
5 pounds of sugar at Ft. Laramie cost 5 x $6.00 = $30.00
$30.00 at Ft. Laramie – $0.25 at Independence = $29.75

$29.75

Math: 4.OA.3 | 4.NBT.4 | 4.MD.2 | MP 1, 2, 4, 5 **History: 4.8**

5. **Use the map to help determine the half-way point on the Oregon Trail. Between what two landmarks is the half-way point? Consider the two landmarks on either side of the halfway point. How far is the first of those landmarks from Independence, MO? How far is the second of those landmarks they come to from Oregon City, OR? Draw a model to support your thinking.**

a) **between Independence Rock & Ft. Bridger** b) **846 miles** c) **966 miles**

a) The entire journey from Independence, MO to Oregon City, OR was about 2,051 miles. (566 + 21 + 76 +183 + 239 + 140 + 64 + 280 + 346 + 136 = 2,051). The halfway point lies between Independence Rock, WY and Fort Bridger, WY (near South Pass, WY).

b) Independence Rock, WY is 846 miles from Independence, MO (566 + 21 + 76 + 183 = 846)

c) Fort Bridger, WY is 966 miles from Oregon City, OR (140 + 64 + 280 + 346 + 136 = 966)

Math: 4.OA.1 | 4.OA.3 | 4.NBT.3 | MP 1, 2, 3, 7, 8 **History: 4.8 | 4.17**

6. **Prior to 1843, early emigrants had to leave their wagons at Soda Springs and continue on foot with their animals to the end of the trail. Use the map to help you figure out how many miles they had to travel without their wagons from Soda Springs to Oregon City:**

The distance from Soda Springs to Oregon City is about 826 miles.
64 + 280 + 346 + 136 = 826

826 miles

Fort Boise, about 40 miles from the present day city of Boise, was established as a fur-trading post. Although it failed in the fur-trading industry it was an important rest and re-supply stop for travelers on the Oregon Trail.

Math: 4.OA.3 | 4.NBT.4 | 4.NBT.4 | MP 1, 2, 3, 7, 8 **History: 4.8 | 4.17**

7. **Fort Boise (Idaho) was another trading post on the Oregon Trail where emigrants might re-supply if their provisions were low or used up. But like at Fort Laramie, everything was very expensive. 100 pounds of flour that cost $2.00 in Independence (Missouri) cost $20.00 here.**

How many times more did flour cost at Fort Boise than at Independence?

a) **10 times**

Flour cost 10 times as much in Fort Boise as it did in Independence, MO.
20 = 10 x $2 or $20 ÷ $2 = 10

If a family of 6 had consumed almost all of their 600 pounds of flour between the beginning of the trail at Independence, MO and Fort Boise, about how much flour would you recommend they purchase at Fort Boise?

The total trip is 2,051 mi; from Ft. Boise to Oregon City is 482 mi. Round 2,051 to 2,000. Round 482 to 500. The family has to travel about one fourth (¼) more of the journey (500 ÷ 2,000 mi). They ate 600 pounds of flour on three fourths (¾) of the journey. They will need about 200 more pounds of flour to complete the trip.

b) **200 pounds**

Justify your answer. Flour is sold by the 100 pounds. How much will it cost them? Why do you think it cost so much more?

c) **$40**

200 pounds of flour will cost $40.00 (2 x $20.00 = $40.00)

Activity 4: Planning & Packing for a Wagon Journey

Teacher Instructions:

1. Have students read through the information in this section. Then have students work in groups of two to four to complete the "Pack Your Wagon" worksheet and to develop answers to the questions on p.32-33.

2. Lead a discussion with your class about some of the decisions they made in their groups.

A) Discussion Questions

Language Arts: 4.RI.1 | 4.RI.2 | 4.RI. 3 | 4.RI.7 | 4.W.1 | 4.W.3 | 4.SL.1
History: 4.7 | 4.8 | 4.19
Math: 4.OA.3 | 4.NBT.4 | 4.MD.2 | MP 1, 2, 3, 6

1. Use your map skills and mathematical thinking skills to determine the question every pioneer asked, "How long will this journey take?" Assuming pioneers traveled 15 miles per day and rested one day each week on Sunday, about how long did it take them to complete the Oregon Trail from Independence, MO to Oregon City, OR? *about 160 days or 5.3 months*

   The trail was about 2051 miles in total. Assume emigrants traveled 6 days each week and rested on Sundays. Over 7 days they traveled about 90 miles/week (6 x 15 = 90).
   2051 miles ÷ 90 miles = 22.8 weeks
   22.8 weeks x 7 days = 160 days *160 days ÷ 30 days/month = ~5.3 months*

2. How will you pack your wagon? The wagons were pulled by mules or oxen, and if you loaded your wagon too heavily, it would injure or kill your animals. Each wagon can carry at most 2,400 pounds and has to carry everything a family will need for their journey. Use the worksheet to plan what you will take for a family of four. Be ready to justify why you chose the items and supplies you would have packed in your wagon.

3. What would be the most important things you would take, and why do you consider them the most important?

   _____

   _____

   _____

4. Which of these would bother you the most? Why?

   - *Being hungry*
   - *Not feeling safe*
   - *Being cold and wet*
   - *Being stranded*
   - *Not having favorite and meaningful personal belongings*

   _____

   _____

   _____

   _____

Pack Your Vehicle Today

B) Discussion Questions

Language Arts: 4.RI.6 | 4.RI.7 | 4.W.1 | 4.W.3 | 4.SL.1
History: 4.10 | 4.17

Consider how you might do things differently today than you would have in the 1850s.

If you and your friends, or family, plan a trip of two weeks or more in a car, how might these choices affect what you take along?

Will you be camping each night, or staying in a hotel or in a home? How does this affect what you take along?

Will you be eating in restaurants or take your own meals? What do you need to take along for these choices?

What do you know about where you are going? If you don't know anything, are you more likely to find out by researching or by asking others for their advice? How do you find the best information?

If someone tries to sell or give you something to take along on your trip, what is most likely to make you decide to take it along?

Then and Now

C) Compare & Contrast

Language Arts: 4.RI.6 | 4.W.3
History: 4.2 | 4.10 | 4.17 | 4.21

The Oregon Trail pioneers had to deal with very different circumstances than modern day travelers...

Which of the following do you think makes a big difference in planning a big venture such as a trip?

Put an **X** by the ones you think are a big difference, and an **O** by the ones your think are not so different. Make a note of what travelers today do differently that makes it easier or more difficult than the Oregon Trail pioneers.

____There were not good ways to preserve or refrigerate food, and few places to purchase food, so pioneers had to carry food that wouldn't spoil and always think about the next meal. Why is this different today?

____If the mules or oxen got injured or don't have enough to eat, the pioneers would have to stop and would be stranded. What would you do if you are stranded while traveling?

____There were not many doctors or medical services along the Oregon Trail, so if a pioneer or a member of their family got sick or injured, they would have to take care of it themselves. What happens if you get sick while away from home?

____The pioneers were a long way from anywhere, and about the only way to communicate long distances was to ask others to take a message back to the nearest fort, to the next wagon train, or to a town back east. How do we communicate long distances today?

____The pioneers' clothing, tools and wagons were mostly handmade and could be very expensive. If something was lost or damaged, it might be difficult to replace. How do we repair items that are lost or broken now?

Activity 5: Entertainment on the Trail

Physical Education: PE.1.4.1 | 1.4.3 | 1.4.4 | 1.4.9 | 3.4.1 | 3.4.2

Teacher Instructions:

1. View some of the demonstration videos and then have class participate in the Virginia Reel, using the attached calls.

2. At the end of the dance, here are some questions to ask the students:

- How did your heart and breathing feel at the end of the dance compared to when you started?
- What was the most difficult move for you?

How to teach that life is not all work and no play? Humans find many ways to have fun and socialize. For pioneers in the 1800s, it was mainly small, light games such as cards or checkers that could be packed in the wagon, or contests, dancing, and music. Children played games like tag, or blind man's bluff. Music was provided by the occasional wagon train members who brought a fiddle, flute, or concertina, or by using their voices and anything that could be turned into a rhythm instrument. Popular songs of the time were "Oh Susannah," "Home Sweet Home," "Buffalo Gals," "Old Dan Tucker," "Blue Tail Fly," "Pop Goes the Weasel." Many of these songs were used for dances. "Play Party" games were also popular, and similar to dances with a group activity while singing.

One of the most typical frontier era dances that work well for a class-room activity to encourage developing physical skills and exploring movement is the "Virginia Reel." It is a contra dance with lines facing each other; just complicated enough to require learning patterns and how to move in rhythm, and repetitive enough to learn the simple steps with just a few tries. Use the reel with four beat music.

It also does not necessarily require pairing up by gender specific roles. Although traditionally there was a line of "gents" and "ladies", the dance will work with any combination of people in facing lines. So, when working with an uneven number of boys and girls, or with students who are not socially comfortable officially "pairing up" with a member of the opposite sex for a dance, this one can work.

It's best for eight-ten dancers at a time, but can accommodate larger numbers. It requires forming equal lines facing each other, and occasionally the "caller" needs to designate which line, but this is rare, and instead of using ladies and gents or boys and girls, lines can be called "stars and moons" "dogs and cats" "stars and stripes" or some similar appellation.

You can find demonstration videos in several places on the internet. Some suggestions:

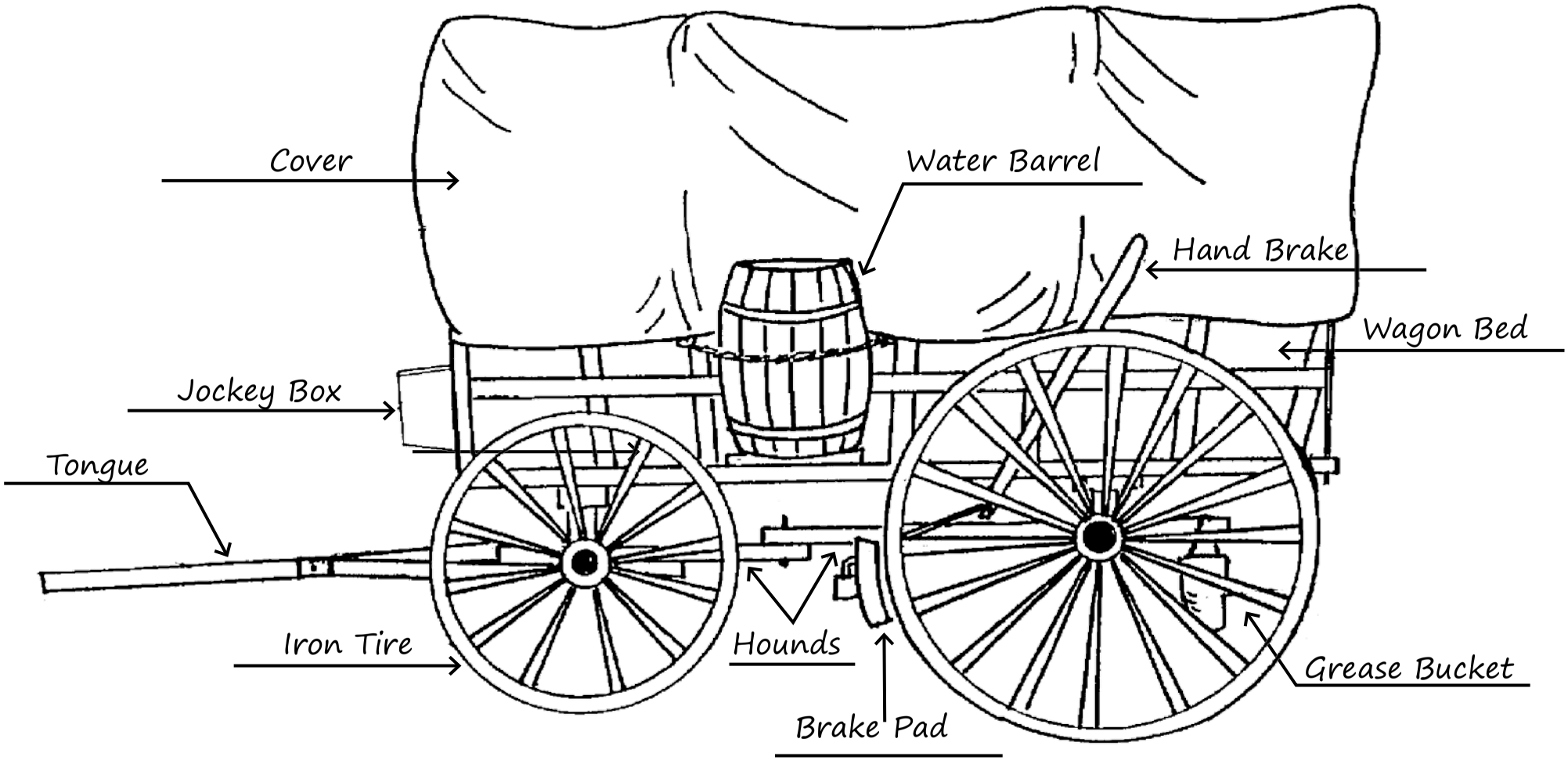
- http://geslisongroberg.com/music-downloads/hoedownpioneer-trek-music-and-dance-instruction-free-download/
- https://www.dancingmasters.com/store/books-cds-dvds
- http://www.scottish-country-dancing-dictionary.com/video/virginia-reel.html

Although there are slight variations, we have provided the basic "calls" on the following page.

Label the Wagon Parts

Can you identify these parts of a wagon?

Cover	Hand Brake	Brake Pad	Hounds	Wagon Bed
Tongue	Grease Bucket	Water Barrel	Iron Tire	Jockey Box



Oregon Trail Bingo

Can you fill your Bingo Sheet with the correct answers?

There are many different correct answers to many of these questions, but here are a few to help you and your students along:

Name one fort on the Oregon Trail. *Ft. Kearney* *Ft. Laramie* *Ft. Bridger* *Ft. Hall* *Ft. Boise*	The Oregon Trail went through which six states? *Missouri, Kansas, Nebraska, Wyoming, Idaho, Oregon*	Name four animals that the pioneers might have seen on the Oregon Trail. *beaver, deer, bison, birds, coyote, snakes*	What did the pioneers use for fuel for their fires? *buffalo chips* *wood*	About how many people crossed the Oregon Trail in the mid-1800s? *best estimates range between 300,000 and 500,000*
Name an animal used to pull wagons. *oxen* *mules*	Name a type of book that a pioneer recorded their travels in. *journal* *diary*	Name one of the "jumping off" points for the Oregon Trail. *St. Joseph, MO* *Independence, MO*	Name two parts of a covered wagon. *bows* *cover* *tongue* *wheels* *brakes*	Where did pioneers sleep on the trail? *on the ground* *in tents*
Name an emotion felt by travelers on the Oregon Trail *hunger* *exhaustion* *excitement*	Name four dangers for the pioneers. *cholera* *accidents* *stampedes* *river crossings*	Where did the Oregon Trail end? *Oregon City* *Willamette Valley*	Name three types of food that would have been eaten on the trip west. *beans, coffee* *bacon, hardtack,*	Name three reasons the pioneers traveled to Oregon. *free land* *gold discovery* *adventure*
Name three supplies needed on the wagon trip. *oxen, food, cooking utensils, tools, bedroll*	Name one landmark along the Oregon Trail. *Chimney Rock* *Courthouse Rock* *Independence Rock* *Soda Springs*	In which month did the pioneers usually start their trek? *April*	Name a game that children could play on the trail. *hide & seek* *tag* *blind man's bluff*	What is another name for 'settler'? *homesteader* *pioneer*
How long is the Oregon Trail? *approximately 2,170 miles*	In which state did the Oregon Trail begin? *Missouri*	About how many days did it take to travel the Oregon Trail? *anywhere between 140-180 or even more*	Name one disease that killed pioneers on the Oregon Trail. *cholera* *measles* *pneumonia*	Name a song that the pioneers might have sung on the trek West. *"Oh, Susannah"* *"Home, Sweet Home"*

Vocabulary Quiz

Match the appropriate word to its definition below, using the numbers.

1. ferry	5. propaganda	9. Congress
2. migration	6. oasis	10. pioneer
3. patriotic	7. blaze a trail	11. settler
4. abandon	8. exaggerate	12. Oregon Fever

11 a person who lives on the frontier. settler

9 the group of people who make laws. Congress

8 to expand a story beyond truth. exaggerate

1 a boat for carrying people and goods across water. ferry

12 a great eagerness to come to the Oregon Country to live. Oregon Fever

3 feeling of love and support for one's country. patriotic

4 to leave, especially because of trouble or danger. abandon

10 a person who is among the first to settle a place. pioneer

2 movement from one place to another. migration

5 an organized spreading of ideas to promote a cause propaganda

7 mark a new trail by cutting notches in the bark of trees. blaze a trail

6 areas of food, water, and shelter in the middle of desert. oasis

Pioneer Word Search

Z	D	U	T	C	H	O	V	E	N	A	T	V	I	A	M	E	T	E	R
X	S	Z	W	E	Z	Z	G	V	Y	I	C	O	R	R	A	L	W	O	P
L	P	A	W	I	L	D	E	R	N	E	S	S	U	C	I	R	C	C	B
E	I	B	I	S	O	N	W	G	M	F	P	F	F	R	D	R	Y	A	M
K	O	N	I	Z	I	C	T	U	P	J	L	E	C	D	Z	P	V	U	R
G	N	R	K	E	H	N	N	F	G	A	A	M	I	U	M	N	A	H	L
T	E	U	K	T	E	A	M	G	B	H	I	I	L	S	I	J	U	O	U
X	E	R	H	K	B	V	E	E	J	F	N	G	V	T	G	V	G	M	Z
G	R	E	A	T	B	A	S	I	N	R	S	R	P	D	R	I	P	E	C
G	N	X	I	N	G	Y	W	A	G	O	N	A	M	B	A	G	R	S	O
N	Z	R	W	Y	U	C	W	S	N	N	T	N	G	E	T	O	O	T	N
B	Y	G	L	M	I	H	S	L	L	T	Q	T	E	A	I	L	V	E	S
D	W	E	F	U	D	O	T	W	I	I	A	R	Z	N	O	D	I	A	T
U	T	P	F	L	E	L	A	D	A	E	W	A	P	S	N	R	S	D	I
W	R	F	P	E	B	E	M	F	I	R	S	D	A	N	Y	U	I	I	T
O	A	T	L	Z	O	R	P	A	U	X	A	E	F	U	R	S	O	B	U
D	I	H	T	W	O	A	E	R	R	Q	L	O	L	A	C	H	N	S	T
K	N	Y	Y	J	K	Q	D	M	U	S	M	K	C	I	Z	D	S	O	I
L	P	R	A	I	R	I	E	S	C	H	O	O	N	E	R	N	P	B	O
S	O	K	M	Z	H	K	C	O	Z	Y	N	D	Q	P	J	O	X	E	N

Beans
Bison
Cholera
Constitution
Corral
Dust
Dutch Oven
Emigrant
Farms
Frontier
Fur
Gold Rush
Great Basin
Guidebook
Homestead
Migration
Mule
Oxen
Pioneer
Plains
Prairie Schooner
Provisions
Salmon
Stampede
Team
Trade
Train
Viameter
Wagon
Wilderness