

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- Introduction
<b>Focus:</b>	An American Story

### Materials:

- Oregon Trail Map (original 8 ½ X 11, or you may want to blow it up or recreate it on poster paper)
- Thumbtack or other item to use as a marker to track progress along the Trail
- Chart paper or board and marker
- Map or globe (Map will need to include both North and South America)

### Opening

#### State the objective

- To introduce students to the Oregon Trail?

#### Gain prior knowledge by asking students the following questions

- Imagine that we didn't have cars, buses, trains or planes. How would people move from place to place?

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

#### Discussion

#### **Say**

In the early days of America, most people lived on the eastern side of America.

#### **Do**

Using your map your globe, point out the eastern portion of America.

#### **Say**

They had discovered that the lands on the western side of America were very rich and fertile and that they could grow crops there for food.

#### **Do**

Using your map your globe, point out the western portion of America.

#### **Say**

In these early days in the 1840's, people had no cars, trains, buses or airplanes to take them over to this new, fertile land. How do you think they could get there?

#### **Say**

They really only had two options- to walk by foot or to travel by sea.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

**Do**

Using your map your globe, show students the route by sea. Starting on the coast near Missouri, trace a path down and around South America and back up the Pacific Ocean to Oregon.

**Say**

What are the advantages of traveling this route by sea? What are the disadvantages of traveling this route by sea?

**Do**

Using your map your globe, show students the route by foot. Starting in Missouri, trace a path with your finger to Oregon.

**Say**

What are the advantages of traveling this route by foot? What are the disadvantages of traveling this route by foot?

**Pros and Cons Chart**

Create a chart such as the one below:

Travel By Foot		Travel by Sea	
Pros	Cons	Pros	Cons

Based on some of the previous answers, ask students to help you fill in the chart.

**Say**

Traveling by sea was very expensive and took a very long time, longer than traveling by foot. It was also very dangerous.

Traveling by foot was very difficult because of the weather, the health of the people, and living on the open road. It took 4-6 months to travel from Missouri to Oregon. This is a much shorter time than it took to travel by sea.

**Do**

Assist students in filling in this new information in the chart.

**Say**

More and more people chose to travel by foot to the western lands. This route became known as the Oregon Trail.

Along the Oregon Trail there are many forts and landmarks. This is where the settlers would stop rest, get new supplies, repair their wagons, get new animals, and trade for food or other supplies with the settlers that lived there. On our Oregon trail we will use 10 of the many stopping points as landmarks. You can see them on the map.

## Consult 4 Kids Lesson Plans

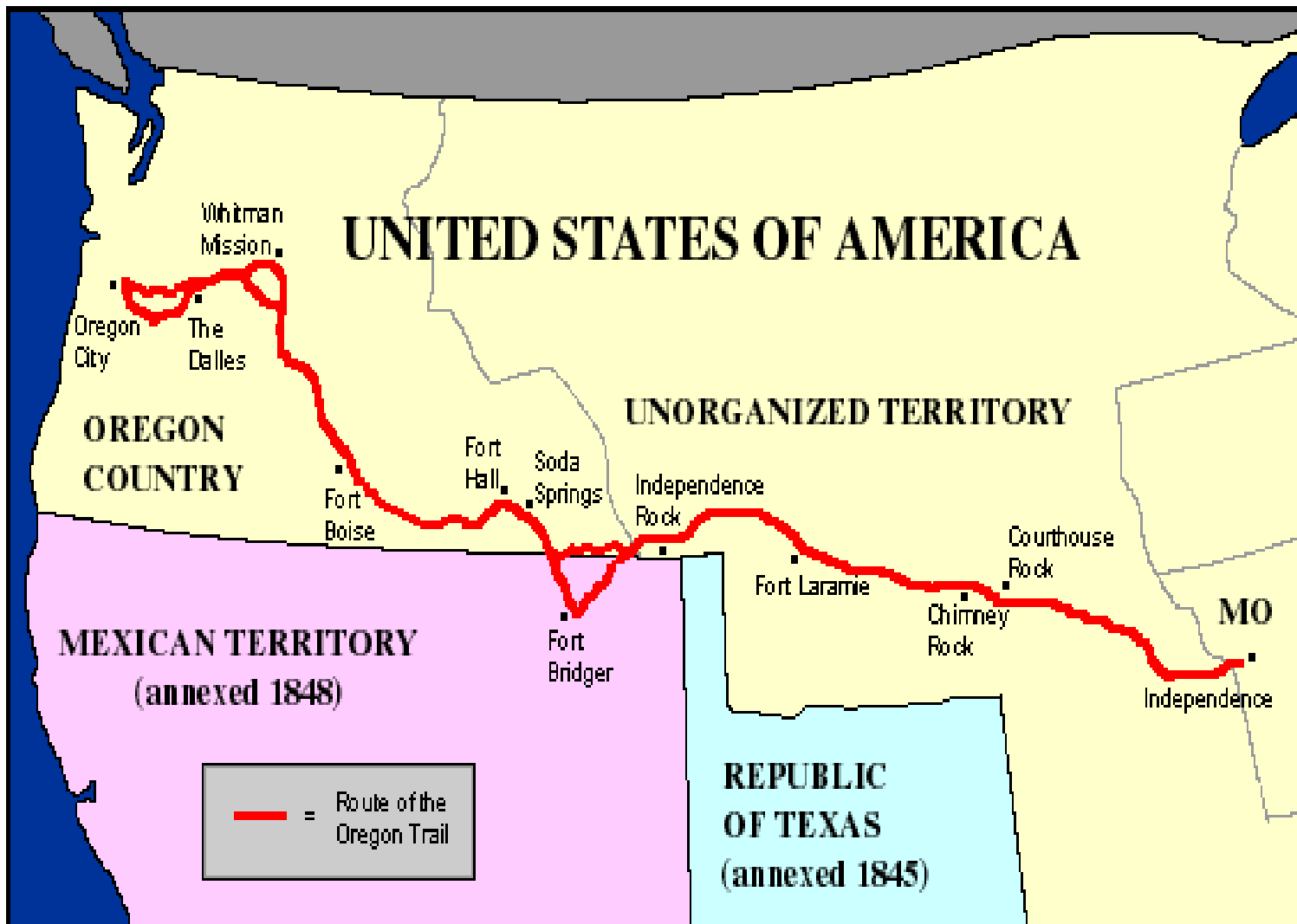
<p>Each day we will walk one mile. We will track our progress on the Oregon trail map. Along the way, we will do different activities to learn more about the over 400,000 people and families who moved west along the Oregon Trail.</p> <p>We will begin at the beginning of the Oregon Trail in Independence, Missouri.</p> <p><b>Do</b> Place a thumb tack or other marker at Independence, Missouri.</p>	
<b>Students Practice (“You do”)</b>	
<p>Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.</p> <p>Return to the classroom and move your marker to the point HALFWAY between Independence, Missouri and Courthouse Rock. You are on your way on the Oregon Trail!</p>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Liked Best, Next Time (LBNT):</b> In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today in math.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)</li> </ol>
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<p><b>Modification:</b></p> <p>Modify language as appropriate to your grade level.</p>
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# Oregon Trail Map



## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- In My Mind
<b>Focus:</b>	An American Story

### Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- White Construction paper
- Crayons and markers

### Opening

#### State the objective

- To use our imagination to create a scene from the eyes of a pioneer.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- What is imagination?

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

#### **Oregon Trail Walk**

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to The Dalles. You are one step closer to completing the Oregon Trail.

#### **Say**

Let's review the things that you have learned about the pioneers and life on the Oregon Trail.

#### **Do**

List all responses on the board or chart paper.

#### **Say**

Close your eyes and imagine being a pioneer on the Oregon Trail. What do you see? Turn to a partner and tell them.

#### **Do**

Give each student a piece of construction paper and drawing supplies. Instruct students to try to recreate what they imagined on paper, using up as much of the white space as possible.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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### Students Practice (“You do”)

Allow time for students to complete drawings.

Allow students to share with the group or with a partner.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### **Three Whats**

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

#### **Reflection (Confirm, Tweak, Aha!)**

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- Pioneer Journals
<b>Focus:</b>	An American Story

### Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Bottles of liquid ink (available at craft stores)
- Feathers (1 per student)
- Paper

### Opening

#### State the objective

- To experience writing like the pioneers of the 1800's.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- What do you use to write with? Do you think those materials were available 150 years ago? What do you think the pioneers wrote with?

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

#### Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Fort Hall. You are one step closer to completing the Oregon Trail.

#### Instructions for Journal Writing

#### Say

Much of the information we know today about the pioneers journeys on the Oregon Trail are because they kept journals. They did not have the modern pens and pencils we have today though. They used liquid ink and feathers, called quills, as pens.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn"

## Consult 4 Kids Lesson Plans

<p><b>Demonstration</b>          Show students how to gently dip the end of their feather into the ink. Use the inked tip of the feather to write a few words on a piece of paper, going back and forth to re-dip the feather tip.</p> <p>Pass out feathers, ink and paper to each student.</p>	<p>opportunity and have the student become the teacher.</p>
<p><b>Students Practice (“You do”)</b></p>	
<p>Students will write or draw (K-1) about what they did today, just like the pioneers would have done.</p> <p>Discuss with students the amount of time it takes to write this way. Which method do they prefer, the pioneer method or the modern method?</p>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b>          Ask the following three “what” questions:</p> <ol style="list-style-type: none"> <li>1. What did you enjoy most about this activity?</li> <li>2. What was the biggest challenge with this activity?</li> <li>3. What did you learn from the group?</li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- What Were Their Wagons Like?
<b>Focus:</b>	An American Story

### Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Story Map #4 Handout (1 per student)
- “What Were Their Wagons Like?” Story Handouts

### Opening

#### State the objective

- To learn about the covered wagons used by travelers.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- Have you ever been in a wagon? What kid? What was it like to ride in a wagon?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### **Oregon Trail Walk**

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Fort Laramie. You are one step closer to completing the Oregon Trail.

#### **Reading the Selection- What Were Their Wagon Like?**

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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### Students Practice (“You do”)

#### Map It Out!

- Give each student a Story Map #4 Handout.
- Students will use words or pictures to describe the topic (wagons) and three details about them.

Students can share their story maps with a partner or the whole group when completed.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

**Step 1:** Describe: Student(s) describe what they did during the activity.

**Step 2:** Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

**Step 3:** Generalize: How can you use the skills or your key learnings in your life?

**Step 4:** Apply: How can you use the skills or your key learnings at school?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

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## What Were Their Wagons Like?

Most pioneers traveled in a Conestoga wagon or a spring wagon. Many of the pioneers chose oxen instead of mules or horses because the oxen were a lot stronger. They would buy up to 4 oxen per wagon. The father would drive the oxen by walking beside the wagon. The children would walk behind of the wagon much of the time.



The Pioneers traveled in a wagon called a covered wagon. The wagon was usually a wooden wagon made of hickory, oak, or maple. A wooden piece made from hickory stuck out from the front of the wagon. This piece called a tongue was connected to the yoke of the oxen, mules, or horses.

The wagon could not carry more than 2,000 pounds. It had big wooden hoops, called bows that were bent from side to side. There would be 4 to 7 wooden hoops on one wagon. There was a canvas pulled across the hoops that would keep out the rain, wind, and the hot sunshine. Pioneers would rub oil on the canvas to make it waterproof. Inside the wagon there were many hooks that hung from the wooden hoops. They could hang weapons, clothes, milk cans, and anything there was room for. The front wheels of the wagon were smaller than the back wheels. This helped the wagon turn. Underneath the back wheels there was a bucket full of grease hanging from the axle. This was used to make the wheels run smoothly. The conestoga wagons were called prairie schooners because from a distance the conestoga wagon looked like a ship sailing slowly across the green prairie. Traveling in a wagon was not an easy trip. There were many things that could go wrong. For example some wagon wheels would break or there would be no water. If they ran out of food they would need to hunt. When they were on the trail it was very noisy because all the pots and pans hanging off the wagons were clanging against each other.

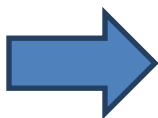
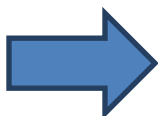
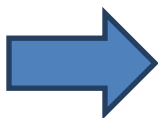
\*\*\*This story is from the library at thinkquest.com

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Story Map #4

Topic

Details



## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- Creative Writing
<b>Focus:</b>	An American Story

**Materials:**

- Oregon Trail Map (found in Day 1 materials) and marker
- Drawing/Writing paper and drawing/writing utensils

### Opening

#### State the objective

- To understand the sacrifices that travelers had to make when leaving their homes for the West
- To move further along the Oregon Trail

#### Gain prior knowledge by asking students the following questions

- What items do you own that are important to you?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### **Oregon Trail Walk**

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Courthouse Rock and Chimney Rock. You are one step closer to completing the Oregon Trail.

#### **Say**

Travelers and families that decided to move out West had to leave their homes and most of their belongings behind. They could only bring the most necessary items with them, like clothes and items to cook food with. Everything had to fit into a wagon and couldn't be very heavy.

#### **Instructions for Creative Writing Assignment**

Write the following writing prompt on the board.

“If you had to leave your home and belongings to move far away, what two items would you choose to take with you and why?”

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moment.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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### Students Practice (“You do”)

K-1: Give students drawing paper and crayons. Allow them to answer the question by drawing pictures of the items and writing words to describe them.

2-5: Give students writing paper and pencils. Allow time for students to write grade level appropriate responses.

Students can share with a partner or the whole group when they have completed their assignment.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

**Step 1:** Describe: Student(s) describe what they did during the activity.

**Step 2:** Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

**Step 3:** Generalize: How can you use the skills or your key learnings in your life?

**Step 4:** Apply: How can you use the skills or your key learnings at school?

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- Children's Frontier Songs
<b>Focus:</b>	An American Story

**Materials:**

- Oregon Trail Map (found in Day 1 materials) and marker
- Children's Frontier Songs Handout

### Opening

#### State the objective

- To learn songs that children and adults used to sing for entertainment.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- Do you like to sing? What songs do you sing?
- Have you ever sung around a campfire? What songs did you sing?

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

**Oregon Trail Walk**

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Fort Laramie and Independence Rock. You are one step closer to completing the Oregon Trail.

**Introducing Children's Songs**

Say

At night, after a long day on the trail, children and adults would sit around the campfire and sing songs. Two songs that they used to sing are "My Darling Clementine" and "Home on the Range"

#### Students Practice ("You do")

As a group, teach students the lyrics to both of these songs. Practice singing. Sing for another group, if possible!

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)



## Frontier Songs Handout

### Home On the Range

Oh, give me a home where the buffalo roam  
Where the deer and the antelope play  
Where seldom is heard a discouraging word  
And the skies are not cloudy all day  
Home, home on the range  
Where the deer and the antelope play  
Where seldom is heard a discouraging word  
And the skies are not cloudy all day

### My Darling Clementine

In a cavern, in a canyon,  
Excavating for a mine  
Dwelt a miner forty niner,  
And his daughter Clementine

Chorus:

Oh my darling, oh my darling,  
Oh my darling, Clementine!  
Thou art lost and gone forever  
Dreadful sorry, Clementine

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- A Day On the Wagon Train
<b>Focus:</b>	An American Story

### Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Story Map #4 Handout (1 per student)
- “A Day On The Wagon Train” Story Handouts

### Opening

#### State the objective

- To learn about a typical day of a traveler on the wagon train.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- Have you ever been camping? How do you think that living in a wagon is like camping?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to HALFWAY between Fort Bridger and Soda Springs. You are one step closer to completing the Oregon Trail.

#### Reading the Selection- A Day On the Wagon Train

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Students Practice (“You do”)

#### Map It Out!

- Give each student a Story Map #4 Handout.
- Students will use words or pictures to describe the topic (wagons) and three details about them.

Students can share their story maps with a partner or the whole group when completed.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**What’s Important About That?:** This strategy allows for the debriefing to take a single student’s learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student’s opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, “What is important about completing your homework?”) When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is “What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child’s understanding of what is important to a deeper level. At the end, the facilitator states, “Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said).

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

## A Day On the Wagon Train

### How Far Would a Wagon Train Travel in One Day?

On many days the caravan would only travel ten to fifteen miles. On rainy and muddy days they might only travel one mile! It would take them five to seven days just to travel the distance we can drive a car in a single hour.

The people would have to get up very early each morning in order to prepare for their daily travels. It was usually dark on these mornings. They would have to start the fire, prepare breakfast, gather the livestock, reload the wagon, and hitch the oxen or mules before getting started.

### What Did They Do Each Day On the Trail?

Each morning the pioneers would get up before daylight and gather their livestock and cook breakfast. Many times they would go ahead and prepare lunch as well. After breakfast around 7:00 a.m. they hitched up the oxen and started down the trail. Since the wagon was so bumpy the pioneers who were not driving the wagon would walk behind or next to it much of the time. They would stop at lunchtime and rest for an hour or two. After a rest period they would travel down the trail until about four or five p.m. At night they would circle the wagons for protection. The women would fix the dinner and the men would prepare the livestock for the night. After supper they would gather around the campfires and sing songs, dance, tell stories and visit. Sometimes they slept inside the wagon but they also slept under the wagon, in a tent, and sometimes under the stars.

### What Types of Chores Did Children Do?

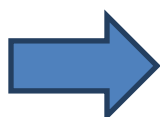
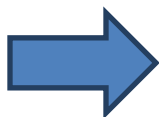
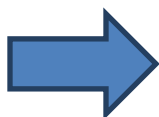
Children had lots of chores that included milking their cows, fetching water from a stream or a river that was nearby, helping their parents cook food, washing dishes, collecting buffalo chips or wood for the fire, shaking out dusty blankets and quilts, and hanging beef jerky to dry in the sun.

Consult 4 Kids Lesson Plans

Story Map #4

Topic

Details



## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- Food On the Trail
<b>Focus:</b>	An American Story

**Materials:**

- Oregon Trail Map (found in Day 1 materials) and marker
- Dinner Plate Handout (1 per student)

### Opening

#### State the objective

- To learn about the food that was eaten on the Oregon Trail.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- What is your favorite food? What is your favorite food made of?
- Do you think that your favorite foods were available 150 years ago?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**Oregon Trail Walk**

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Chimney Rock. You are one step closer to completing the Oregon Trail.

**Say**

Travelers had to be very picky when it came to the food they could take with them. They couldn't take too much because it would spoil before they could eat it. They had to be very creative with the food that they could create.

**Instructions for Food on the Trail.**

Write the following list of ingredients on the board:

flour, bread, bacon, rice,  
 coffee, tea, sugar, dried beans, one  
 dried fruit, baking soda, salt, corn meal;  
 corn, vinegar

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

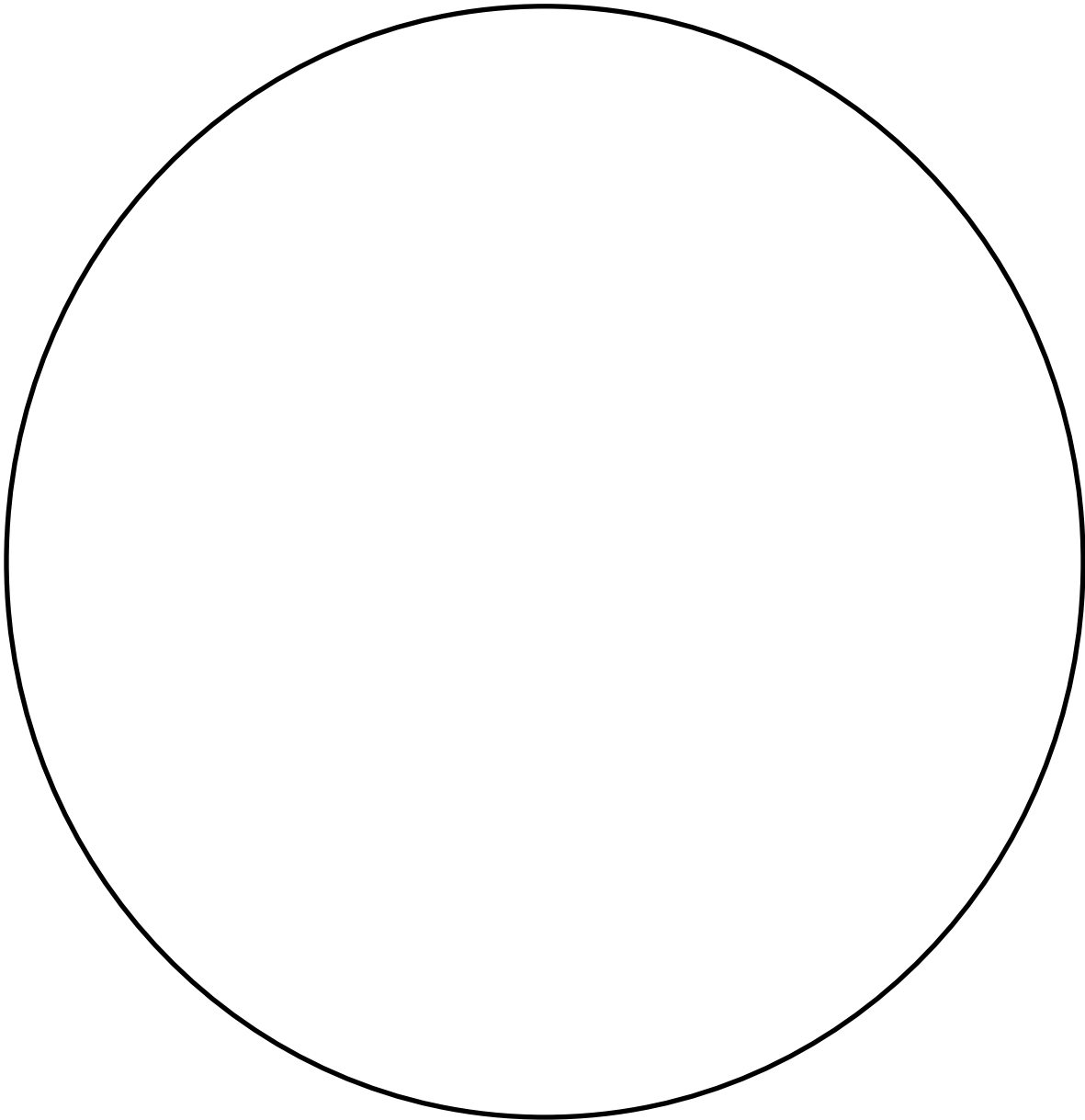
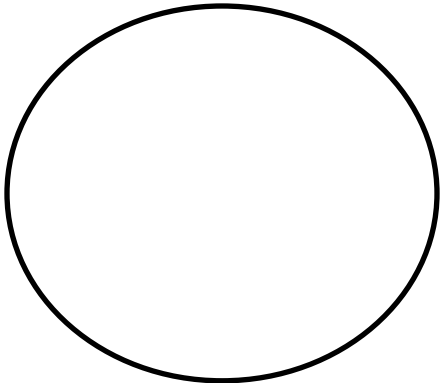
When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p><b>Say</b> These are the food items that were recommended that travelers take on the trail with them for their journey.</p>	
<p style="text-align: center;"><b>Students Practice (“You do”)</b></p> <p>Give each student a Dinner Plate Handout.</p> <p>Instruct students to create a dinner meal using only the items on the list. They will draw their meal creations on their plates.</p> <p>Students can share with a partner or the whole group when they have completed their assignment.</p>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>Four Step Debrief:</b> This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.</p> <p><b>Step 1:</b> Describe: Student(s) describe what they did during the activity.</p> <p><b>Step 2:</b> Interpret: Students answer one, some or all of the following questions:              What were your key learnings when you participated in this activity?              What skills did you need to utilize to participate in this activity?              How did you feel when participating in this activity?</p> <p><b>Step 3:</b> Generalize: How can you use the skills or your key learnings in your life?</p> <p><b>Step 4:</b> Apply: How can you use the skills or your key learnings at school?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today in math.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- A Typical Trail Meal
<b>Focus:</b>	An American Story

### Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Canned Beans (enough for each child to have approx. ¼ cup)
- Plain bread (half a slice per child)
- Cooked bacon or ham (one strip or slice per child)
- Bowls (1 per student)
- Spoons (1 per student)

### Opening

#### State the objective

- To experience a meal that the pioneers would have eaten along the trail.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- How do you feel about left-overs (from meals)? Do you like to eat left-overs? Why or why not?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Chimney Rock and Fort Laramie. You are one step closer to completing the Oregon Trail.

\*\*\*\*\* **NOTE: for 3<sup>rd</sup>-5<sup>th</sup> grades:** if you have access to a computer lab, you may choose to spend your Fun Friday Theme time playing Westward Trail at [globalgamenetwork.com](http://globalgamenetwork.com). It is a simulated Oregon Trail computer game that is FREE and is very similar to the computer game Oregon Trails. Your students can play individually or in groups of 5. \*\*\*\*\*

#### Say

Pioneers had very little variation in their diet while on the trail. They considered themselves extremely lucky if they caught a quail or buffalo to eat for some meals. Most of their meals consisted of bread, cold beans, and bacon. Today we are going to eat a meal much like the pioneers would have.

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p><b>Do</b> Give each student a bowl filled with approx. <math>\frac{1}{4}</math> cup beans, <math>\frac{1}{2}</math> piece of bread and a strip of bacon (or ham)</p>	
<p><b>Students Practice (“You do”)</b></p>	
<p>Arrange students in a circle to eat their meal, as if they were sitting around a campfire. Ask questions as students are eating. Allow students to comment and talk with peers.</p> <p>After the meal has been eaten, and cleaned up, ask students to imagine that they had to eat this meal for breakfast, lunch and dinner for four to six months. What would that be like?</p>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b> Ask the following three “what” questions:</p> <ol style="list-style-type: none"> <li>1. What did you enjoy most about this activity?</li> <li>2. What was the biggest challenge with this activity?</li> <li>3. What did you learn from the group?</li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today in math.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them ( Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- Creative Writing
<b>Focus:</b>	An American Story

### Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Drawing/Writing paper and drawing/writing utensils

### Opening

#### State the objective

- To practice our creative writing skills.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- What do you like to do for fun?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Independence Rock. You are one step closer to completing the Oregon Trail.

#### Say

During the day, travelers walked and rode in their wagons for miles and miles. At night, they would stop to rest. Often, they would stop just along the edge of the road with nothing but the wilderness and open land surrounding them. They used supplies like wood and rope to make up games and things to do.

#### Instructions for Creative Writing Assignment

Write the following writing prompt on the board.

“With nothing but wood and rope, what would you create to entertain yourself and your family?”

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Students Practice (“You do”)

K-1: Give students drawing paper and crayons. Allow them to answer the question by drawing pictures of the items and writing words to describe them.

2-5: Give students writing paper and pencils. Allow time for students to write grade level appropriate responses.

Students can share with a partner or the whole group when they have completed their assignment.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

**Step 1:** Describe: Student(s) describe what they did during the activity.

**Step 2:** Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

**Step 3:** Generalize: How can you use the skills or your key learnings in your life?

**Step 4:** Apply: How can you use the skills or your key learnings at school?

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- Dangers on the Trail
<b>Focus:</b>	An American Story

### Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Story Map #4 Handout (1 per student)
- “Dangers on the Trail” Story Handouts

### Opening

#### State the objective

- To learn about the dangers travelers faced on the Oregon Trail.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- What are some dangerous things you might face living out in the open?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### **Oregon Trail Walk**

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Fort Boise. You are one step closer to completing the Oregon Trail.

#### **Reading the Selection- Dangers On the Trail**

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Students Practice (“You do”)

#### Map It Out!

- Give each student a Story Map #4 Handout.
- Students will use words or pictures to describe the topic (wagons) and three details about them.

Students can share their story maps with a partner or the whole group when completed.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**What’s Important About That?:** This strategy allows for the debriefing to take a single student’s learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student’s opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, “What is important about completing your homework?”) When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is “What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child’s understanding of what is important to a deeper level. At the end, the facilitator states, “Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said).

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

## Dangers On the Trail

There were many dangers on the trail like fierce animals, Indians, storms, rivers, [diseases](#), and robbers. Many of the Indians were not friendly. They would try to steal cattle and horses. The pioneers also lost [livestock](#) to coyotes and other [predators](#). That's why the pioneers had guards who stayed up all night to watch the livestock. Many rivers were difficult to cross. Some of the rivers were fast, deep, and muddy. Grass fires were a constant threat to the pioneers. So were run-away oxen. Some pioneers couldn't carry enough water from one watering hole to the next and were in danger of running out. One of the worst things that could happen was that a wagon wheel could break or an axle could break and they could not get another. If a storm came, lightning could hit the wagon and it could catch on fire.

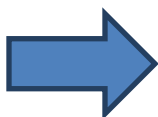
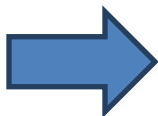
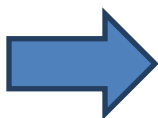
\*\*\*reprinted from the library at thinkquest.com

Consult 4 Kids Lesson Plans

Story Map #4

Topic

Details





## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- Quilt Squares
<b>Focus:</b>	An American Story

### Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- 5 x 5 squares of construction paper, different colors (1 per student)
- Crayons or markers
- Large piece of butcher paper or poster board
- Glue or glue stick

### Opening

#### State the objective

- To create a classroom quilt.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- What is a quilt? Have you ever seen a handmade quilt? Do you know anyone who makes quilts?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Fort Bridger. You are one step closer to completing the Oregon Trail.

#### Say

Pioneer women had the same chores to do on the trail as they did at home. They cooked washed and mended clothes. But, they also helped with some chores that males typically did like hunting or tending to the animals. When the women finally made it to Oregon, they were happy to do the things they used to do at home again- like quilting, or making quilts.

These quilts are made out of fabric and often tell a story about the woman’s life. The fabrics they used could have a special meaning. Items stitched in to the fabric could have meaning, too.

The quilt we will make today will be made out of paper. It will tell a story, too, just like the quilts of the women of the Oregon Trail. Ours will tell the story of our classroom.

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p><b>Do</b> Allow each student to choose a colored construction paper square.</p>	
<p style="text-align: center;"><b>Students Practice (“You do”)</b></p> <p>Students will use the crayons or markers to draw on their quilt squares. They can include their name and any words or drawings that represent themselves.</p> <p>As students complete their quilt squares, use the glue to glue each square onto the large sheet of paper to form a paper quilt. Allow to dry and hang!</p>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b> Ask the following three “what” questions:</p> <ol style="list-style-type: none"> <li>1. What did you enjoy most about this activity?</li> <li>2. What was the biggest challenge with this activity?</li> <li>3. What did you learn from the group?</li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- Rope Activities
<b>Focus:</b>	An American Story

**Materials:**

- Oregon Trail Map (found in Day 1 materials) and marker
- Jump ropes (1 per student or one per 3-4 students)

### Opening

#### State the objective

- To experience the entertainment that pioneer children did.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- Do you know how to jump rope? How did you learn?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**Oregon Trail Walk**

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Whitman Mansion and the Dalles. You are one step closer to completing the Oregon Trail.

**Instructions for Jump Rope**

**Say**

Pioneer children did not have toys like we have today. They had to make up games with the supplies their parents brought in the wagons or things they found on the trail. Rope was always available as a tool and for the animals. Pioneer children often played jump rope.

**Demonstration**

Share a jump rope rhyme or game that you know or ask for student volunteers.

#### Students Practice (“You do”)

Allow students to practice and play jump rope, either independently or with small groups.

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### WHI?

Ask the following three question:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- Acrostic Poems
<b>Focus:</b>	An American Story

### Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- White drawing paper
- Crayons or markers

### Opening

#### State the objective

- To create an acrostic poem about the Oregon Trail.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- Have you ever written a poem? What was it about?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Independence Rock and Fort Bridger. You are one step closer to completing the Oregon Trail.

#### Instructions for Acrostic Poems

Write the words OREGON TRAIL vertically on the board. Instruct the students to do the same on their drawing paper.

Students will write a word or phrase that describes life on the trail. The first word must begin with the letter next to it.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p>Example-  O- on the trail, pioneers ate corn  R-  E-  G-  O-  N-   T-  R-  A-  I-  L-</p>	
<p><b>Students Practice (“You do”)</b></p> <p>Allow students to complete their acrostic poems and share with a partner or the class.</p>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three “what” questions:</p> <ol style="list-style-type: none"> <li>1. What did you enjoy most about this activity?</li> <li>2. What was the biggest challenge with this activity?</li> <li>3. What did you learn from the group?</li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today..</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)</li> </ol>
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<p><b>Modification:</b></p> <p>For younger students, you may create an acrostic poem as a class.</p>
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- Creative Writing
<b>Focus:</b>	An American Story

**Materials:**

- Oregon Trail Map (found in Day 1 materials) and marker
- Drawing/Writing paper and drawing/writing utensils

### Opening

#### State the objective

- To practice our creative writing skills.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- What tools do you know how to use? How have you used them?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**Oregon Trail Walk**

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Soda Springs and Fort Hall. You are one step closer to completing the Oregon Trail.

**Say**

Tools were often too heavy for the oxen to pull in the wagons. So the travelers had to make tools out of items that they bought, traded for, or found along the trail.

**Instructions for Creative Writing Assignment**

Write the following writing prompt on the board.

“What tools would you create with a stone, heavy sticks and a piece of rope?”

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Students Practice (“You do”)

K-1: Give students drawing paper and crayons. Allow them to answer the question by drawing pictures of the items and writing words to describe them.

2-5: Give students writing paper and pencils. Allow time for students to write grade level appropriate responses.

Students can share with a partner or the whole group when they have completed their assignment.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

**Step 1:** Describe: Student(s) describe what they did during the activity.

**Step 2:** Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

**Step 3:** Generalize: How can you use the skills or your key learnings in your life?

**Step 4:** Apply: How can you use the skills or your key learnings at school?

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)



## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- What Would You Do?
<b>Focus:</b>	An American Story

### Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Scratch paper (optional)

### Opening

#### State the objective

- To learn about the challenges of the pioneers and how they solved them.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- What do you do when you are faced with a challenge?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Fort Hall and Fort Bridger. You are one step closer to completing the Oregon Trail.

#### Say

The pioneers had many challenges as they traveled 2,000 miles on foot. Let’s look at a few of them and see how you would handle them.

#### Do

Split students into groups of 3-5.

Read aloud challenge #1: The pioneers enjoyed having butter to flavor up their meals, but there was no time to churn the milk.

Allow students to strategize with their group to come up with their solution to the problem. Let each group share out.

Share aloud the solution the pioneers came up with: They would pour their milk into cans and tie the cans to the bottom of the wagons while they were traveling. The motion of the bumpy wagons churned the milk into butter

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

Read aloud challenge #2: The pioneers that brought chickens with them had eggs and like to eat them, but the wagons were so bumpy they often broke.

Allow students to strategize with their group to come up with their solution to the problem. Let each group share out.

Share aloud the solution the pioneers came up with: They would pack the eggs into barrels or bags of flour or cornmeal. The flour and cornmeal would protect the eggs.

Read aloud challenge #3: If a pioneer shot a buffalo, there was too much meat to eat in one night.

Allow students to strategize with their group to come up with their solution to the problem. Let each group share out.

Share aloud the solution the pioneers came up with: They would tie pieces of meat to the side of the wagon with string to let it dry out. They made buffalo jerky!

Read aloud challenge #4: What if the oxen pulling the wagons got sore feet?

Allow students to strategize with their group to come up with their solution to the problem. Let each group share out.

Share aloud the solution the pioneers came up with: The Indians taught them how to use a piece of hide, punch holes in the sides and weave string through it. They would place these on the oxen's hooves and tie the string around their ankles. They made oxen boots!

### Students Practice ("You do")

Engage the students in the Read Aloud Challenges.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

## Consult 4 Kids Lesson Plans

### Debrief

#### Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- A New Home At Last
<b>Focus:</b>	An American Story

### Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Story Map #4 Handout (1 per student)
- "A New Home At Last" Story Handouts

### Opening

#### State the objective

- To learn about what the travelers did when they reached their new homes.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- Have you ever moved? What did you do when you got to your new home?

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

#### Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between The Dalles to Oregon City. You are one step closer to completing the Oregon Trail.

#### Reading the Selection- A New Home At Last

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Students Practice (“You do”)

#### Map It Out!

- Give each student a Story Map #4 Handout.
- Students will use words or pictures to describe the topic (wagons) and three details about them.

Students can share their story maps with a partner or the whole group when completed.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**What’s Important About That?:** This strategy allows for the debriefing to take a single student’s learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student’s opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, “What is important about completing your homework?”) When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is “What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child’s understanding of what is important to a deeper level. At the end, the facilitator states, “Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said).

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

## A New Home At Last

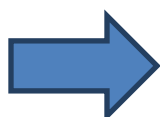
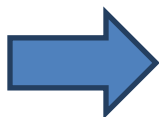
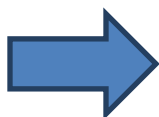
One of the first things the pioneers did when they got to their new homes was buy land. Although land cost about two dollars an acre in many areas, that was very expensive to some pioneers. After they bought their land they had to clear the rocks and tree stumps so they could build their houses and plant crops. The first spring and summer they did little, other than working the land. Their first home was a [lean-to](#). It looked like an open shed that faced the fire. Most of the pioneer women and children made quilts for the beds. If they didn't buy land where there was a stream, the men would build a well. When a group of pioneers lived near each other they would often build a [stockade](#), or fort to protect themselves from Indians.

Consult 4 Kids Lesson Plans

Story Map #4

Topic

Details



## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- Landmark Memory
<b>Focus:</b>	An American Story

### Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Landmark Memory Cards – Pictures and Facts (one set per every 2-4 students; reproduce on heavy paper such as cardstock.)

### Opening

#### State the objective

- To review with students the various forts and landmarks along the Oregon Trail.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- How do you feel, almost having completed the Oregon Trail?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### **Oregon Trail Walk**

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Oregon City. Congratulations!!!!

#### **Instructions for Landmark Memory- Review with Students!**

(Make sure that the Oregon Trails Map is posted so that students can use it for reference. For younger students you may want to write the corresponding landmark numbers on the map.)

Each game set consists of picture cards and fact cards. Group students into groups of 2-4 players. Each group will cut out all cards in the game set. To play:

1. Turn all cards face down in a 5 x 4 grid.
2. One at a time, players will choose two cards to turn face up so that all players can see.
3. A player gets a match if the picture card matches the fact card. They keep the match and turn over two new cards.
4. If a player doesn't get a match, it is the next players turn.
5. Continue until all cards have been matched. Player with the most matches wins.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.



## Consult 4 Kids Lesson Plans

<p><b>Demonstration</b> Choose a student to come to the front with you. Show students how to lay out cards and how to play. Play a few rounds with your volunteer so students can see how the game is played.</p>	
<p><b>Students Practice (“You do”)</b></p> <p>Students can play multiple games, as time allows.</p>	

<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>Three Whats</b> Ask the following three “what” questions:</p> <ol style="list-style-type: none"> <li>1. What did you enjoy most about this activity?</li> <li>2. What was the biggest challenge with this activity?</li> <li>3. What did you learn from the group?</li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today in math.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)</li> </ol>
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<p><b>Modification:</b></p> <p>For younger students, you may want to cut out the game cards before students arrive.</p>
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## Consult 4 Kids Lesson Plans

### Fact Cards

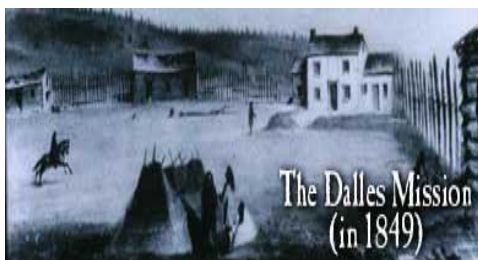
<p style="text-align: center;">This is the <b>1<sup>st</sup></b> landmark will we find. It is in Nebraska.</p>	<p style="text-align: center;">This is the <b>2<sup>nd</sup></b> landmark will we find. It is in Nebraska.</p>
<p style="text-align: center;">This is the <b>3<sup>rd</sup></b> landmark will we find. It is in Wyoming.</p>	<p style="text-align: center;">This is the <b>4<sup>th</sup></b> landmark will we find. It is in Wyoming.</p>
<p style="text-align: center;">This is the <b>5<sup>th</sup></b> landmark will we find. It is in Wyoming.</p>	<p style="text-align: center;">This is the <b>6<sup>th</sup></b> landmark will we find. It is in Idaho.</p>
<p style="text-align: center;">This is the <b>7<sup>th</sup></b> landmark will we find. It is in Idaho.</p>	<p style="text-align: center;">This is the <b>8<sup>th</sup></b> landmark will we find. It is in Idaho.</p>
<p style="text-align: center;">This is the <b>9<sup>th</sup></b> landmark will we find. It is in Washington.</p>	<p style="text-align: center;">This is the <b>10<sup>th</sup></b> landmark will we find. It is in Oregon.</p>

Consult 4 Kids Lesson Plans

Picture Cards



Soda Springs



The Dalles Mission  
(in 1849)



Whitman Mission



Boise City  
(50 mi. east of the fort)



Fort Hall



Fort Bridger



Independence Rock



Fort Laramie (in 1868)



Chimney Rock



Courthouse  
Rock

Jail Rock

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- Oregon Trail BINGO
<b>Focus:</b>	An American Story

### Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Oregon Trail BINGO Card (1 per student)
- BINGO markers (beans, buttons, etc)

### Opening

#### State the objective

- To play a game to review things we have learned about those on traveling the Oregon Trail.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- Have you ever played BINGO? How do you play? What are the rules?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Fort Boise and Whitman Mansion. You are one step closer to completing the Oregon Trail

#### Instructions for Food on the Trail.

Write the following word list on the board:

flour, bread, bacon, rice, coffee, tea, sugar, dried beans, dried fruit, baking soda, salt, corn meal, corn, vinegar, wagon, pioneer, oxen, wood, rope, campfire, Independence Rock, Fort Bridger, Fort Hall, Fort Boise, Courthouse Rock, Independence Rock, Chimney Rock

Instruct students to choose one word to write in each square of their Oregon Trails BINGO card.

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Students Practice (“You do”)

Play BINGO with students by choosing a word from the word list and calling it out. The first student to get 5 in a row, diagonally, horizontally, or vertically is the Oregon Trails BINGO winner!

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today..
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

### Modification:

For younger students, you may want to write the words in the squares before students arrive.

# Oregon Trail BINGO

T	R	A	I	L

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Traveling the Oregon Trail- Creative Writing
<b>Focus:</b>	An American Story

**Materials:**

- Oregon Trail Map (found in Day 1 materials) and marker
- Drawing/Writing paper and drawing/writing utensils

### Opening

#### State the objective

- To practice our creative writing skills.
- To move further along the Oregon Trail.

#### Gain prior knowledge by asking students the following questions

- How would you fare if you lived in the 1800's and traveled the Oregon Trail?

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

**Oregon Trail Walk**

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Whitman Mansion. You are one step closer to completing the Oregon Trail.

**Instructions for Creative Writing Assignment**

Write the following writing prompt on the board.

"What would you like about traveling the Oregon Trail? What would you dislike?"

#### Students Practice ("You do")

K-1: Give students drawing paper and crayons. Allow them to answer the question by drawing pictures of the items and writing words to describe them.

2-5: Give students writing paper and pencils. Allow time for students to write grade level appropriate responses.

Students can share with a partner or the whole group when they have completed their assignment.

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

**Step 1:** Describe: Student(s) describe what they did during the activity.

**Step 2:** Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

**Step 3:** Generalize: How can you use the skills or your key learnings in your life?

**Step 4:** Apply: How can you use the skills or your key learnings at school?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)