



Going West

1
A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Do We Know?

10 minutes

Create a timeline as described below to review important aspects of the history of the United States prior to the time period of this domain. Make sure the timeline is long enough to add seven additional image cards throughout the course of the domain. Show students Image Card 1 (Thirteen Colonies); ask what it depicts, and then place it on the timeline. Ask students what they remember about the thirteen English colonies. You may prompt discussion with the following questions:

- Why did people, such as the Pilgrims, choose to leave England and start a new life in North America?
- Where were the thirteen English colonies located? (Have students locate this area on a map.)
- Why did these colonies develop near the East Coast?
- Who ruled the thirteen English colonies?
- Who already lived in the areas settled by the colonists?

Show students Image Card 2 (Declaration of Independence); ask what it depicts, and then place it on the timeline. Ask students what they remember about the Declaration of Independence. You may prompt discussion with the following questions:

- Why did the colonists decide to declare independence from England?

- What official document was written to declare independence?
- What name was chosen for the new, independent nation?
- Show students Image Card 3 (Louisiana Purchase); ask what it depicts, and then place it on the timeline. Ask students what they remember about the Louisiana Purchase. You may prompt discussion with the following questions:
 - Why did President Jefferson make this purchase?
 - How did the purchase change the size of the United States? (Have students locate this area on a map.)
 - Who already lived in this area?
 - How did the purchase affect the movement of settlers?

Show Image Card 4 (Lewis and Clark); ask what it depicts, and then place it on the timeline. Ask students what they remember about the expedition of Lewis and Clark. You may prompt discussion with the following questions:

- Why did President Jefferson send Lewis and Clark on an expedition?
- Who already lived in the area they explored?
- How did their expedition affect the movement of settlers?

Have a student explain what the timeline now shows. Save this timeline for use in later lessons.

Domain Introduction

5 minutes

Tell students that after the Lewis and Clark expedition, the United States continued to grow and became more crowded in the East. More and more people decided to move westward to the frontier, looking for open land and new opportunities. Remind students that they learned about the word *frontier* in the *Fairy Tales and Tall Tales* domain. Review with students the two different meanings of the word *frontier*. (A frontier can be a boundary, or the edge, of a country or land; the word *frontier* can also describe the unexplored areas of a country or place.) What was known as the frontier during the time of westward expansion, or growth, was the area west of the Mississippi River, where more and more people moved

and settled. (Show this area on a U.S. map.) We call the people who first settled in new areas of the frontier “pioneers.” Remind students that many of the tall tales they heard were set in this time period. Tell students that for the next couple of weeks they will be learning about westward expansion and the exciting innovations, or new ideas, prompted by a country spreading westward, including the invention of steamboats, the building of the Erie Canal, the operation of the Pony Express, and the building of the transcontinental railroad. Explain to students that they will also learn about the hardship and tragedy westward expansion caused for both pioneers and Native Americans.

Essential Background Information or Terms

5 minutes

- Display the U.S. map. Ask for a volunteer to locate the compass rose on the map and explain what it tells.
- Ask for volunteers to show the northern U.S., southern U.S., eastern U.S. and western U.S. on the map.
- Point to the West Coast on the map. Explain that *westward* means “toward the west.” During this time, pioneers were moving toward the western part of the country.
- Tell students that expansion means to make something bigger. So, *westward expansion* refers to making the country bigger, toward the west.
- Show students Image Card 14 (Paul Bunyan) and Image Card 15 (Pecos Bill). Remind students of the stories, “Paul Bunyan” and “Pecos Bill” from the *Fairy Tales and Tall Tales* domain.
- Ask students to describe what is happening in each image. You may prompt discussion with the following questions:
 - Where was Pecos Bill’s family moving?
 - Why did his family want to move west?
 - What did they travel in?
 - Why did Paul Bunyan clear the land in the Midwest?
 - What natural landmarks did Paul Bunyan supposedly create? (the Great Plains, the Grand Canyon, the Great Lakes, the Mississippi River, etc.)

- Refer back to the class-created Transportation Brainstorm poster. Ask students if they thought of a covered wagon as a means of transportation. Add it to the brainstorm if it is not already there.



← **Show image 1A-2: Wagon train**

- Explain to students that a line or group of many covered wagons traveling together is called a wagon train. Explain that wagon trains were used during westward expansion.

Vocabulary Preview

5 minutes

Settled/Settlers



← **Show image 1A-3: Wagon train family and their belongings**

1. In today's read-aloud, you will hear about the Morgan family. The Morgan family were *settlers* during the time of westward expansion. The Morgan family *settled* on a farm in Oregon.
2. Say the word *settlers* with me three times.
Say the word *settled* with me three times.
3. Settlers are people who settle, or make their home, in a new place.
To be settled means to have moved to a new place and made it your home.
4. The settlers traveled through many new western towns before they settled in one that they wanted to call home.
5. Tell your partner about the place or places your family has settled. Use the word *settled* when you tell about it.

Journey

1. In today's read-aloud, you will hear about the Morgan family's *journey* westward.
2. Say the word *journey* with me three times.
3. A journey is a long trip, or a time of travel, from one place to another. A journey usually takes a long time.
4. On the first day of their journey, the Morgans walked fourteen miles.
The journey from the East Coast of the United States to the West Coast took four days by car.

5. Tell your partner about a journey you have taken. Where did you go? What did you see or do? How long did the journey take? Use the word *journey* when you tell about it.

Purpose for Listening

Tell students to listen carefully to learn about the experiences another family has as they move westward. Explain that the next read-aloud is historical fiction. It is about a fictional family called the Morgans whose experiences during their journey west were what real pioneer families experienced in the 1800s.

Going West

Have you ever gone on a long car trip with your family? Did you get bored during that long trip? Did you ask that famous question, which all parents love to hear: “Are we there yet?”

Well, let me tell you—it could have been worse!



← **Show image 1A-1: Photo of a covered wagon**

You could have been going west in the 1800s. In those days there were no cars. You would have traveled in a covered wagon like the one shown here.¹

Your wagon would have been pulled by horses, mules, or oxen. You and your family would have bumped along unpaved, dusty roads. You would have traveled all day long, and it would have taken you about six months to get from the East to the West! Does that sound like fun?

Actually, your trip might have been even harder. Your family would have had to pack everything you owned into a wagon, including personal belongings, clothing, food, water, and supplies, so there wouldn’t have even been room for you to ride in the wagon.² That’s right, you might have had to walk all the way to Oregon!

1 The covered wagons were called prairie *schooners* because they were like ships sailing across the prairie. The wagon covers looked like the ships’ sails.

2 They packed their belongings into wooden trunks and put the trunks into the wagon.



← **Show image 1A-2: Wagon train**

In the 1840s and 1850s, tens of thousands of Americans went west in **wagon trains**.³ These pioneers hoped to make a better life for themselves. Many of them were eager to claim farmland in Oregon or California. They left many of their friends and family behind, loaded everything they had into a wagon, and set off for the West.⁴

The following story tells about what it was like to make the trip west. Unlike some ancient civilizations that we learned about, in which we got most of our information from archeologists, this account is based on records that people left behind such as

3 What do you think a wagon train is?

4 What were the people who moved west called?

diaries and journals. In this account the Morgan family makes the trip from Indiana to Oregon. The Morgans were farmers. They hoped to start a new life in Oregon. This is their story:

- 5 Can you imagine trying to fit everything your family owns into a covered wagon?



- 6 A campfire is an outdoor fire used for warmth or cooking.

- 7 [You may want to reference a calendar, pointing out dates as you read, to help students comprehend the passage of time.]

- 8 [Show the distance across Indiana and Illinois on a map.]

- 9 Today our cars can take us more than sixty-five miles in an hour, so twenty miles in one day is not a lot is it? [You might reference something that is about fourteen miles away from school to give students a frame of reference.]



- 10 [Have a student point to the ferry in the image.]

The Morgans left for Oregon in April of 1846. They had a single wagon, loaded with all of their belongings.⁵ Mrs. Morgan and the young children rode in the wagon. The older children walked alongside. They also helped herd the cows that trailed along behind the wagon.

← **Show image 1A-3: Wagon train family and their belongings**

On the first day of their journey, the Morgans traveled fourteen miles. When the sun began to set, they set up camp. The boys gathered wood for a **campfire**.⁶ Then Mrs. Morgan cooked supper. After supper, Mrs. Morgan set up beds for the children in the wagon. Once the children were asleep, she lit a candle and wrote the first entry in a journal she had decided to keep:⁷

April 11, 1846. Began our journey to Oregon. Made fourteen miles on our first day. The sun felt warm upon our skin as we made our way along. Our journey was brightened by the wildflowers that dotted the landscape. By the time we made camp, the older children were exhausted from walking. I have to admit that I gave them each a little extra stew for supper tonight.

For the next few weeks, the Morgans traveled west across Indiana and Illinois.⁸ They rose early each morning and traveled until just before sundown. On their good days they covered twenty miles. When it rained or the roads were bad, they covered fewer.⁹

← **Show image 1A-4: Flatboats on the river**

About one month after starting their journey, the Morgans reached the Mississippi River. They hired a ferry to carry them, their wagon, and their animals across the river.¹⁰ On that day Mrs. Morgan had a lot to write in her journal. This is some of what she wrote:

May 10, 1846. The great Mississippi is wider than I could ever have imagined. Our wagon, our horses, and our supplies were

loaded onto a flatboat and carried across the mighty Mississippi. I held my breath as I watched all our earthly possessions float away.

Another month later, the Morgans reached St. Joseph, Missouri, where they bought food and supplies. The next morning, they crossed the Missouri River. This meant they were leaving the United States and were entering the area people called “Indian territory.” On this day, Mrs. Morgan wrote in her journal:

June 5, 1846. The children are hoping to see Indians. We have been told that the Cheyenne and the Pawnee live in the area we are traveling through. We have heard that they are sometimes willing to trade horses and food for clothes and tobacco.



11 This map shows the Oregon Trail. It was a two-thousand mile wagon trail that ran from Missouri to the Pacific Ocean.

← **Show image 1A-5: Map of their journey on Oregon Trail**¹¹

A few days later, the Morgans turned onto the main road to Oregon, known as the Oregon Trail. There were many other settlers traveling on this road. The Morgans joined up with a group of more than one hundred settlers traveling to Oregon.

By mid-June, the wagon train was crossing the Great Plains. On all sides they saw vast open fields of grass, without a tree in sight.



← **Show image 1A-6: Herds of buffalo**

The Morgans also began to see large herds of buffalo. They noticed that these magnificent creatures spent much of their time with their heads bowed, grazing on the abundant grass.

On one moonlit June night, as the stars sparkled in the sky, Mr. Morgan shot a buffalo, and Mrs. Morgan cooked the meat for supper. On that night Mrs. Morgan wrote in her journal:

June 14, 1846. Buffalo meat, although tasty, takes a lot of chewing. I watched the children eat as the flames from the flickering fire lit their dirty faces. The good thing was that, while they were chewing, they weren't complaining!

A few days later, the Morgan's wagon broke. Mrs. Morgan stood guard all night in the rain while Mr. Morgan fixed the wagon.¹²

12 What was she watching for?

Two weeks later, something even worse happened. Eight of the oxen that pulled the Morgan's wagon vanished during the night. The Morgans searched for the animals but could not find them. They hitched up some of their cows instead, but these animals were not used to pulling a wagon, and the Morgans made slow progress until they could get better animals.



← **Show image 1A-7: View of Chimney Rock**

13 [Point to the image and show students Chimney Rock on the map 1A-5.] Why do you think it is called Chimney Rock?

14 *Sights* are things or places you see.

In mid-July the Morgans reached Chimney Rock,¹³ in what is now Nebraska. You can see Chimney Rock in this photograph. While admiring the **sights**,¹⁴ Mrs. Morgan and a friend almost got caught in a hailstorm. This is what Mrs. Morgan had to say about this adventure that evening in her journal:

July 15, 1846. We are making much slower progress. Yesterday we only covered eleven miles. We were delighted to see Chimney Rock, though we had the most dreadful hail-storm. Mrs. Peterson and I were pelted by hailstones the size of small rocks. The hailstones tore some of the wagon covers off, broke some bows, and scared several of the oxen away.



← **Show image 1A-8: Image of Fort Laramie**

15 [Point to Fort Laramie on the map.]

16 [Point to the Rocky Mountains on the map.]

A few days later, the wagon train reached Fort Laramie,¹⁵ another common landmark on the trip for pioneers heading west. Two weeks later, they crossed the Rocky Mountains.¹⁶ Mrs. Morgan wrote:

August 9, 1846. We wound our way over the mountains along a very crooked road. Had rain and hail today, which made it a very disagreeable experience. However, Papa and I smiled so as not to discourage the children.

In late August, the Morgans traveled across a dry, dusty desert. Mrs. Morgan wrote that the dustiness was like nothing her friends in the East had ever seen:

August 30, 1846. My friends back east know nothing about dust. This dust makes it impossible for us to see where we are going. We cannot even see the oxen that pull our wagon. The

cattle struggle to breathe and we have the taste of the dusty air in our mouths all the time. When the children go to sleep, every one of them is covered in a layer of dust.

In mid-September the Morgans encountered some Native Americans on their journey. Mrs. Morgan wrote:



← **Show image 1A-9: Native Americans on the Snake River**

September 14, 1846. The Native Americans along Snake River wear only a cloth tied around their hips. They have few horses and no blankets. The immigrants are happy to trade them old clothes for fish.

Toward the end of September, a young woman in the Morgans' party decided she had had enough of the Oregon Trail. She sat down on the side of the trail and claimed that she could not travel any farther. Then she began to sob loudly.

17 *Sympathy* means to feel sorry.

The Morgans felt **sympathy**¹⁷ for her but there was nothing else to do but to press on.



← **Show image 1A-10: Crossing the river**

In mid-November, the Morgans reached Fort Dalles, Oregon on the banks of the Columbia River.¹⁸ They built a raft that would carry them and their things down the river. Unfortunately, it had been raining for several days. The river was flooded and running too fast for raft travel. The Morgans had to wait for several days by the riverside. It was cold, rainy, and windy. The family huddled around a campfire to try to stay warm. Mrs. Morgan recorded two entries while they waited for the weather to improve:

18 [Point to Oregon on a U.S. map.] Oregon in November would be very cold.

November 14, 1846. We are unable to move forward. We must wait for the wind to ease. We have one day's provisions left. The warm sunshine has abandoned us and we are chilled to the bone.

November 16, 1846. No let-up in the weather. If anything, it is worse. Waves rise up over our simple raft. It is so very cold that icicles hang down from the wagon. On all sides we see vast open fields of grass, without a tree in sight.



← **Show image 1A-11: Painting of Oregon City 1800**

Finally, the Morgans were able to make their way down the river into the Willamette Valley of Oregon. This painting shows what an Oregon town looked like at the time.

Unfortunately, toward the end of the trip, Mr. Morgan had fallen ill. Mrs. Morgan rented a tiny house in Portland and, with the help of some kind men, the Morgans moved into the tiny house for the winter. Mrs. Morgan sold their last possessions to buy food. Mr. Morgan was so sick he could not get out of bed. Some of the children got sick as well.¹⁹ Mrs. Morgan was so busy caring for her family that she stopped writing in her journal for a while.

In mid-February, she started writing again:

February 13, 1846. It rains constantly. Our house is cold and the roof leaks badly. It is difficult to keep our spirits up. We are only able to eat one good meal a day. We still dream of our new home in Oregon. I know we will get there.

19 Many people during that time got sick because of unsanitary conditions and lack of medical care.



← **Show image 1A-12: Map showing where their journey ended**

Mr. Morgan recovered and, in the spring, the Morgan family **settled**²⁰ on a farm in Oregon.

The Morgan family's journey ended well, though for many others who traveled west it did not.

So, the next time you're on a long trip, thinking how boring and terrible it is, think of the Morgans and their trip to Oregon, and remember—it could be worse!²¹

20 *Settled* means they moved there and made it their home.

21 [Ask students who participated in CKLA in Grade 1 if they remember the story "The Crowded, Noisy House," also known as "It Could Always Be Worse."]

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who was going west in this read-aloud? (the Morgan family)
2. *Literal* How did they travel? (in a covered wagon)
3. *Literal* What did they take with them? (much of what they owned: trunks of clothes, food and water, personal belongings, animals, etc.)
4. *Inferential* Why did they want to move to the West? (a better way of life; to have land of their own for growing crops; etc.)
5. *Inferential* What difficulties did they face on their trip? (Their wagon broke; they lost their oxen; the weather was sometimes bad; they had to cook on a campfire; they had to cross a wide river; the father got sick; etc.)
6. *Literal* Where did the family decide to settle? (Oregon) What interesting sights did they see on the way? (Chimney Rock, Fort Laramie, Rocky Mountains, buffalo, rivers, etc.)
7. *Inferential* Was life easy or difficult once they settled in Oregon? How do you know? (It was difficult because many of them were sick; they had to rent a small house; Mama had to sell the last of their possessions for food; they endured a harsh winter; etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Would you have liked to have been part of a pioneer family going to the West? Why or why not? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Sights

5 minutes

1. In the read-aloud you heard, “While admiring the *sights*, Mrs. Morgan and a friend almost got caught in a hailstorm.”
2. Say the word *sights* with me.
3. Sights are things or places seen.
4. We saw many beautiful sights as we traveled down the Mississippi River.
5. What interesting sights are in your neighborhood, city, or state? Try to use the word *sights* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “_____ are interesting sights in . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *sights*? How do you know?

Use a *Word to World* activity for follow-up. Directions: I am going to name some sights you might see in a particular place. Tell me where the sights would be seen using the sentence, “Those are sights on/in/at _____.” For example, if I say, “a barn, fields, cows, horses and chickens,” you would say, “Those are sights on a farm.”

1. The White House, the Capitol Building, the Washington Monument, the Jefferson Memorial
Those are sights in Washington, D.C.
2. Sand, ocean, seagulls, seashells
Those are sights at the beach.
3. Skyscrapers, taxis, buses, museums, people walking
Those are sights in the city.
4. Evergreen trees, streams, lakes, animals
Those are sights in a forest.
5. Melting snow, flowers blooming, baby birds and animals, buds on trees
Those are sights in spring.



Complete Remainder of the Lesson Later in the Day



Going West

1B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Westward Expansion Quilt (Instructional Master 1B-1) 15 minutes

Note: Write the main topic of the read-aloud (*westward expansion* or *the Oregon Trail*), and ask students to tell you important details about the main topic. Write accurate student responses on the board for students to refer to as they complete their quilt squares. Some details you may wish to list are: *dusty, long journey, covered wagon, trail, crossing rivers, storms, oxen, campfire, sickness, Chimney Rock, few possessions or belongings, hard winter*. Include any available images (or drawings) that help explain the information. If needed, model writing a sentence about the main topic using one or two of the words on the board. You may also wish to provide an example of a completed quilt square.

Show students Image Card 5 (Quilts). Tell students that many pioneers sewed quilts from small pieces of fabric to take with them on their journey westward. Some pioneer women made quilts before their trips, while others who stayed behind made quilts for their family members and friends who were moving west. These friendship quilts served as a remembrance of dear ones left behind.

Although very special quilts were packed in trunks or used to wrap precious belongings, everyday quilts were left out for bedding. Pioneers quickly found other uses for quilts on the trail. For example, a folded quilt offered a little padding on the wagon seat; when the wind was blowing, quilts were used to cover the cracks and openings that let the dust or rain inside the wagon.

Tell students that they are going to be making their own quilts (from paper rather than cloth) to help them remember some of the important things they learn about westward expansion. If you have a quilt, you may want to bring it in to show them.

Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What was the Oregon Trail?
- Why did people travel the Oregon Trail?
- What was one hardship people experienced on the Oregon Trail?
- What was one feeling pioneers on the Oregon Trail experienced?

Tell students that they will be making one square of the quilt today using Instructional Master 1B-1. First, they should cut out the quilt square. Next, they should draw a picture of a covered wagon in the center diamond to represent the main topic of the read-aloud. (westward expansion, or the Oregon Trail) Then, they should write a word or short phrase in each corner, sharing facts learned about journeying on the Oregon Trail. Next, ask students to write a sentence on the back of the quilt square, using one or more of the words they've written. Finally, students should share their drawings and writing with a partner.

Say: "Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, 'What do we draw in the center diamond?' Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class."

Save these quilt squares for making the complete quilts at a later time.



Covered Wagon

20 minutes

← Show image 1A-1: Photo of a covered wagon

To help students understand the size of a typical wagon used on the Oregon Trail, help them measure the outline of a covered wagon, or prairie schooner. [Covered wagons were about 10–12 feet long, 4 feet wide, and 10 feet high.]

Remind students that families going west had to pack all their food, clothing, and supplies in the covered wagon, so that sometimes there was not enough space for people to sit in the wagon. Have students think about which possessions their family would take in a covered wagon if they were going west. Then have partner pairs make a list of things they would take in the wagon. Give students an idea of how much would fit by placing actual objects inside the wagon outline.

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this Supplemental Guide, and choose one trade book about westward expansion to read aloud to the class. [Suggested trade books are *Going West*, by Jean Van Leeuwen; or *Going West*, by Laura Ingalls Wilder.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new to them or different from the read-aloud they heard. Ask students to label their pictures or write a sentence to go along with their drawings. Have students share their drawings and writing with their partner pair or with home-language peers.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-3–1B-5.