

4: A Trip Back in Time

Based on the Missouri quarter reverse



OBJECTIVES

Students will analyze the experiences of pioneers in the 1800s, and will reflect on these experiences through artistic and written means.



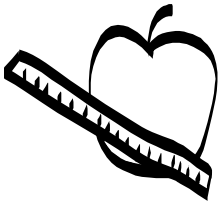
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Missouri quarter reverse
- 1 class map of the United States of America
- 1 overhead transparency (or photocopy) of the Louisiana quarter reverse (see page 22 of the 2002 50 State Quarters® Program lesson plans, grades 2–3, lesson 3: Mapping America)
- 1 overhead transparency (or photocopy) of the Louisiana Purchase map (see page 19 of the 2002 50 State Quarters Program lesson plans, grades 2–3, lesson 3: Mapping America)
- Copies of age-appropriate texts that describe pioneer and frontier life, such as:
 - *Westward Ho!: The Story of the Pioneers* by Lucille Recht Penner
 - *Wagon Train* by Sydelle A. Kramer
 - *The Wagon Train (Life in the Old West)* by Bobbie Kalman
 - *Prairie Dog Pioneers* by Jo and Josephine Harper
 - *Westward Ho with Ollie Ox!* by Melanie Richardson Dundy
 - *Roughing It on the Oregon Trail (The Time-Traveling Twins)* by Diane Stanley
 - *Covered Wagons, Bumpy Trails* by Verla Kay
 - *Sunsets of the West* by Tony Johnston
 - *Dandelions* by Eve Bunting
 - *New Hope* by Henri Sorensen
 - *Buffalo Thunder* by Patricia Wittmann
- Copies of the “Pioneer Pages” worksheet
- Lined writing paper
- Copies of the “Time Capsule” worksheet
- Scissors
- Crayons and/or colored pencils



PREPARATIONS

- Make an overhead transparency (or photocopy) of the Missouri and Louisiana quarter reverses.



Exploring Pioneer Experiences

- Locate several texts that describe pioneer and frontier life (see examples under “Materials,” 1 different book for each group).
- Make copies of the “Pioneer Pages” worksheet (1 per person).
- Make copies of the “Time Capsule” worksheet (3 per group).



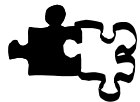
GROUPINGS

- Whole group
- Small groups



CLASS TIME

Three 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

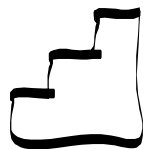
- Pioneer
- Corps of Discovery
- Gateway to the West
- Time capsule
- Gateway Arch
- Territory



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- The order in which states were admitted to the union
- The Louisiana Purchase

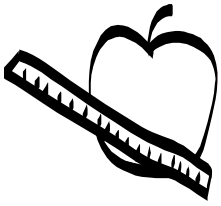


STEPS

Before this lesson, it is suggested that teachers introduce students to the Louisiana Territory through the 2002 Louisiana quarter lesson plan that is part of this series.

Session 1

1. Describe the 50 State Quarters Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Missouri quarter reverse. On a classroom map, have a pair of students locate Missouri. Note its position in relation to your school’s location.

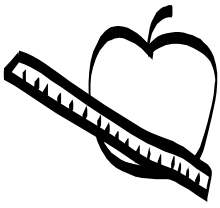


A Trip Back in Time

2. With the students, examine the design on this coin's reverse. As a class, identify the objects on the coin's reverse: the Gateway Arch that now stands in St. Louis, MO, and three men paddling down the river in a canoe.
- Note:** At this point, take the opportunity to explain that the Gateway Arch is a recent structure and it did not exist during this time of exploration. It is a symbol of the growth of our country.
3. Examine the words "Corps of Discovery" and explain that this was a name used by the team of American explorers who left from St. Charles, Missouri, to travel westward and explore this new territory.
4. Reference the Louisiana quarter and review the idea that the land purchased as a part of the Louisiana Purchase meant that there were new places within the United States for people to explore and where people could live.
5. Using the classroom map, once again point out the location of Missouri. Drawing from previous knowledge, ask students to name some of the states that were part of the United States before Missouri (reference the 50 State Quarters Program and note that the states whose quarters were released before Missouri's were already part of the union). Students should notice that all of these states lie on the eastern half of the United States.
6. Write the word "gateway" for the students to see, and work with students to break this word into two easily readable words, "gate" and "way". Ask students to look at those two words and try to figure out what a gateway might be.
7. Once students determine that a gateway is a location that serves as a means of access, introduce the idea that Missouri is known as the "Gateway to the West." Ask students what they think this means. Missouri is known as the Gateway to the West because the first explorers who explored the west (the Corps of Discovery) left from Missouri, and numerous pioneers left from Missouri to travel westward to explore and settle this new territory.
8. Begin a "jigsaw" activity, where students will explore pioneer life, by splitting students evenly into small reading groups.
9. Distribute a "Pioneer Pages" worksheet to each student. Read the directions and the questions on this worksheet with the students.
10. Distribute a different story about pioneer life to each reading group, and direct the students to take turns reading this book aloud.
11. After reading the book, the group should discuss the answers to each question and each team member should complete their "Pioneer Pages" worksheet.

Session 2

1. Depending on the time between sessions, allow students to review their notes from their "Pioneer Pages" worksheets in same-book pairs.



A Trip Back in Time

2. Place each student in a second group that contains one member from each of the previous reading groups.
3. In these new groups, the students will take turns sharing the stories that their groups read. They will take turns describing each story's plot, and will also address the information that they collected while reading.
4. After discussing all of the different stories, each of these second groups will write a paragraph that generally describes pioneer life.
5. Distribute 3 "Time Capsule" worksheets to each group (More or fewer worksheets may be supplied depending on the size of each group).
6. Direct the groups to imagine that they are going to create a time capsule of items that would have belonged to a pioneer in the 1830's. These time capsules should incorporate items that represent common themes or materials discussed in each book. The groups should discuss and decide upon six items that they would include in this time capsule.
7. Students will then cut the "Time Capsule" worksheets in half and distribute one half to each group member. A member of each group will be assigned an item to draw and label. Each member will also write a description about the ways in which that item represents the time period and lifestyle of pioneers.
8. Students will take time to practice presenting their time capsules to the class.

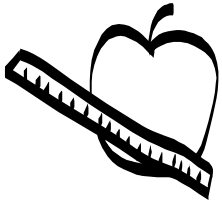
Session 3

1. Each group will present their paragraphs and time capsules to the class. Students from other groups should be encouraged to ask questions to the presenting group, once the presentation is complete.
2. Display each group's time capsule appropriately within the classroom.



ENRICHMENT/EXTENSIONS

- Ask students to imagine that a time capsule from present day somehow made its way back to the 1800's. What would it include? How would pioneers react to these items? How would these things make their lives different and in what specific ways?
- Invite students to either create or find an appropriate container in which to store their "Time Capsule" materials. When presenting their time capsules to the class, invite the students to discuss the time capsule's container and why it is appropriate for this time period.

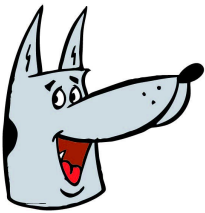


A Trip Back in Time



DIFFERENTIATED LEARNING OPTIONS

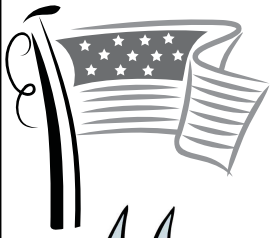
- Rather than drawing pictures of the items that they would include in their time capsules, students could bring in items from home, or cut out images from magazines of items to include in their time capsules.
- With younger students, work as a whole class to determine appropriate items to place in the time capsule. After recording all suggestions on a class chart, each student could select one item from the list to draw and describe.



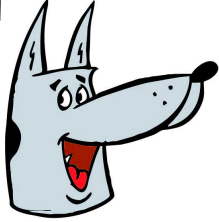
HPC CONNECTION

Exploration and expansion has been such a significant part of American history that the mint has created several coins to celebrate its importance. Find out about one of them by investigating January 2000's Coin of the Month, the 1926 Oregon Trail Memorial Half Dollar, in the Coin News area of HPC (<http://www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/cotm/cotm0100.cfm>).

NAME _____ DATE _____



Pioneer Pages



DIRECTIONS

Look over these questions before reading your pioneer story. After reading it, discuss these questions with your group. Write the answers in the spaces provided.

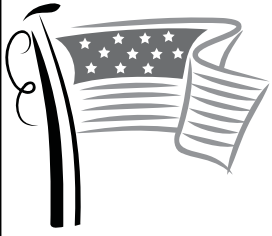
Where does the story take place? (If across several states or areas, list each of these places.)

Who are the characters in the story?

What are the major events of the story?

What did the characters bring with them on their travels?

What hardships did the characters face?



Missouri Quarter Reverse

