

2: Travel the Trail

Based on the Nebraska quarter reverse



OBJECTIVE

Students will understand how inventions have changed our daily lives. Students will understand how the lives of individuals and families of the past are different from those of today.



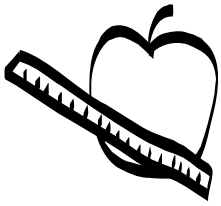
MATERIALS

- Nebraska quarters (optional)
- 1 overhead projector
- 1 overhead transparency (or photocopy) of the “Nebraska Quarter Reverse” page
- 1 overhead transparency of the “Inventions” page
- “Nebraska quarter reverse” page
- “Now and Then” worksheet
- 1 class map of the United States
- Chart paper
- Markers
- Copies of a text that gives basic information about life as a pioneer, such as:
 - *Roughing It on the Oregon Trail* by Diane Stanley
 - *You Wouldn’t Want to Be an American Pioneer!* by Jacqueline Morley
 - *Children of the Frontier, I Can Read Book* by Sylvia Whitman
 - *Don’t Know Much About the Pioneers* by Kenneth C. Davis
- “Packing for the Trail” worksheet
- “Journals of Chimney Rock” worksheet
- Texts about life as a pioneer to use in a classroom library, such as:
 - *Dandelions* by Eve Bunting
 - *Frontier Schools and School Teachers* by Ryan P. Randolph
 - *Life on a Pioneer Homestead* by Sally Senzell Isaacs
 - *Pioneers: Life as a Homesteader* by Emily Raabe
 - *Prairie Friends, I Can Read Book* by Nancy Smiler Levinson
 - *Prairie School, I Can Read Book* by Avi
 - *The Schoolchildren’s Blizzard* by Marty Rhodes Figley
 - *The Snow Walker* by Margaret K. Wetterer



PREPARATIONS

- Gather Nebraska quarters (1 per student) (optional)
- Make copies of the following:
 - “Nebraska Quarter Reverse” page (1 per student)



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- “Now and Then” worksheet (1 per student)
- “Packing for the Trail” worksheet (1 per student)
- “Journals of Chimney Rock” worksheet (1 per student)
- Make 1 overhead transparency of each of the following:
 - “Nebraska Quarter Reverse” page
 - “Inventions” page
- Locate copies of a text about life as a pioneer (see examples under “Materials”).
- Gather a collection of texts about life as a pioneer to use in a classroom library (see examples under “Materials”).



GROUPINGS

- Whole group
- Small groups
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts

These standards of learning are suggested for the state of Nebraska:

Social Studies/History

- 4.6 Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.
- 4.9 Students will demonstrate an understanding of money and the financial system used in the United States

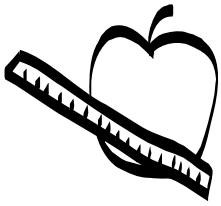
Mathematics

- 4.1.5 Students will make change and count out in amounts up to \$20.00.
- 4.3.2 Students will estimate, measure, and solve word problems using standard units for linear measure, area, mass/weight, capacity, and temperature.
- 4.3.3 Students will tell and write correct time to the minute using an analog clock.

Reading/Writing

- 4.1.1 By the end of the fourth grade, students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.
- 4.1.2 By the end of the fourth grade, students will demonstrate the use of multiple strategies to increase their vocabulary.

- 4.1.3 By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.
- 4.1.7 By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.
- 4.2.1 By the end of the fourth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization and spelling.
- 4.2.2 By the end of the fourth grade, students will write paragraphs/reports with focus, related ideas, and supporting details.
- 4.2.4 By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.
- 4.2.5 By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.
- 4.3.1 By the end of the fourth grade, students will participate in group discussions by asking questions and contributing information and ideas.



Travel the Trail



TERMS AND CONCEPTS

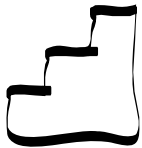
- Pioneers
- Inventions



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Past and present
- Journal writing
- Comforts



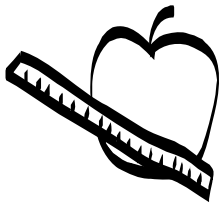
STEPS

Session 1

1. Divide the class into small groups. Tell the students that they are going on a month-long trip. The students need to decide where they want to go for a month and create a packing list for the trip.
2. Allow time for the students to talk and plan for the trip in their small groups. Have the following questions written on a piece of chart paper for the students to consider:
 - Where are you going?
 - About how many miles away is your final destination?
 - How will you get there?
 - About how long will it take you to get there?
 - What is the weather like?
 - List the five most important items each person will need for the journey. Consider food, clothes, games, and books.
3. Distribute a piece of chart paper and a marker to each group. Have the students choose a member of the group to act as the recorder and write down the group's ideas on the chart paper. Allow time for the students to answer the questions.
4. As the groups finish, hang the pieces of chart paper in the room. Have each group briefly explain the details of their trip. Once all of the small groups have had a chance to share, review and discuss the key points of the lists.

Session 2

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate Nebraska on a classroom map. Note its position in relation to your school's location.

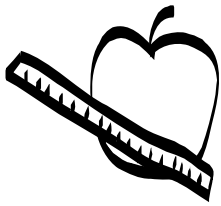


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2. Display the transparency or photocopy of the “Nebraska Quarter Reverse” page. Optionally, distribute actual quarters. Have the students identify the images in this coin design, including the sun, Chimney Rock, a (Conestoga or covered) wagon, and people (pioneers).
3. Ask the students why they think that the images might be important to Nebraska and accept all responses. Guide the students to understand that the image depicts the pioneers traveling west in the mid-1800s. Collect the quarters, if used, at the end of the discussion.
4. Tell the students that when the early pioneers (people who move to an unsettled place) passed by Chimney Rock in the 1840s, they knew they would soon reach the Rocky Mountains.
5. Ask the students to brainstorm symbols that we use today to tell people when changes are coming while they’re traveling. For example, when a street sign shows a sharp curve in the road ahead.
6. Have them examine the details of the coin image. Ask them to pay close attention to the mode of transportation, style of dress, and date on the coin.
7. Introduce the students to the selected text or excerpt about the life of a pioneer. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text or excerpts to the class and attend to any unfamiliar vocabulary.
8. As a class, discuss the lives of pioneers and record the information on chart paper.
9. Remind the students that the pioneers were traveling west to begin a new life. Tell the students they need to understand what the world was like during the mid-1800s. Display the “Inventions” overhead transparency and the inventions and the dates they were originated. Discuss some of the comforts we have today that the pioneers had to do without.
10. Distribute a “Now and Then” worksheet to each student. Ask them to write the present year in the “Now” column and “mid-1800s” in the “Then” column. Based on the coin image, the activity from the previous session, and the class discussion, have the students complete as much of the worksheet as possible.
11. Have the students get into the small groups from the previous session to discuss their answers on the worksheets. Allow the students time to add additional information to their worksheets.
12. Collect the students’ worksheets.

Session 3

1. Distribute the “Now and Then” worksheets and display the chart from the previous session. As a class, briefly review the material covered in the previous sessions.
2. Tell the students that it is now the year 1867 and their family is traveling across the country to begin a new life. Their transportation is a covered wagon that travels 1 to 2 miles per hour.



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3. Distribute a “Packing for the Trail” worksheet to each student. Tell the students they will need to prepare a packing list for the trip.
4. Allow the students sufficient time to complete their “Packing for the Trail” worksheet.
5. Invite the students to share their packing list with others in the class. Discuss the challenges the students faced in creating their lists. Talk about some of the hardships families faced while traveling across country in the mid-1800s that families don’t need to worry about today.
6. Distribute a “Journals of Chimney Rock” worksheet to each student. Explain to the students that they are to create a journal entry for their trip in the mid-1800s and tell about an experience along the way as they begin a new life.
7. Allow the students sufficient time to complete their journal worksheets. Collect the worksheets.



ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ worksheets for achievement of the lesson’s objectives.



ENRICHMENTS/EXTENSIONS

- Have students play Oregon Trail to continue to get the feel of what life was like on the trail.
- Have the students draw and label the parts of a Conestoga wagon.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work with partners to complete their worksheets.
- Allow students to dictate their packing list and journal entry to a scribe.



CONNECTION TO WWW.USMINT.GOV/KIDS

Have students learn about the Oregon Trail Memorial Half Dollar. The Oregon Trail is the historic route that led people west through six states: Missouri, Kansas, Nebraska, Wyoming, and Idaho. The coin is described at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2000/01.cfm.



Name _____

Now and Then

Directions: On the "Date" row, write the present year in the "Now" column and "Mid-1800s" in the "Then" column. Based on the coin image, class activities, and class discussions, complete the chart.

CATEGORY	NOW	THEN
DATE		
REASONS FOR TRAVEL		
TYPE OF TRANSPORTATION		
LANDMARKS		
CLOTHING		



Name _____

Inventions

- 1805 Oliver Evans invents the refrigerator.
- 1851 Isaac Singer invents the sewing machine.
- 1855 Hamilton Smith patents the rotary washing machine.
- 1866 J. Osterhoudt patents the tin can with a key opener.
- 1870s Alexander Graham Bell invents the telephone.
- 1901 The first radio receiver successfully received a radio transmission.
- 1902 Willis Carrier invents the air conditioner.
- 1903 The Wright brothers invent the first gas motored and manned airplane.
- 1903 Edward Binney and Harold Smith co-invent crayons.
- 1906 William Kellogg invents corn flakes.
- 1920 Earle Dickson invents the adhesive bandage.
- 1938 Ladislo Biro invents the ballpoint pen.
- 1940 Peter Goldmark invents the modern color television system.
- 1946 Percy Spencer invents the microwave oven.
- 1965 James Russel invents the CD player.
- 1967 The first handheld calculator is invented.
- 1979 The cellular telephone is invented.
- 1979 The portable cassette player is invented.
- 1981 Adam Osborne invents the laptop computer.
- 1984 The portable compact disc (CD) player is invented.



Name _____

Packing for the Trail

Directions: Create a packing list for your wilderness journey to begin a new life. List the five most important items you will need and explain why they are important items for the trip. Consider food, clothes, and any other items you think you'll need.

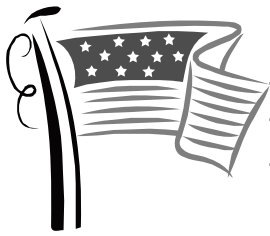
ITEM	PURPOSE



Name _____

Journals of Chimney Rock

A large, yellow, parchment-style writing area with a decorative, irregular border. It contains 20 horizontal lines for writing, arranged in two columns of ten lines each.



Nebraska Quarter Reverse

