

WESTWARD WE GO!

Grade Level: Fifth Grade
Presented by: Lisa Fagan, Sharon Hunter, Jessica Stacy, Cross County District #7:
Cherry Valley and Hickory Ridge campuses, Cherry Valley, Arkansas
Length of Unit: 16 to 20 days (8 lessons)

I. ABSTRACT

“Westward We Go” is a unit that introduces and exposes the students to the American History topic of the early westward expansion in the United States. Geography is also explored in this unit through the adventures the students will take. The students will explore the west using the Wilderness Trail, Cumberland Gap, Oregon Trail, and the Santa Fe Trail. Along the way, they will note special places such as Pike’s Peak and the Great Salt Lake. Daniel Boone, Lewis and Clark, Sacagawea, Zebulon Pike, Brigham Young, mountain men, and pioneers are influential people the students will meet during their travels.

II. OVERVIEW

A. Concept Objectives

1. The students will develop an awareness of exploration of the early west.
2. The students will develop an awareness of the settlement of the early west.
3. The students will demonstrate an understanding of how ideas, events, and conditions bring about change over time.

B. Content from the *Core Knowledge Sequence*

1. Daniel Boone, Cumberland Gap, Wilderness Trail
2. Lewis and Clark, Sacagawea
3. Mountain Men, fur trade
4. Zebulon Pike, Pike’s Peak
5. Pioneers methods of transportation, flatboats, wagon trains, steamboats
6. Pioneers set out from St. Louis where Mississippi and Missouri Rivers meet
7. Land Routes: Santa Fe Trail and Oregon Trail
8. Mormons (Latter-day Saints) settle in Utah, Brigham Young, Great Salt Lake
9. Gold Rush, ‘49ers

C. Skill Objectives

1. The students will summarize the importance of Daniel Boone’s contribution to history. (Arkansas Frameworks, Social Studies - 1.1.5, 1.1.10, 1.1.14, 2.1.18; Writing - W.1.1, W.1.2, W.2.1; Reading - R.2.6, R.1.12, R.1.14, R.1.16, R.2.1; Language Arts - LSV.1.2)
2. The students will identify and locate the Cumberland Gap and Wilderness Trail in relation to the Appalachian Mountains. (Arkansas Frameworks, SS 1.1.13; R.1.6, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)
3. The students will identify the purpose of the Lewis and Clark Expedition. (Arkansas Frameworks, SS-1.1.5, 1.1.10, 1.1.14, 2.1.18; W.1.1, W.1.2, W.2.1; R.1.6, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)
4. The students will list ways that Sacagawea contributed to the Lewis and Clark Expedition. (Arkansas Frameworks, SS1.1.5, 1.1.10, 1.1.13, 1.1.14, 2.1.18; W.1.1, W.1.2, W.2.1; R.1.6, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)
5. The students will identify the correlation between the mountain men and the fur trade. (Arkansas Frameworks, SS-1.1.14, 2.1.5; W.1.1, W.1.2, W.2.1; R.1.6, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)

6. The students will summarize the characteristics of a mountain man. (Arkansas Frameworks, SS-1.1.13, 1.1.14, 2.1.5; W.1.1, W.1.2, W.2.1; R.1.6, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)
7. The students will identify and locate the state and mountain range where Pike's Peak is located. (Arkansas Frameworks, SS-1.1.5, 1.1.13, S.1.9; R.1.16, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)
8. The students will identify for whom Pike's Peak was named. (Arkansas Frameworks, SS-1.1.14; R.1.16, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)
9. The students will identify methods of transportation used by pioneers of the early west. (Arkansas Frameworks, SS-2.1.5, 2.1.9; R.1.6, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)
10. The students will summarize a day in the life of a pioneer. (Arkansas Frameworks, SS- 2.1.5, 2.1.9; W.1.1, W.1.2, W.2.1; R.1.6, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)
11. The students will compare reasons why people went to Santa Fe or Oregon. (Arkansas Frameworks, SS- 2.1.5, 2.1.9; W.1.1, W.1.2, W.2.1; R.1.6, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)
12. The students will locate and identify the Oregon Trail and the Santa Fe Trail. (Arkansas Frameworks, SS- 2.1.5, 2.1.9, 2.1.18; R.1.6, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)
13. The students will identify the reasons why the Mormons settled in Utah. (Arkansas Frameworks, SS- 2.1.5, 2.1.9; R.1.6, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)
14. The students will identify the role of Brigham Young in the Mormon movement. (Arkansas Frameworks, SS- 2.1.5, 2.1.9; W.1.1, W.1.2, W.2.1; R.1.6, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)
15. The students will identify when and where the Gold Rush occurred. (Arkansas Frameworks, SS- 2.1.5, 2.1.9; R.1.6, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)
16. The students will summarize real life experiences of the '49ers. (Arkansas Frameworks, SS- 2.1.5, 2.1.9; W.1.1, W.1.2, W.2.1; R.1.6, R.1.12, R.1.14, R.1.16, R.2.1; LSV.1.2)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Blumberg, Rhoda. "Land of Promise," *Within My Reach/Celebrate Reading*. Glenview, Illinois: Scott Foresman and Company, 1993. ISBN# 0-673-80054-7 and ISBN# 0-673-80512-3.
2. Hakim, Joy. *A History of US: The New Nation 1789-1850, Book 4*. New York, New York: Oxford University Press, 1993, 1999. ISBN# 0-19-512758-7.
3. Hakim, Joy. *A History of US: Liberty for All? 1800-1860, Book 5*. New York, New York: Oxford University Press, 1994, 1999. ISBN# 0-19-512760-9.
4. Hirsch, E.D. *What Your Fifth Grader Needs to Know*. New York, New York: Bantam Doubleday Dell Publishing Group, Inc., 1993. ISBN# 0-385-31464-7
5. *Our United States*. Parsippany, New Jersey: Silver Burdett Ginn, 1997. ISBN# 0-382-32975-9

B. For Students

1. The students will have a basic understanding of Daniel Boone and the Wilderness Trail, Louisiana Purchase, exploration of Lewis and Clark, Sacagawea, location of the Appalachian Mountains, Rocky Mountains, and the Mississippi River from

their first grade CORE studies. From their second grade CORE studies, they will have a basic understanding of new means of travel such as Robert Fulton's steamboat, the Erie Canal, routes west, and wagon trains on the Oregon Trail.

IV. RESOURCES

- A. Blumberg, R. "Land of Promise"
- B. "Cumberland Gap". URL: <http://www.haints.com/archivetwo.html/cumberlandgap.html>
- C. "Daniel Boone". URL: http://prince.thinkquest.org/4034/daniel_boone.html
- D. "Feeding the Fad for Furs". URL:
<http://www.teleport.com/~eotic/road2oregon/sa03furs.html>
- E. Hakim, J. *A History of US: The New Nation 1789-1859 Book 4*
- F. Hakim, J. *A History of US: Liberty for All? 1800-1860 Book 5*
- G. Hirsch, E.D. *What Your Fifth Grader Needs to Know*
- H. Katz, B. *American History Poems*
- I. Kroll, S. *Lewis and Clark: Explorers of the American West*
- J. *Our Untied States*. Silver Burdett Ginn
- K. "Pike, Zebulon M." URL:
http://www.comptons.com/encyclopedia/ARTICLES/0125/01444352_A.html
- L. "Pioneer Life". URL: http://www.gorgediscovery.org/trails/Pioneer_Life.htm
- M. Raitz, K.B. "Cumberland Gap". URL:
<http://school.discovery.com/students/homeworkhelp/worldbook/atoz/geography/c/143520.html>
- N. "Sacagawea". URL: <http://www.pbs.org/weta/thewest/wpages/wpags400/w4sacaga.htm>
- O. "Taming the Wilderness". URL: <http://www.connerpratje.org/cp/tamriver.html>
- P. "Wagontrains". URL: <http://www.dreamartist.com/wagontrl.htm>
- Q. "Want Ads for Mountain Men". URL:
<http://www.xmission.com/~drudy/mtman/html/ads.html>
- R. "What to Take on a Wagon Train". URL:
<http://www.geocities.com/Heartland/Acres/7241/wagontrn.html>
- S. "Zebulon Pike". URL: <http://www.kcmuseum.com/explor05.html>

V. LESSONS

Lesson One: Daniel Boone, Cumberland Gap, and Wilderness Trail

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. The students will develop and awareness of the exploration of the early West.
 - 2. Lesson Content
 - a. Daniel Boone
 - b. Cumberland Gap
 - c. Wilderness Trail
 - 3. Skill Objectives
 - a. The students will summarize the importance of Daniel Boone's contribution to history.
 - b. The students will identify and locate the Cumberland Gap and Wilderness Trail in relation to the Appalachian Mountains.
- B. *Materials*
 - 1. Wall map

2. Board/ overhead
 3. Journal paper
 4. Pencil
 5. Crayons/ Markers
 6. Appendix A
- C. *Key Vocabulary*
1. Daniel Boone- explorer who blazed the Wilderness Road through the Cumberland Gap.
 2. Cumberland Gap- a natural pass in the Appalachian Mountains, near the meeting point of Kentucky, Tennessee, and Virginia.
 3. Wilderness Trail- A trail that goes through the Cumberland Gap.
- D. *Procedure/ Activities*
1. The teacher will introduce the topic “Early Explorers of the West” to the students.
 2. The students will be given journal paper to create their own journal for this unit.
 3. The teacher will put the vocabulary words on the board/overhead for the students to copy in their journals.
 4. The teacher and the students will discuss vocabulary words.
 5. The teacher will hand out reading materials over Daniel Boone, Cumberland Gap, and Wilderness Trail.
 6. The students will read individually and discuss reading materials with teacher upon completion.
 7. The teacher will use wall map to identify and locate Cumberland Gap and Wilderness Trail.
 8. After locating on the wall map, the teacher will hand out map of Cumberland Gap and Wilderness Trail. (Appendix A)
 9. After discussion and location, the students will summarize Daniel Boone’s contribution to history and illustrate the location of the Cumberland Gap and Wilderness Trail by creating their own map.
- E. *Evaluation/ Assessment*
- The teacher will assess summarizations and observe the map drawing for understanding of topic.

Lesson Two: Lewis and Clark, Sacagawea

- A. *Daily Objectives*
1. Concept Objective
 - a. The student will develop an awareness of the exploration of the early West.
 2. Lesson Content
 - a. Lewis and Clark
 - b. Sacagawea
 3. Skill Objectives
 - b. The students will identify the purpose of the Lewis and Clark expedition.
 - c. The students will list ways that Sacagawea contributed to the Lewis and Clark expedition.
- B. *Materials*
1. *Lewis and Clark Explorers of the American West*, by Steven Kroll
 2. *A History of US, The New Nation 1789-1850, Book 4*, by Joy Hakim, p. 57-63
 3. Journal

4. Pencil
 5. Wall map
 6. Board/ overhead
 7. *American History Poems*, by Bobbi Katz, p. 23-24
 8. Social Studies book – *Our United States, Part One*, Silver Burdett, grade 5, chapter 10, p. 220-223
 9. Appendix B
- C. *Key Vocabulary*
1. Corps of Discovery- the official name of the Lewis and Clark expedition.
 2. expedition – a search to discover the unknown
 3. Sacagawea – a Shoshone Indian woman who traveled with the Lewis and Clark expedition.
- D. *Procedures/Activities*
1. The teacher will review with the students over previous lesson.
 2. The teacher will introduce topic by reading the poem entitled “What I Must Take”
 3. The teacher will use wall map to introduce and show where Lewis and Clark traveled on their expedition.
 4. The teacher will read the book *Lewis and Clark, Explorers of the American West* to the students and discuss.
 5. The students will copy vocabulary from the board.
 6. The teacher and students will read together and discuss material from *The History of US, Book 4* and the copied material from the internet.
 7. The students will discuss what they have learned while the teacher writes responses on the board
 8. The students are asked to write responses in their journal.
 9. After brainstorming session, have students get into groups and write what they think the purpose of the Lewis and Clark expedition was, and list at least two contributions of Sacagawea.
 10. The teacher will administer teacher made test at this time.
- E. *Evaluation/ Assessment*
1. The teacher will read student journals for understanding.
 2. Teacher made test. (Appendix B)

Lesson Three: Mountain Men, Fur Trade

- A. *Daily Objectives*
1. Concept Objective
 - a. The students will develop an awareness of the exploration of the early West.
 2. Lesson Content
 - a. Mountain men
 - b. Fur Trade
 3. Skill Objectives
 - a. The students will identify the correlation between the mountain men and the fur trade.
 - b. The students will summarize the characteristics of a mountain man.
- B. *Materials*
1. Wall map
 2. Journal
 3. Pencil
 4. Board/ overhead

5. Computer lab
 6. List of mountain men (Appendix C)
 7. *The History of US, Book 5*, p. 16
- C. *Key Vocabulary*
1. mountain men – land based fur trappers and traders
 2. fur-trade – the trading of furs, such as beavers, for other items. Furs were in great demand in Europe.
 3. Fur Rendezvous – an annual get-together where mountain men exchanged furs for traps, guns, knives, etc.
- D. *Procedures/ Activities*
1. The teacher and students will review previous lesson(s).
 2. The teacher will introduce topic by showing the general areas of the fur trade.
 3. The teacher will distribute reading materials from the internet and *The History US*.
 4. The teacher and students will discuss material after reading.
 5. The teacher will write vocabulary words on board and students will copy in their journals.
 6. The students will be given Appendix C, the list of mountain men.
 7. The students will choose one name from the list and research his life as a mountain man using the internet.
 8. The students will write a paper about the person they chose in their journal.
 9. The students will be asked to write a want ad for a mountain man in their journal. They will be given an example from the internet that shows actual ads from 1822 and 1823. The students will be asked to include characteristics that would make a good mountain man in their ad.
- E. *Evaluation/ Assessment*
Teacher evaluations of student selection and journal entry of want ads.

Lesson Four: Zebulon Pike, Pike's Peak

- A. *Daily Objectives*
1. Concept Objective
 - a. The students will develop an awareness of the exploration of the early West.
 2. Lesson Content
 - a. Zebulon Pike
 - b. Pike's Peak
 3. Skill Objectives
 - a. The students will identify and locate the state and mountain range where Pike's Peak is located.
 - b. The students will identify for whom Pike's Peak was named.
- B. *Materials*
1. Appendix D
 2. Wall map
 3. Journal
 4. Pencil
 5. Board/ overhead
 6. Social Studies book, *Our United States*, grade 5, Silver Burdett
 7. *A History of US – Liberty for All, Book 5*, p. 21-25
- C. *Key Vocabulary*
1. Pike's Peak – one of the best known mountains of Colorado

2. Zebulon Pike – U.S. explorer of the southwest and Rocky Mountains
 3. Rocky Mountains – The longest mountain range in the continental U.S.
- D. *Procedures/ Activities*
1. The teacher and students will review previous lesson(s).
 2. The teacher will show the students where the Rocky Mountains and Pike’s Peak are located using the wall map.
 3. The students will open their Social Studies books to page 591 and find where Pike’s Peak and the Rocky Mountains are located.
 4. The teacher will give students reading material about Zebulon Pike.
 5. The teacher and students will read about and discuss Zebulon Pike.
 6. The teacher will write vocabulary words on the board for students to copy in their journals.
 7. The students will complete Appendix D.
- E. *Evaluation/ Assessment*
- The students will demonstrate knowledge of skills by filling in Appendix D.

Lesson Five: Going West

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will develop an awareness of settlement of the early west.
 2. Lesson Content
 - a. Pioneer Transportation, ways West
 3. Skill Objectives
 - a. The students will identify methods of transportation used by the pioneers of the early West.
 - a. The students will summarize a day in the life of a pioneer.
- B. *Materials*
1. Appendix E, Wagon train handout
 2. *American History Poems*, by Bobbi Katz, p. 40-41
 3. *Our United States*, Silver Burdett Ginn, grade 5, p. 226
 4. Board/ overhead
 5. Journal
 6. Pencil
 7. Crayons/ markers
 8. *A History of US, Book 5*, p. 30-42
 9. Appendix F
- C. *Key Vocabulary*
1. flatboats – also known as keelboats, these are flat bottomed boats designed to travel down river. These may or may not have living quarters.
 2. steamboats – boats powered by steam. Robert Fulton invented the boats in 1807.
 3. Conestoga wagon – type of wagon used by early pioneers traveling west. Invented by the Pennsylvania Dutch.
 4. prairie schooner – a wagon that is smaller and sleeker than the Conestoga wagon. German farmers first built it.
 5. wagon train – as many as 200 wagons joined together to form a caravan traveling west.
- D. *Procedures/ Activities*
1. The teacher and students will review previous lesson(s).
 2. The teacher will read poem from the *American History Poems* on pages 40-41.
 3. The teacher will write vocabulary words on board for students to copy.

4. The teacher and students will discuss vocabulary words.
 5. The teacher will use the wall map to show the location of the Mississippi and Missouri Rivers, as well as the Ohio River, Lake Erie, Hudson River, and others water ways where flatboats/steamboats were used.
 6. The teacher will hand out reading materials and students will open Social Studies books to page 226 and read and discuss together.
 7. The students will draw and define their favorite method of transportation used by pioneers in their journals.
 8. The students will write and illustrate a poem about a day in the life of a pioneer.
 9. The students will be given Appendix E to pick and draw 10 items in for a journey on a wagon train. These will be placed in the hall for display.
 10. The teacher will administer teacher made test.
- E. *Evaluation/ Assessment*
Teacher made test- Appendix F

Lesson Six: Santa Fe and Oregon Trail

- A. *Daily Objectives*
1. Concept Objectives
 - a. The students will develop and awareness of the settlement of the early west.
 2. Lesson Content
 - a. Santa Fe Trail
 - b. Oregon trail
 3. Skill Objectives
 - a. The students will compare reasons why people went to Santa Fe or Oregon.
 - b. The students will locate and identify the Oregon Trail and Santa Fe Trail.
- B. *Materials*
1. Appendix G
 2. *Our United States* – Silver Burdett Ginn, grade 5, chapter 11, p. 246-247
 3. *A History of US- Liberty for All 1800-1860, Book 5*, p. 21-25
 4. *American History Poems*, by Bobbi Katz, p. 27
 5. Journal
 6. Pencil
 7. Markers/ crayons
 8. Wall map
 9. Board/ overhead
 10. Computer lab
- C. *Key Vocabulary*
1. Oregon Trail – trail blazed by pioneers who moved from Missouri to Oregon country.
 2. Santa Fe Trail – trail blazed by pioneers and traders to the Mexican city of Santa Fe.
 3. terrain – land and landforms including deserts, mountains, and valleys.
- D. *Procedures/Activities*
1. The teacher and students will review previous lesson(s).
 2. The teacher will read “Wandering” from *American History Poems* to introduce topic.
 3. The teacher will write vocabulary words on the board for students to copy in their journals and then discuss.

4. The teacher will use the wall map to show the students where the Oregon Trail and the Santa Fe Trail were located.
 5. The students and teacher will read and discuss reading materials from *History of US* and *Our United States*.
 6. The students will complete first Appendix G.
 7. The students will list reasons why people took either the Oregon Trail or the Santa Fe Trail in their journals.
 8. The students will go to the computer lab to compete in the game “The Oregon Trail” to find out who will survive.
- E. *Evaluation/ Assessment*
Teacher will evaluate student journals and maps.

Lesson Seven: Mormon Settlement, Brigham Young, Great Salt Lake

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will demonstrate an understanding of how ideas, events, and conditions bring about change over time.
 2. Lesson Content
 - a. Mormon Settlement
 - b. Brigham Young
 - c. Great Salt Lake
 3. Skill Objectives
 - a. The students will identify the reason the Mormons settled in Utah.
 - b. The students will identify the role of Brigham Young in the Mormon movement.
 - c. The students will locate and identify the Great Salt Lake.
- B. *Materials*
1. Appendix H- map of the United States
 2. *A History of US – Liberty for All, Book 5*, p. 43-47
 3. *Our United States*, Silver Burdett Ginn, grade 5,
 4. Wall map
 5. Board/ overhead
 6. Journal
 7. Pencil
- C. *Key Vocabulary*
1. Mormon – a religious movement founded by Joseph Smith.
 2. Brigham Young – the man that led the Mormons from Nevada, Missouri, to Utah. He was the head of the Mormon Church for many years.
 3. Great Salt Lake – large body of water located in the state of Utah.
- D. *Procedures/ Activities*
1. The teacher and students will review previous lesson(s).
 2. The teacher will write vocabulary words on board for students to copy in their journals.
 3. The teacher will use wall maps to show the students where the Mormons traveled. (Nevada, Missouri to Utah). Also, the teacher will show the students where the Great Salt Lake is located.
 4. The students and teacher will read and discuss pages 43-47 from *History of US, Book 5*. The teacher will point out that the Mormons were in search of religious freedom. Brigham Young led them to Utah.
 5. The students will locate and label the state of Utah and the Great Salt Lake using Appendix H.

6. The teacher will give the students a quiz. The students will write answers to the questions asked by the teacher on journal paper. The questions are:
 - (1) Why did the Mormons settle in Utah? (2) Who led the Mormons to Utah?
- E. *Evaluation/ Assessment*
Teacher will assess the quiz papers.

Lesson Eight: Gold Rush, '49ers

- A. *Daily Objectives*
1. Concept Objective
 - a. The students will demonstrate an understanding of how ideas, events, and conditions bring about change over time.
 2. Lesson Content
 - a. Gold Rush
 - b. '49ers
 3. Skill Objectives
 - a. The students will identify when and where the Gold Rush occurred.
 - b. The students will summarize real life experiences of the '49ers.
- B. *Materials*
1. *Within My Reach*, Scott Foresman – grade 5, Book D, student copy p. D 62- D81 and teacher's manual p. D62c
 2. *American History Poems* by Bobbi Katz, p. 49
 3. Journal
 4. Pencil
 5. Wall map
 6. Board/ overhead
 7. *What Your 5th Grader Needs to Know* by E.D. Hirsch.
 8. *A History of US, Book 5*, p.69-77
 9. Appendix I
- C. *Key Vocabulary*
1. Argonaut- a person who went to California in 1849 in search of gold.
 2. inflation – a sharp increase in prices resulting from a too great of an expansion in paper money or bank credit.
 3. manual – of the hands, done with the hands.
 4. expectations – an expecting or a being expecting anticipation.
- D. *Procedures/ Activities*
1. The teacher and students will review previous lesson(s).
 2. The teacher will read the poem “A Gold Miner’s Tale” from *American History Poems* and discuss.
 3. The teacher will write vocabulary words on the board for the students to copy in their journals.
 4. The teacher will guide students in activities A and B on page D62 c from *Within My Reach*, Scott Foresman teacher’s manual before reading story.
 5. The students will take turns reading “The Land of Promise” from *Within My Reach* and discuss.
 6. The students and teacher will complete K-W-L chart from Activity B.
 7. The students and teacher will have a question and answer session using the questions on page D79 of student book. Teacher’s manual page D79.
 8. The teacher will administer teacher made test.
- E. *Evaluation/ Assessment*
Teacher made test, Appendix I

VI. CULMINATING ACTIVITY (Optional)

The study of “Westward We Go!” will conclude with a day of fun and facts. Each student will choose a person or group of people that he or she liked best and dress up as that character. Each student will be responsible for information on his or her character. There will be a sharing time so that everyone can explain who they are and what they learned and enjoyed most from the unit. Pioneers may organize their own wagon train for a demonstration, mountain men may stage a “Rendezvous”, and our early explorers may tell of their “harrowing experiences” out on the trail.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A – Map of Cumberland Gap and Wilderness Road
- B. Appendix B – Teacher made test – Lewis and Clark Expedition
- C. Appendix C – List of Mountain Men
- D. Appendix D – Teacher made test – Zebulon Pike and Pike’s Peak
- E. Appendix E – Activity – Journey On A Wagon Train
- F. Appendix F – Teacher made test – Going West
- F. Appendix G – Teacher made test – Map of Oregon Trail and Santa Fe Trail
- G. Appendix H – Activity – Map of the United States
- H. Appendix I – Teacher made test – The Gold Rush

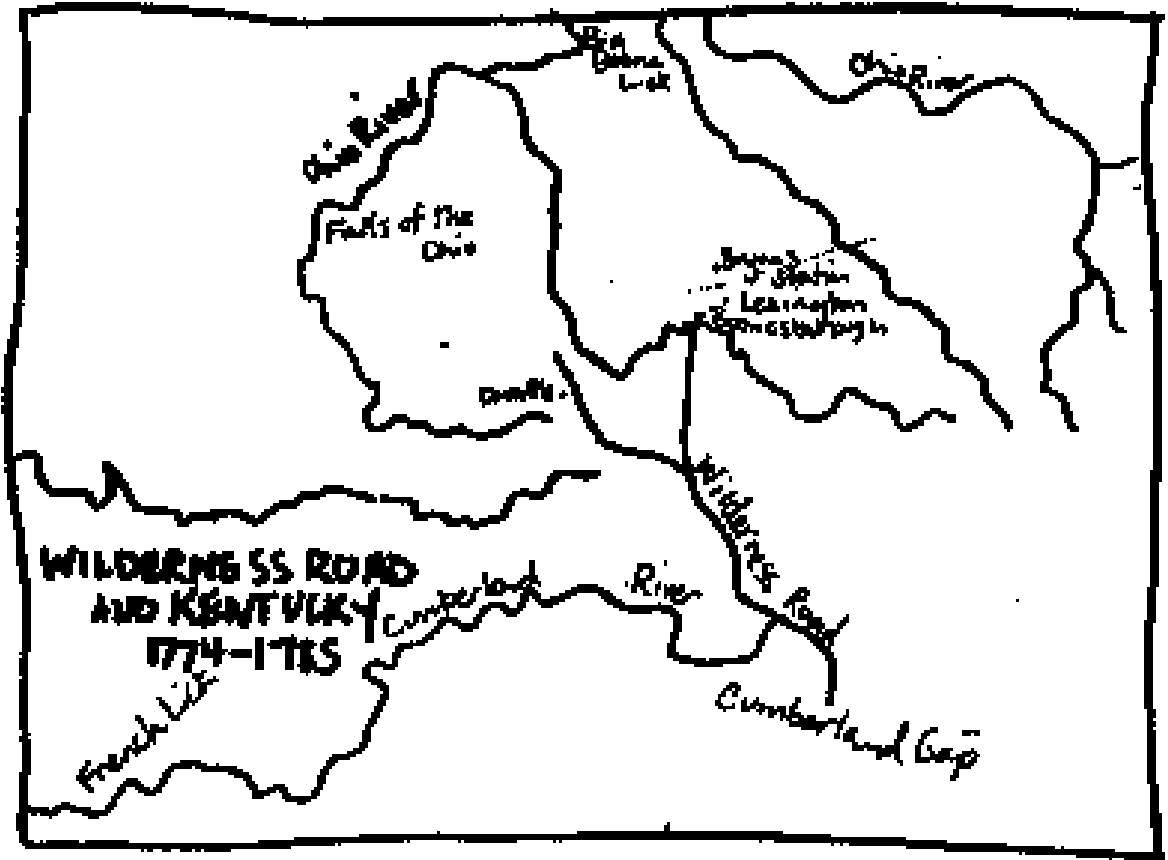
VIII. BIBLIOGRAPHY

- A. Bergin, M., and Stedman, S. *Frontier Fort: On the Oregon Trail*, New York, New York: Peter Bedrick Book, 1998. ISBN# 0-87226-264-2.
- B. Blumberg, R. "Land of Promise". *Within My Reach/Celebrate Reading*. Glenview, Illinois: Scott Foresman and Company, 1993. ISBN#0-673-80054-7 and ISBN# 0-673-80512-3.
- C. "Cumberland Gap". The Interactive Dictionary of: Southern History, Folklore and Culture. Available URL: <http://www.haints.com/archivetwo.html/cumberlandgap.html>
- D. "Daniel Boone:". Explorers of the Millennium. Available URL: http://prince.thinkquest.org/4034/daniel_boone.html
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- F. "Feeding the Fad for Furs". Fur Traders and Mountain Men. Available URL: <http://www.teleport.com/~eotic/road2oregon/sa03furs.html>
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Appendix A

Cumberland Gap and Wilderness Road



Appendix B

Lewis and Clark Expedition

Name: _____ Date: _____

Directions: Fill in the blanks using the word bank at the bottom of the page.

1. The territory explored by Lewis and Clark was called _____.
2. _____ asked Lewis and Clark to lead the expedition.
3. The purpose of the expedition was to _____,
_____, and
_____.
4. The expedition was called the _____.
5. The expedition left on May 14, 1804, traveling up the _____.
6. _____ was an important interpreter and the only woman in the expedition.
7. The expedition was able to continue after trading for horses with the _____ tribe of Native Americans.
8. _____ was the President's private secretary.
9. The Louisiana Territory was purchased from _____.
10. The Lewis and Clark expedition was the last official search for the _____.

Word Bank

Meriweather Lewis
Shoshone
Louisiana Purchase
Thomas Jefferson
Corps of Discovery
open the fur trade

find a water route
Missouri
Sacagawea
study the land, animals, and Indians
France
Northwest Passage

Appendix C

Mountain Men

Benjamin Booneville

Jim Bridger

Christopher “Kit” Carson

John Colter

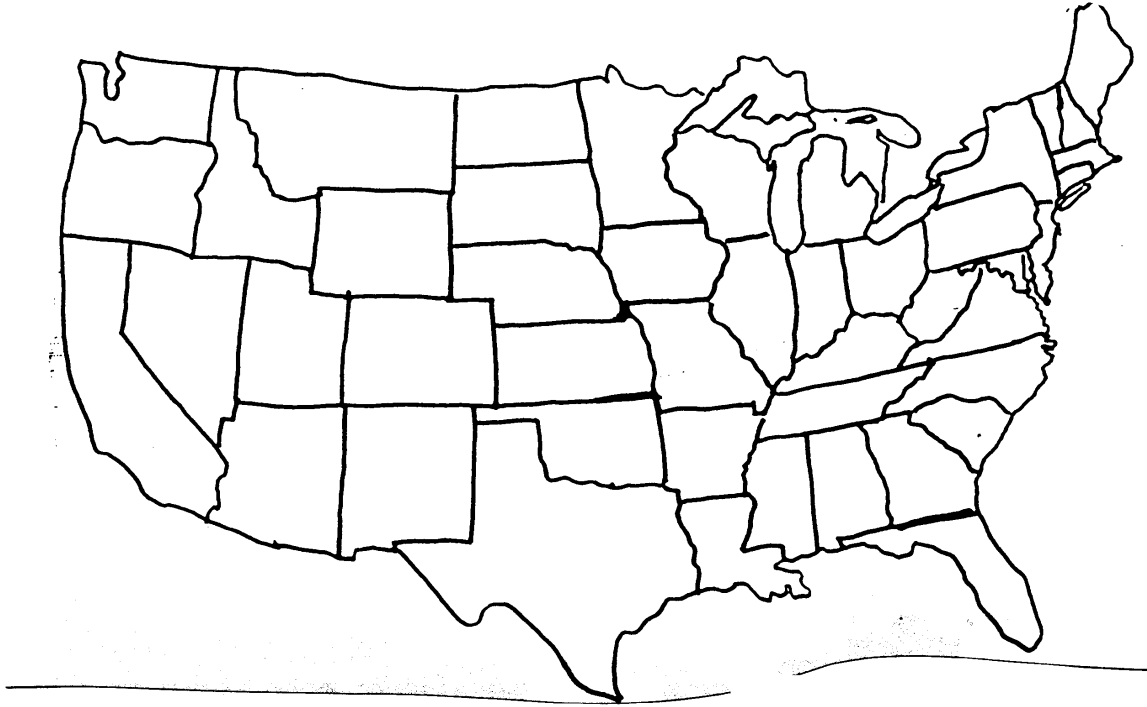
Jebidiah Smith

William Sublette

William Sherley Williams

James Beckwourth

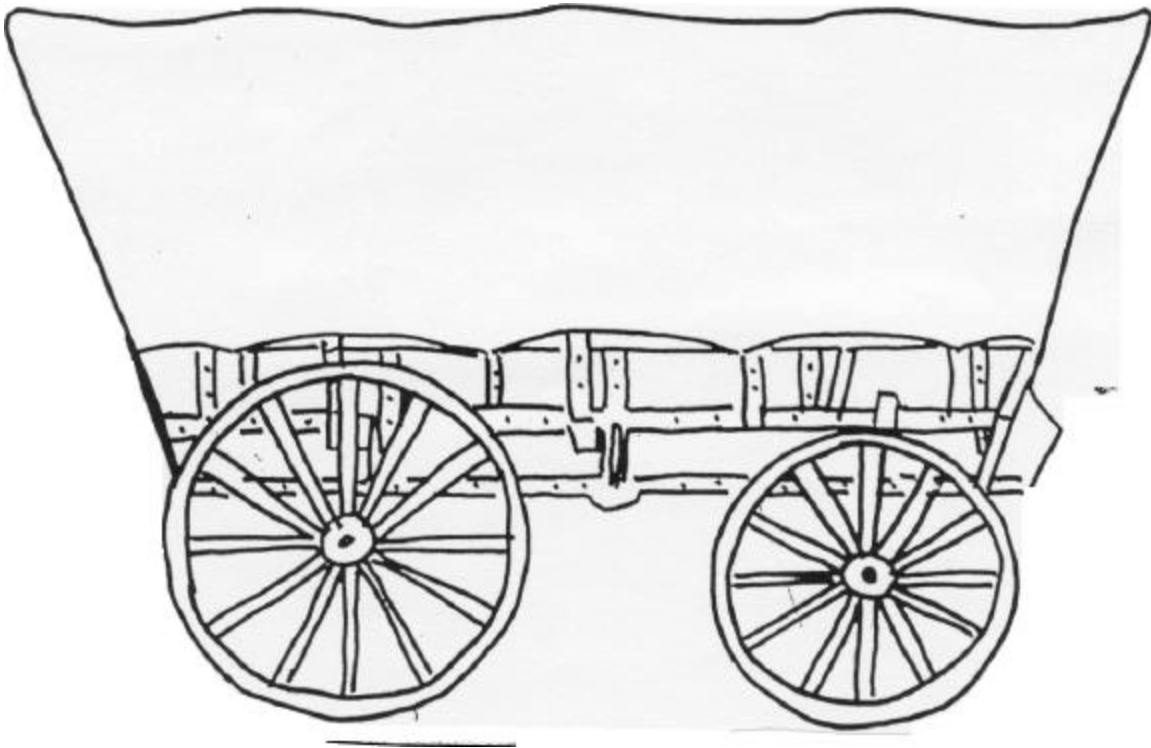
Appendix D



Directions:

1. Place a star and write the name on the state where Pike's Peak is located.
2. Write the name of the mountain range that contains Pike's Peak under the star.
3. Write the person's name for whom Pike's Peak was named below the mountain.

Appendix E



Choose 10 items that you would bring on a trip west. Draw them in the space provided.

Appendix F
“Going West”

Name: _____

Date: _____

1. List and define the five methods of transportation used by the pioneers.

a. _____

_____.

b. _____

_____.

c. _____

_____.

d. _____

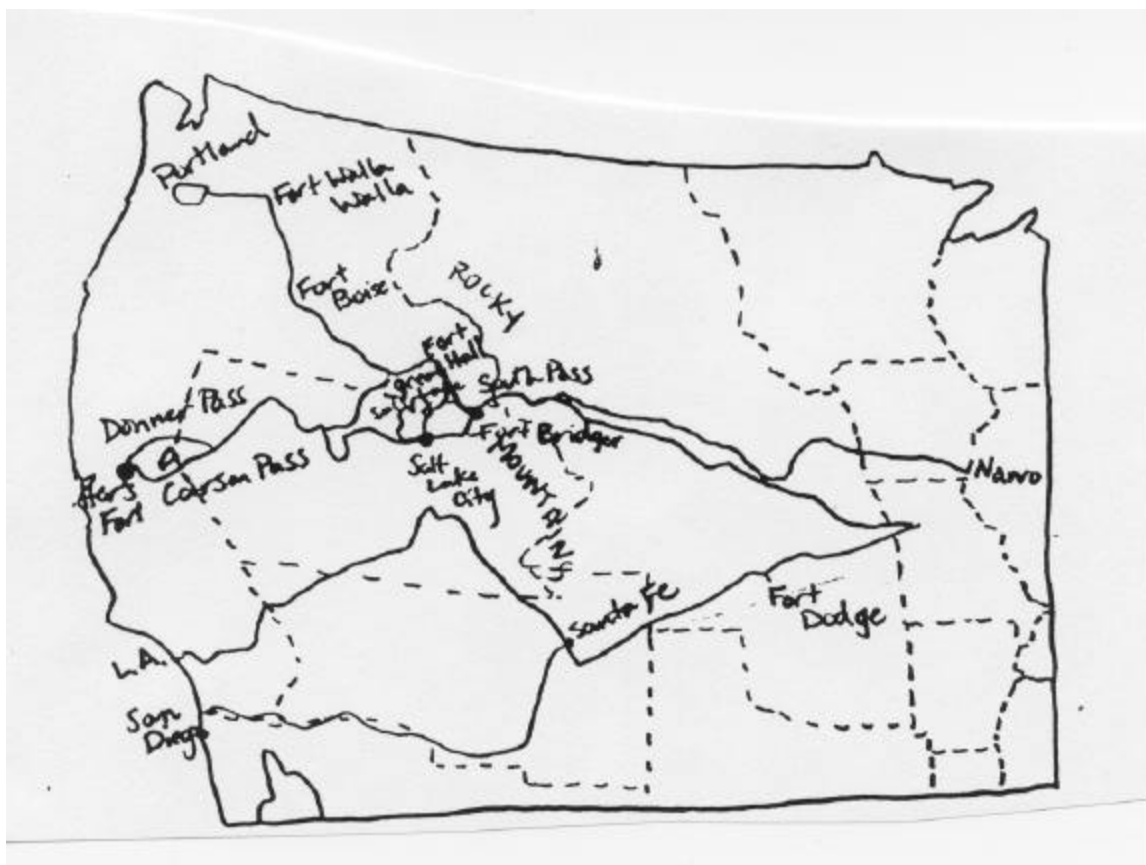
_____.

e. _____

_____.

2. Describe a typical day on a wagon train. Use Complete sentences.

Appendix G

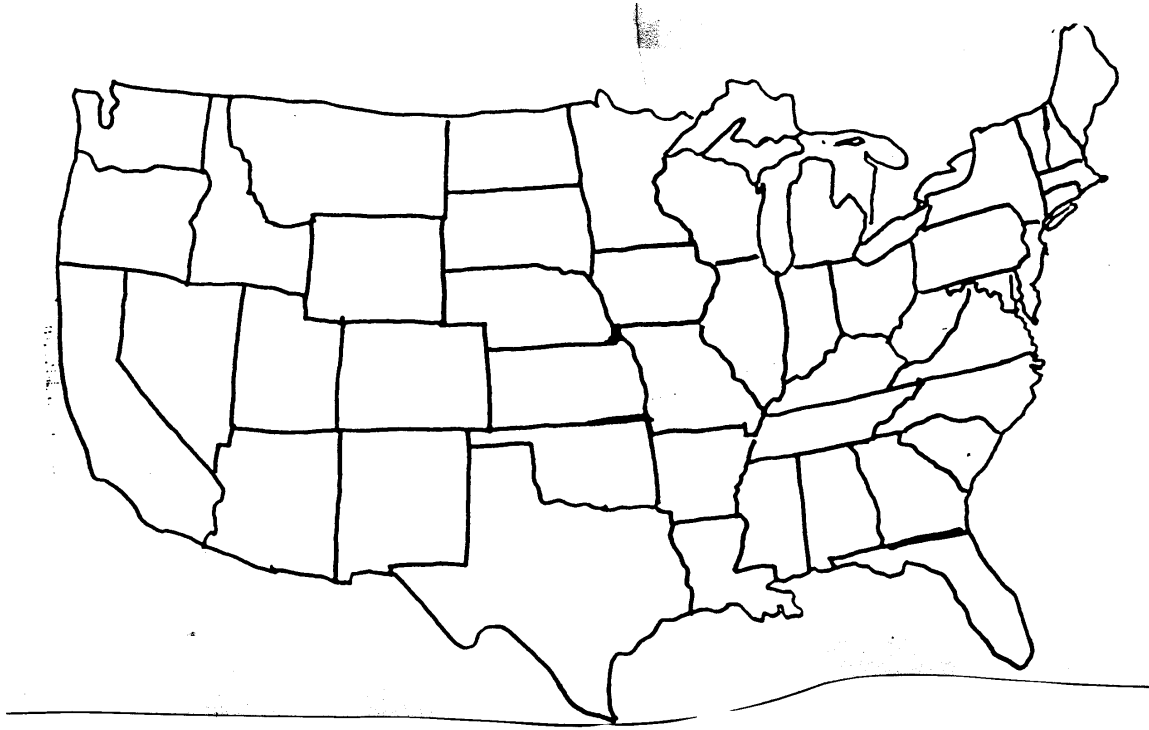


Directions:

Red – The Oregon Trail was the chief route west. It began in Independence, Missouri, and ended in the Northwest. It passed by Forts Bridger and Hall before ending in Portland. Trace this trail in red.

Green – The Santa Fe Trail was the main trail to southwest. It linked Independence with Santa Fe, passing by Fort Dodge. Trace this trail in green.

Appendix H



Directions: Label Utah and the Great Salt Lake

Appendix I

“The Gold Rush”

Name: _____

Date: _____

Directions: Answer each question using complete sentences.

1. When and where did the Gold Rush take place?

2. Give three examples of inflation in San Francisco during the Gold Rush.

3. What were some methods used for mining gold?

4. Why was coyoting dangerous?

5. What did most miners find about digging for gold?
