

5th Grade Model Lesson II

Part I: Why Do People Move?

Part II: What Can We Infer about Life on the Trail by Looking at Pictures?

Part III: What Can We Learn from Reading the Journals of the Emigrants?



People migrate for many reasons and will endure many hardships for a better life.

Why Do People Move?

MAIN STANDARD

- 5.8** Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

FOCUS STANDARD

- 5.8.4** Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).

Historical and Social Sciences Analysis Skills

- ❖ Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- ❖ Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- ❖ Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

Preparing for the Lesson

The following attachments should be duplicated as indicated:

- A. Emigrant Identity Strips:** One for every three students
- B. Emigrant Identity Writing Guide:** One per student as needed
- C. Meet the Emigrants Chart:** One per student

Additional Materials

Chart paper for teacher to make Circle Map (Thinking Maps®) and T-chart
Markers for students and teacher
Sentence strip for teacher
8½ x 11 paper for each student

Model Lesson

BIG IDEA

People migrate for many reasons and will endure many hardships for a better life.

Objectives:

- ❖ Students will connect their reasons and feelings about moving to a new home with those of the American pioneers living from 1789-mid 1800s.
- ❖ Students will identify the migration push/pull factors.

Time Allotment: Two days

Procedures

Activities	Materials/Notes
<p style="text-align: center;">Day One</p> <hr/> <p>Preview^[ALD] Preview the following vocabulary with diverse learners prior to teaching the lesson. This might be done in a small group during Independent Work Time (IWT) using English Language Arts (ELA) or English Language Development (ELD) vocabulary strategies. Definitions for these words can be found in #3 of Day One and Day Two of this lesson.</p> <p style="text-align: center;">migrate emigrant immigrant</p>	<p>Note: Access strategies for diverse learners such as English Learners, Standard English Learners, and Students With Disabilities are marked with the initials of the strategy being used. A list of these strategies, along with their definitions, can be found in the Instructional Guide, Section IV: Lesson Planning Tools.</p>
<ol style="list-style-type: none"> 1. Ask the whole class, “How many of you have ever lived somewhere else?” Tell the students that they will be doing a Think-Pair-Share. Say, “With the person sitting next to you, think of a time that you or someone you know moved to a new home. Describe how you or that person felt before, during, and after the move to the new home.” 2. Using the chart paper, prepare a large Circle Map with the question, “Why would people want to move to Los Angeles (or the school’s neighborhood, such as Granada Hills)?”^[AGO] Place the Circle Map in the front of the room.^[VT] 3. Ask the students, “Why would people want to move to Los Angeles?” Record all reasons on the Circle Map. Leave the Circle Map up to reference later in this lesson (#5). <ul style="list-style-type: none"> ❖ Tell students that a synonym for move is migrate. Some people migrate to a new location because of all of its positive qualities (e.g., climate, jobs). These are PULL factors. Some people migrate to a new location because there is a problem at their old home (e.g., a natural disaster such as a hurricane). These are PUSH factors.^[ALD] 	<p>A Circle Map is a type of Thinking Map.[®]</p> <p>Materials: Chart paper for Circle Map, markers</p>

Activities	Materials/Notes
<p>4. Write NEW LOCATION on the board in front of the class. Ask all students to stand up. Say, “I am going to give you some reasons to migrate. If the reason is a push, put one hand behind your back and go forward two steps toward New Location. If the reason is a pull, put your arms straight ahead and go forward two steps as if being pulled toward New Location.” Choose six from the following Pull and Push situations:^[TPR]</p> <p>Pull</p> <ul style="list-style-type: none">⇔Sun shines all the time⇔Lots of job openings⇔Gold has been discovered there⇔No sales tax⇔Others who are like you live there⇔Bigger homes that cost less money for sale there <p>Push</p> <ul style="list-style-type: none">⇔Hurricane at home⇔War at home⇔Mad cow disease at home⇔Major factory closed down and there are no jobs at home⇔Crops failed and you are a farmer⇔Too crowded at home⇔You are picked on where you live because of your race, religion or nationality⇔Houses are not available or too expensive where you live⇔Too much crime where you live <p>5. Using chart paper, create a T-chart with the categories Push and Pull.^[GrO] Ask students to look at the Circle Map they created about Los Angeles (or their region of Los Angeles) and decide whether each reason is a Push or a Pull. The teacher writes each reason on the T-Chart under the category that is the best fit. Have a few of the students share out their responses. Write their responses on the T-chart at the front of the class and ask if they have any more they want to add.</p>	<p>Materials: Chart paper for T-chart, markers</p>

Activities	Materials/Notes
<p>Homework: Say, “Family members often have an interesting story/memory about a time they migrated to a new home.” Brainstorm questions together as a class that an interviewer might ask a family member.^[MC] Examples:^[CR]</p> <ul style="list-style-type: none"> ❖ Why did you move? ❖ How old were you when you moved? ❖ How did you feel about moving? ❖ What was the actual move like? <p>Ask the students to interview a family member and write the answers in complete sentences with details. Students should keep this assignment as part of their history folders or journals for future parts of this lesson.</p>	<p>Caution: Some students and their families may not want details of a family move shared with a teacher or with the class. Be sensitive to this and do not require this assignment for a student who is hesitant to give any information. Instead ask the student to tell how it felt to move to another grade this year and have them relate that experience of moving.</p>
Day Two	
<ol style="list-style-type: none"> 1. Ask each student to share with a partner the reasons (push and pull) that student’s family members have moved. This information was part of the homework assignment. 2. Tell the students that they will now be learning about emigrants, or people who moved from their country, during the time period from 1789-1850s. These people were also known as pioneers. 3. Define the words <i>emigrant</i> and <i>immigrant</i> with the students.^[ALD] <ul style="list-style-type: none"> ❖ An emigrant is someone who moved away or left his/her country. Most pioneers were leaving what was then the United States to go to a new territory. Refer to the states in the Eastern part of the U.S. on a map and then show the students Oregon, California, Utah, and Oklahoma. ❖ An immigrant is someone who comes into a new country from another country. (In is a mnemonic device to help students remember that immigrants come into another country.)^[MnD] 	<p>Note: Post vocabulary where it can be seen by all students</p>

Activities	Materials/Notes
<p>4. Place students into triads.^[CL] Give each triad an Emigrant Identity Strip and an 8½ x 11 piece of paper. Each group is to read their strip and decide the push and pull factors. Then each group is to make a chart with the identity and the push and pull written on it in large letters. Use the communication guide called the Emigrant Identity Writing Guide for students who need additional support.^[ScF]</p> <p>5. After ten minutes have each triad share information with the whole class.</p> <ul style="list-style-type: none">❖ Person 1 will tell about the emigrant.❖ Person 2 will describe the push factors.❖ Person 3 will relate the pull factors. <p>Post the charts on a bulletin board under a sentence strip that asks, “Why Did the Emigrants Move West?”</p> <p>6. Students in the audience will fill in the Meet the Emigrants chart after each triad has finished speaking.^[ScF]</p> <p>7. Debrief: Ask students as a whole class to determine a one sentence conclusion from what they studied in today’s activity. For example, people move or migrate for many reasons. Add this conclusion to the bulletin board.</p> <p>Optional Assignment: Hand out a piece of white, 8½ x 11 drawing paper. Have the students fold the paper in half. Ask the students to draw a place they want to live when they grow up and tell them that money is not an obstacle. Students give one push and one pull for the location that they choose. Create your own model of the assignment in front of the class.^[TM] After the students are done have them share their new location with a partner.</p>	<p>Attachment A: Emigrant Identity Strip Materials: 8½ x 11 piece of paper</p> <p>Attachment B: Emigrant Identity Writing Guide</p> <p>Materials: Sentence Strip</p> <p>Attachment C: Meet the Emigrants Chart</p> <p>Materials: 8 ½ x 11 white drawing paper</p>

I am a Mormon from Illinois. We have trouble with people attacking us because our religious beliefs are different from theirs. We are going West to Utah to worship freely in peace.

I am a slave from Kentucky. I am escaping to Oregon where slavery is against the law. There I will be free.

I am a Cherokee. The soldiers are forcing us to leave our Indian lands and go West.

My family farms the land in Kansas. We have had very little rain and lots of winds, so most of our crops have died. We have heard there is plenty of land in Oregon.

I am an American Indian living on the plains. Many from our tribe, the Lakota, are moving north to the Black Hills because so many wagons are ruining our hunting grounds and scaring away our buffalo. We must move or stay and fight for our survival.

I am a trapper. I have gone West looking for adventure and to make money by trapping the beaver for its furs.

We are missionaries. We are going West so we can teach the Indians about the Bible and how to become Christians.

I am a potato farmer from Ireland. I moved to America because our potato crop was diseased. Since we depended on the potato to eat and to sell, we were left with no money and nothing to eat. I hope to find a job in my new home.

We are a family from Mexico. Papa gets paid very little money in Mexico and we do not own our own farm. We are moving to California to dig for gold. With the money from gold we will be able to buy land of our own.

We are a family from Boston. Many people are getting sick with a disease called cholera; some are even dying. We want to move West so we will have better health.



Emigrant Identity Writing Guide

My emigrant was a:

The **push** factors were:

The **pull** factors were:

Meet the Emigrants Chart

Who

Push

Pull

What Can We Infer from Looking at Pictures about Life on the Trail?

MAIN STANDARD

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

FOCUS STANDARD

5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of the trail).

Historical and Social Sciences Analysis Skills

- ❖ Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- ❖ Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- ❖ Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
- ❖ Students identify and interpret the multiple causes and effects of historical events.

Preparing for the Lesson

The following attachments should be duplicated as indicated:

- A. Picture Analysis sheet:** One for each student
- B. Circle Map (Thinking Maps®): What Was it Like to Move West?:** One for each student
- C. Pictures from the time period C1-C6:** Enough for every two students to share a copy of one of the six pictures

Additional Materials

Hand lenses (can be found in 5th grade FOSS Mixtures and Solutions Kit): One for every student or pair of students

8½ x11 sheet of construction paper: One for each student

Chart paper and markers for teacher

Drawing paper for extension activity

Model Lesson

BIG IDEA

People migrate for many reasons and will endure many hardships for a better life.

Objectives:

- ❖ Students will analyze primary sources to infer information about the emigrants' experiences on the overland trails.
- ❖ Students will learn to analyze primary sources.

Time Allotment: One day

Procedures

Activities	Materials/Notes
<p>Preview^[ALD] Preview the following vocabulary with diverse learners prior to teaching the lesson. This might be done in a small group during Independent Work Time (IWT) using English Language Arts (ELA) or English Language Development (ELD) vocabulary strategies.</p> <p>terrain climate vegetation</p>	<p>Note: Access strategies for diverse learners such as English Learners, Standard English Learners, and Student with Disabilities are marked with the initials of the strategy being used. A list of these strategies, along with their definitions, can be found in the Instructional Guide, Section IV: Lesson Planning Tools.</p>
<p>Say to the students, “We looked at the people who emigrated and the reasons they moved. Now we will look at pictures to draw conclusions about the traveling conditions and problems the emigrants might have encountered.”^[VT]</p> <ol style="list-style-type: none"> 1. Ask student to review their family interviews from Part I. Have them use Think-Pair-Share strategy to talk with a partner about what his/her person’s move was like. Tell students to describe any problems that the person who moved had. Each partner should have three minutes to share his/her move. 2. Ask three people to share their family’s moving experiences with the whole class.^[MC] 3. Tell the class, “By looking at some pictures, we are going to discover the problems that the pioneers faced on the overland trails long, long ago.” 4. Each student will need to make a picture curtain. (See directions in second column.) 5. Give each pair of student the same picture to share and each student their own Picture Analysis sheet. Distribute hand lenses. 6. Have students place the picture curtain over the picture so that only part of the picture is showing. Model this action for the students.^[TM] 	<p>Directions for Picture Curtain</p> <ol style="list-style-type: none"> 1. Fold an 8 ½ x 11 sheet of construction paper, first by length and then by width. There should be four parts. 2. Cut out one of the parts so that only three parts of the paper remain. (Model this for the students.) <div data-bbox="1052 1060 1247 1260" data-label="Diagram"> </div> <p>Note: Some teachers suggested making the picture curtain ahead to save instructional time.</p> <p>Attachment A: Picture Analysis Sheet</p> <p>Note: There are six different pictures available. Pass out the picture to pairs of student so that the pictures are mixed throughout the classroom. This allows students to share discoveries with each other as they work.</p>

Activities	Materials/Notes
<p>7. Ask students to fill in each section of the Picture Analysis Sheet looking at one part of the picture only. Students may use hand lenses to examine an image closely. Model this action for the students.^[TM] Encourage student pairs to discuss together what they see or think they see in their picture.</p>	<p>Materials: Hand lenses (if available)</p>
<p>8. Have students repeat procedure for each part of their picture. Then have them remove the curtain and look at the picture in its entirety. Students should continue to add to the Picture Analysis Sheet as they uncover different sections of the picture and, finally, the whole picture. Model this action for the students.^[TM]</p> <p>9. Conduct a class discussion using Open Court Reading Handing Off techniques.^[QT] Review the questions found on the Picture Analysis Sheet as part of the discussion.</p> <p>10. Ask the whole group, “From studying these pictures, what problems do you think the pioneers might have had on their trip? Use evidence from the picture to support your answer.”</p> <p>Students will use the “What Was it Like to Move West?” Circle Map^[AGO] to record problems. At the same time, the teacher will record problems on a class Circle Map at the front of the room. More will be added to this Circle Map in future parts of the model lesson.</p> <p>11. Optional Give students drawing paper and let them create their own pictures that show an emigrant and a problem that could have happened as they moved. This can also be done as a homework assignment.</p>	<p>Note: See the OCR teacher’s guide appendix for OCR Handing Off procedures.</p> <p>Note: Students will need to draw conclusions and make inferences from what they see. For example, seeing a mountain might cause students to conclude that there is a potential problem in getting over the mountain with a loaded wagon, or in crossing the mountain when there is snow.</p> <p>Attachment B: “What Was It Like to Move West?” Circle Map</p> <p>Note: Circle Maps are a type of Thinking Map.[®]</p> <p>Materials: Drawing paper</p> <p>Note: Teachers have suggested that the pictures be placed in a center so students may investigate those they didn’t get to see during the class activity.</p>

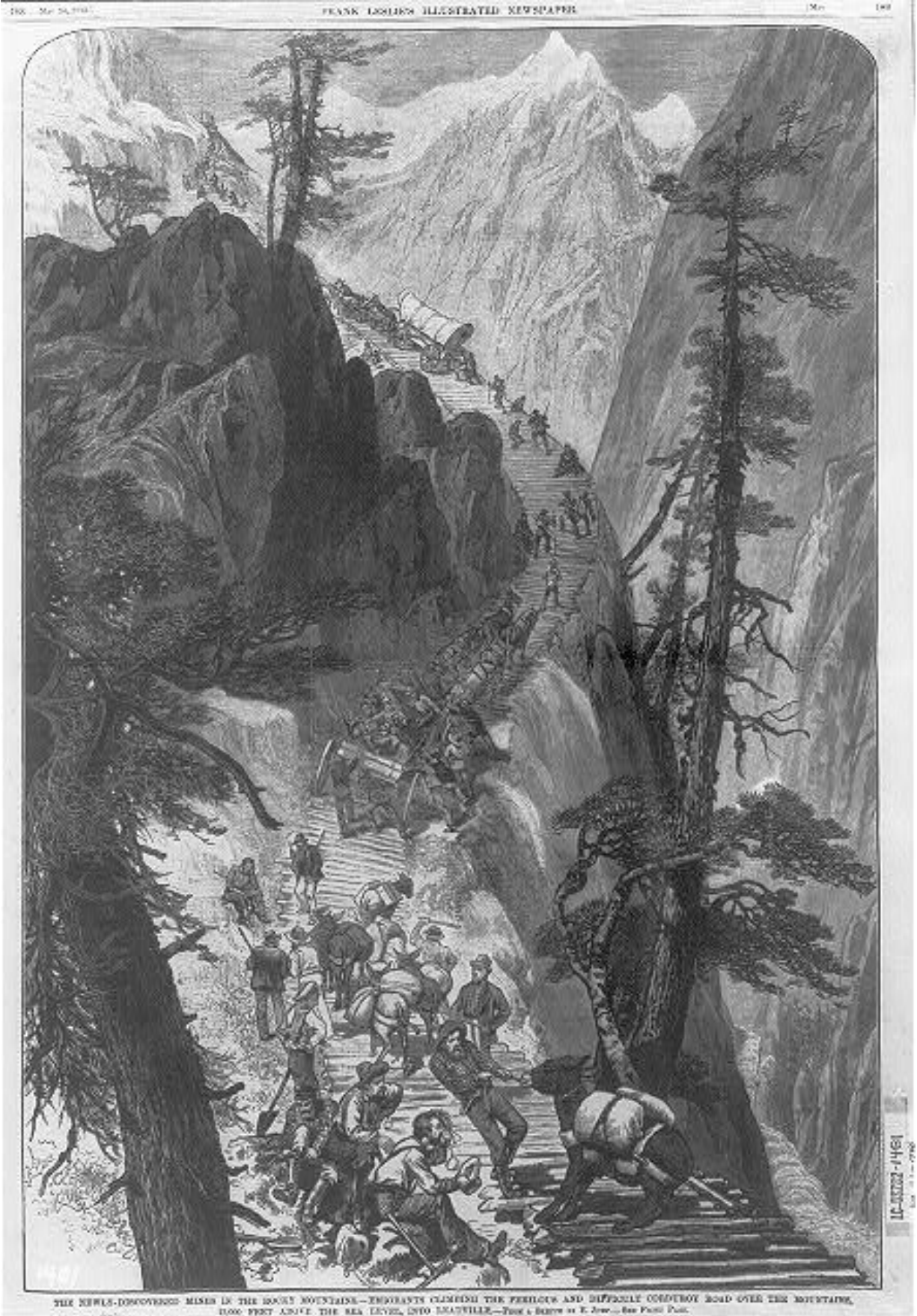
Picture Analysis Sheet



<p>What people, objects, or animals do you see?</p>	<p>Describe the surrounding area.</p>
<p>What are the people or animals doing?</p>	<p>Why do you think this picture was made?</p>
<p>What is the time period? How do you know?</p>	<p>What do you wonder when you look at this picture?</p>

What Was it Like to Move West? Circle Map

Problems on the
overland trail





CALIFORNIA EMIGRANTS THE LAST DAY ON THE PLAINS.

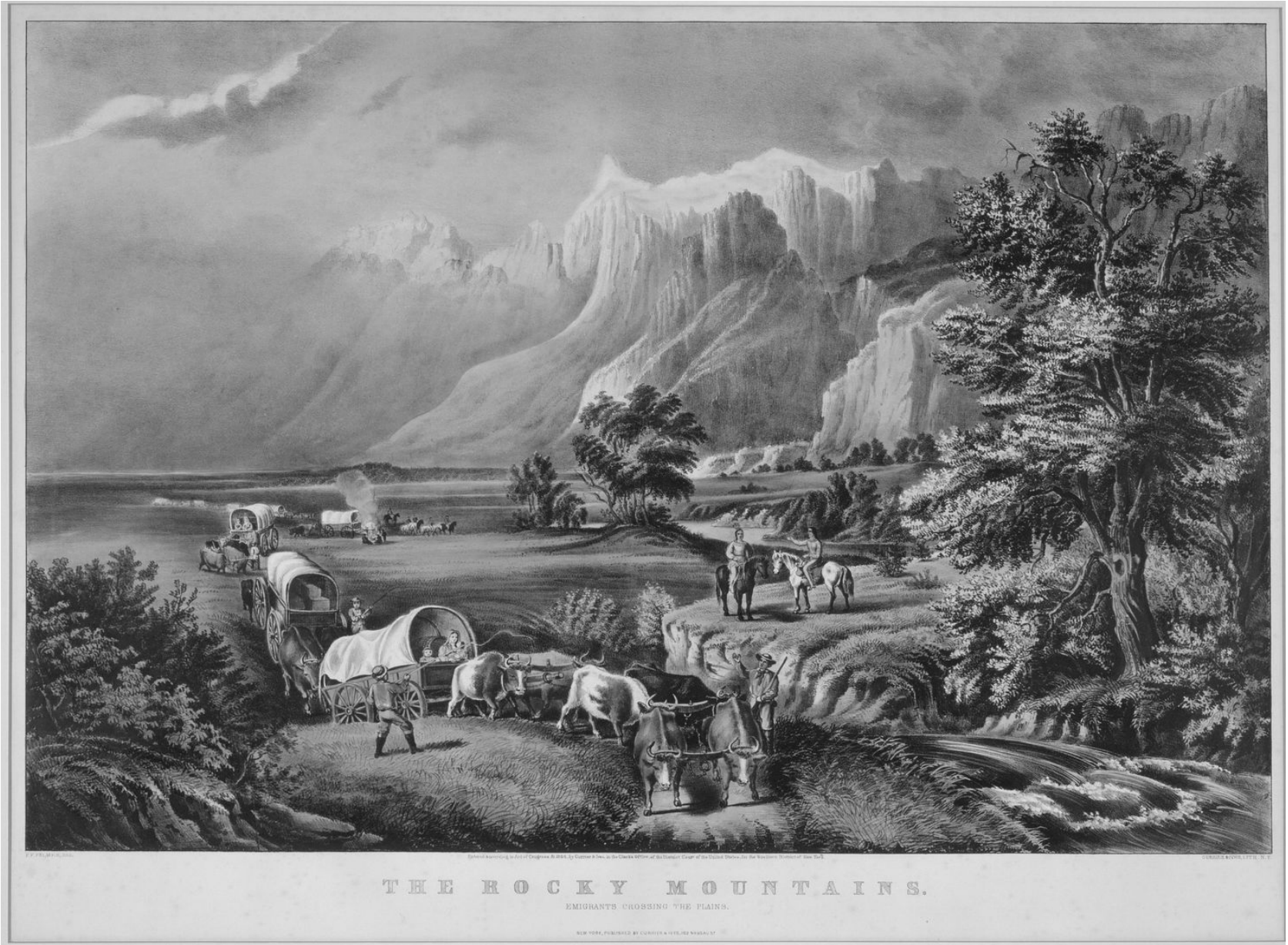


THE PIONEERS.



VI-19

Attachment C4



VI-20

Attachment C5



ACROSS THE CONTINENT.
"WESTWARD THE COURSE OF EMPIRE TAKES ITS WAY."

NEW YORK, PUBLISHED BY CURRIER & IVEY, 156 NASSAU STREET.

Fifth Grade Model Lesson II-Part 3

What Can We Learn from Reading the Journals of the Emigrants?

MAIN STANDARD

- 5.8** Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

FOCUS STANDARD

- 5.8.4** Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys, the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).

Historical and Social Sciences Analysis Skills

- ❖ Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- ❖ Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- ❖ Students identify the physical and human characteristics of the places they are studying and explain how those features form the unique character of those places.
- ❖ Students identify and interpret the multiple causes and effects of historical events.

Preparing for the Lesson

The following attachments should be duplicated as indicated:

- A. **Eight primary source journal entries, A1-A8:** Class will be divided into 8 groups; every group will need a copy of its journal entry for each member
- B. **Assessment Criteria for a Journal Entry:** One per student
- C. **Journal Entry Rubric:** One per student
- D. **Story Guide for the Journal Entry:** One per student

Additional Materials

Teacher and student Circle Maps (Thinking Maps®) from Model Lesson II, Part 2
Highlighters, colored pencils, crayons

Model Lesson

BIG IDEA

People migrate for many reasons and will endure many hardships for a better life.

Objectives

- ❖ Students will analyze primary sources to infer information about the emigrants' experiences on the overland trails.
- ❖ Students will learn to analyze primary sources.

Time Allotment: One day

Procedures

Activities	Materials/Notes
<p>1. Teacher begins by telling the class about his/her own trip to school.^[TM] Then ask students to quickwrite their trip this morning from home to school. Give them only 5 minutes to complete the quickwrite.</p> <p>2. Ask students to share their quickwrites with their table partners.</p> <p>3. Explain to the students that many emigrants kept a journal or diary of their daily lives on the overland trail and that is how we know today what their lives were like. Ask students:^[GQ]</p> <ul style="list-style-type: none"> • What can we learn from reading the journals of the emigrants? • Will everyone’s journal be the same? Why or why not? • What problems might a historian have with reading someone’s journal? • Do you think a journal is an accurate view of history? <p>4. Divide the students into eight heterogeneous groups.^[CL] Give each student in the group the same journal entry. Each student will need a highlighter, colored pencil, or crayon to highlight or underline evidence of problems in the journal entry and discuss in pairs.</p> <p>5. Ask each group to share out the problems that they found. Add these problems to the large class Circle Map from Part II of this lesson, using a different color marker than used before. After the Circle Map is completed, ask the following questions:</p> <ul style="list-style-type: none"> • Were any of these problems caused by the terrain? Circle these problems on the Circle Map with a brown marker. • Were any of these problems caused by the climate? Circle these problems on the Circle Map with an orange marker. • Were any of these problems caused by the vegetation? Circle these problems on the Circle Map with a purple marker. 	<p>Note: Access strategies for diverse learners such as English Learners, Standard English Learners, and Students With Disabilities are marked with the initials of the strategy being used. A list of these strategies, along with their definitions, can be found in the Instructional Guide, Section IV, Lesson Planning Tools.</p> <p>Note: A quickwrite is an informal writing exercise in which students quickly write down their thoughts and ideas on a topic.</p> <p>Attachments A1-A8: Primary source journal entries</p> <p>Materials: Highlighters, colored pencils, crayons</p> <p>Note: Journal entries appear with the original vocabulary, spelling, and grammar used by the emigrant.</p> <p>Materials: Class Circle Map from Part II: What Was It Like to Move West?</p>

Activities	Materials/Notes
<ul style="list-style-type: none"> • Were any of these problems caused by the rivers? Circle these problems on the Circle Map with a blue marker. • Were any of these problems caused by other conditions or circumstances? Circle these problems on the Circle Map with a black marker. <p>6. Ask students to write a journal entry as if written by a settler on an overland trail. Before beginning the entry, each student will create a biographical section giving the reader some background on the journalist (emigrant). Have students refer to the Assessment Criteria for a Journal Entry. A rubric is included if the journal entry is to be used as an assessment piece.</p> <p>Extension: Students write a final copy of their journal entry on light brown paper or parchment with black ink. After writing, students may rip the edges and crumple the paper to make it appear old.</p> <p>7. Lead a classroom discussion using OCR Handing-Off techniques. The goal of this discussion is to make the connection between migrations past and present.^[GQ] Ask:</p> <ul style="list-style-type: none"> • How are the experiences and reasons that the pioneers moved similar to the experiences and reasons that people move today?" • Was migration harder then or now? Support your opinion. • The <i>Declaration of Independence</i> says that all people have the rights to life, liberty and the pursuit of happiness (to own property). How can migrating help people achieve these rights?" 	<p>Attachment B: Assessment Criteria for a Journal Entry</p> <p>Attachment C: Journal Entry Rubric</p> <p>Note: Entries need to be as authentic as possible and not have details from the twenty-first century. Students may refer to the Circle Map for problems.</p> <p>Attachment D: Story Guide for the Journal Entry: This communication guide is available for students who might need the additional support to create their journal entries.^[ScF]</p>

Biography: Kate Dunlap lived from 1837-1901. Kate journeyed from Lee, Iowa to Montana with her husband in 1864. She was 27 years old. While traveling, she helped the other emigrants by cooking and doing the laundry. When she settled into her new home, she was a school teacher and nurse.

June 13, 1864

.....As night approached, a black storm cloud rose in the western horizon. We had never yet met with one of these storms which so often occur on the Platte. But now, the sky is suddenly being overcast and there is hurrying to get into camp. We drove our wagons in a semicircle on the bank of the Platte, the end of our wagon being but a few feet from the water's edge. Now, all hands are unhitching while the rain begins to pour down.... The lightning flashes in rapid succession, and the roar of thunder is like distant artillery.... No cooking to night, for the first time since we started we have to take a cold supper, but we are much better off than our poor horses. It will be a hard night on them.

Biography: Lucia Eugenia Lamb Everett lived from 1840-1918. She was 21 years old when she wrote this diary. This diary tells about her journey across the plains with her new husband in 1862.

June 21, 1862

A clear fine morning, after the frightful storms of wind and rain last night....

We again found plenty of sand this morning; Very hard drawing. Traveled through sand and dust, until four o'clock; when we came to Deep Mud creek, which was rightly named, for most of the teams had hard work to get through, and our spike team got completely set, but by the aid of another span we gained the other side in safety, where we pitched our tents for the Sabbath.*

June 23, 1862

...arose early, this morning, and sat out on an Antelope hunt, but as usual, were unsuccessful, as the Antelope are very shy.

* Stuck in the mud.

Everett, Lucia Eugenia Lamb. Diary of journey across the plains in horse-drawn wagon: Marriott Library, Univ. of Utah, MSS 583. 1 v (56 p.)

Biography: Lucia Eugenia Lamb Everett lived from 1840-1918. She was 21 years old when she wrote this diary. This diary tells about her journey across the plains with her new husband in 1862.

June 24, 1862

The greater part of our travels today has been over very hard sand hills. It seemed some times as though the horses would fall under their load in spite of all we could do. All walked the most of the time, As the teams were very tired, after traveling 15 miles we camped on Small creek.... The water was very soft and nice but had a slight sulfury taste. In passing over the hills in the morning Old Kit naturally a little balky, and being somewhat tired refused to go, and in trying to force her they broke the buggy.... They have been thinking for sometime of leaving it on the road side, as we have enough without it to carry all our load...so tonight they are tearing it in pieces and using the most of it for firewood.

Biography: Lucia Eugenia Lamb Everett lived from 1840-1918. She was 21 years old when she wrote this diary. This diary tells about her journey across the plains with her new husband in 1862.

July 2, 1862

...Our roads this forenoon have been good only very dusty. Was obliged to leave the main road and strike for the Platte to get water for the teams; but as dry as they were, could hardly persuade them to stand still long enough to drink as the muskitoes came upon them as though they would devour them: Passed more Indians, also a village of 22 wigwams. All seemed happy and contented. A few miles from here we came to the first Cobblestone bluffs that we have seen for a long time; here we sought shelter for ourselves, and horses, from a driving rain.

Biography: Kate Dunlap lived from 1837-1901. Kate journeyed from Lee, Iowa to Montana with her husband in 1864. She was 27 years old. While traveling she helped the other emigrants by cooking and doing the laundry. When she settled in her new home she was a school teacher and nurse.

July 8, 1864

...There is now considerable sickness among the emigrants. The mountain fever is quite common and often the sufferer becomes crazy and wanders off among the mountains and gets lost.

July 22, 1864

...Broke camp this morning...Passed over five miles of the roughest road I ever saw, then sand, travelled on till 3 o'clock, -- arrived at a small stream of water and found grass. Camped for the night there being no more grass for 18 miles. Some of the party are getting home sick and are proposing to turn back. Our sick men are better. Made 13 miles.

Biography: Stillman Churchill traveled from Lowell, Massachusetts to Deer Creek, Wyoming, and then on to California in 1849. He traveled with the Sagamore and California Mining and Trading Company. He was 25 when he made the trip. He later went back East to New Hampshire and worked in a woolen mill and furniture shop. He lived from 1823-1899.

August 13, 1849

Weather fair. Left camp ground $\frac{1}{4}$ before 7 and traveled $1 \frac{1}{2}$ miles to hot springs. The springs however are cold and water very poor. We traveled $6 \frac{1}{2}$ miles from the spring and camped for the day. The distance on the bottom from spring to our camp is very poor and no grass there.... I also purchased a large red poney of a Shawnee Indian for a rifle worth 11 dollars + a red flannel shirt worth \$1.25 making \$12.25. A very large and good poney.

Churchill, Stillman. Overland journey from Lowell, Mass. to Wyoming: Harold B. Lee Library, Brigham Young Univ., V MSS 663.2 v. (ca. 100 p.)

Biography: Gordon Cone traveled West from Waukesha, Wisconsin to California in 1849. He was 41 years old. He was a miner who hoped to strike it rich in the California Gold Rush. He eventually went to New York.

August 30, 1849

The weather continues cold during the night, and is very warm through the day --Thermometer at sunrise this morning was 18° and ice one fourth of an inch thick in our water pails, and at one o'clock P.M. as high as 85°. Last night I was on guard with our cattle and found it very uncomfortable on account of the cold --Our course is along this valley which is skirted by fine broad plains and grass land, with water of first quality-- ...Our camp to night is in a valley of good grass, and plenty of water.

Biography: Gordon Cone traveled West from Waukesha, Wisconsin to California in 1849. He was 41 years old. He was a miner who hoped to strike it rich in the California Gold Rush. He eventually went to New York.

September 23, 1849

We travelled all night and until eight o'clock this morning. Some of the cattle have given out and we are fearful that we shall not be able to get all our wagons across. We have eighteen miles yet to go before we find water, and water is what our cattle are suffering for. The heat of the sun is almost unendurable..... In the distance of seven miles we traveled this morning, we passed twenty-six wagons that had been abandoned by emigrants whose teams had given out. ... We shall remain in camp until evening and then move on, hoping to reach "Salmon trout" river by tomorrow morning.

Assessment Criteria for Journal Entry

1. Complete a short biography section before beginning your journal entry. This section must have your emigrant's name. You must tell where he/she is from and where he/she is going. You must also explain the push and pull for going West.
2. Choose a date that is appropriate for the time period.
3. Choose a time of day (morning, noon, afternoon, dusk, evening).
4. Choose and identify a problem for your emigrant to face on the trip West. Use a problem from the class Circle Map.
5. Based on what you have learned, write a realistic journal entry for your character describing the problem you have chosen.
6. Use adjectives to carefully describe the event so the reader can form a picture of what happened.
7. Be sure to express the thoughts and emotions of the person who is telling the story.
8. Include details that would be historically correct for the time period making your journal seem "real."
9. Sign the journal entry with your emigrant's name.

Journal Entry Rubric

- 4** • Student has included an excellent biography section with all realistic information.
 - Student has included an appropriate date, time of day, and a problem that could have happened.
 - Student has used describing words and has expressed thoughts and emotions.
 - Student has shown historical accuracy throughout the journal.
 - Student has used longer, more complex sentences with additional details.
- 3** • Student has included a satisfactory biography section with all realistic information.
 - Student has included an appropriate date, time of day and a problem that could have happened.
 - Student has used describing words and has expressed thoughts and emotions.
 - Student has shown historical accuracy throughout the journal.
- 2** • Student's journal entry is missing 1-2 parts of the stated criteria or historical accuracy is lacking from the journal entry.
- 1** • Student's journal entry is missing 3 or more parts of the stated criteria and lacking in historical accuracy.

Story Guide for Journal Entry

Biography: My name is _____ and we are
moving from _____ to _____.

We are moving because _____
_____.

(Date)

It is _____ on the overland trail. We are having
a problem today with _____

_____ because _____
_____.

As I was _____,

I heard _____
_____.

Then I saw _____

_____.

I began to _____

_____.

Then _____

_____.

Next _____

_____.

I feel _____

Finally, _____.

Sign your emigrant's name here.