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## 2: Wagons West!

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### Based on the Nebraska quarter reverse



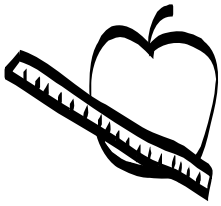
#### OBJECTIVE

Students will describe the challenges the pioneers faced as they began their journey west. Students will understand and apply the elements of the historical fiction genre. Students will use historical fiction to learn more about a time period.



#### MATERIALS

- Nebraska quarters (optional)
- 1 overhead projector
- 1 class map of the United States
- Chart paper
- Markers
- 1 overhead transparency of each of the following:
  - “Nebraska Map”
  - “Background Information” page
  - “Nebraska Quarter Reverse” page (or photocopy)
  - “Can You Analyze This?” worksheet
  - “Monumental Measurements” page
- Locate multiple copies of a historical fiction text about pioneers, such as:
  - *Roughing It on the Oregon Trail* by Diane Stanley
  - *Don’t Know Much About the Pioneers* by Kenneth C. Davis
  - *Growing Up in Pioneer America: 1800 To 1890 (Our America)* by Judith Pinkerton Josephson
  - *Children of the Westward Trail* by Rebecca Stefoff
  - *You Wouldn’t Want to Be an American Pioneer!* by Jacqueline Morley
  - *If You Traveled West in a Covered Wagon* by Ellen Levine
  - *Words West: Voices of Young Pioneers* by Ginger Wadsworth
  - *A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840* by Barbara Greenwood
  - *Daily Life in a Covered Wagon* by Paul Erickson
  - *Pioneer girl: Growing up on the Prairie* by Andrea Warren
- Highlighters
- Copies of the following worksheets:
  - “Preview the Text”
  - “Can You Analyze This?”
  - “Reading Guide”



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# Wagons West!

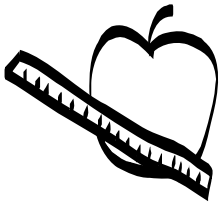
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- “Journal Writing Guide”
- “Westward Journals” (optional)
- Copies of texts about pioneers to add to a class library, such as:
  - *Daily Life in a Covered Wagon* by Paul Erickson
  - *Frontier Schools and School Teachers* by Ryan P. Randolph
  - *If You Traveled West in A Covered Wagon* by Ellen Levine
  - *My Face to the Wind: The Diary of Sarah Jane Price, A Prairie Teacher* by Jim Murphy
  - *A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840* by Barbara Greenwood
  - *Prairie Songs* by Pam Conrad
  - *Roughing It on the Oregon Trail* by Dane Stanley
  - *Stories of Young Pioneers in Their Own Words* by Violet T. Kimball
  - *Winter Thunder* by Marie Sandoz
  - *Words West: Voices of Young Pioneers* by Ginger Wadsworth
  - *You Wouldn't Want To Be an American President* by Jacqueline Morley



## PREPARATIONS

- Gather Nebraska quarters (1 per student) (optional)
- Make copies of the following worksheets:
  - “Preview the Text” (1 per student)
  - “Can You Analyze This?” (1 per student)
  - “Reading Guide” (1 set of 3 pages per student)
  - “Journal Writing Guide” (1 per student)
  - “Westward Journals” (optional) (1 per student)
- Make an overhead transparency of each of the following:
  - “Nebraska Quarter Reverse” page
  - “Nebraska Map”
  - “Background information” worksheet
  - “Can You Analyze This?” worksheet
  - “Monumental Measurements” page
- Locate multiple copies of a historical fiction text about pioneers (see examples under “Materials”).
- Gather copies of a text about pioneers for a class library (see examples under “Materials”).
- Note that students may need an additional session to finish reading the text.



# Wagons West!



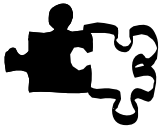
## GROUPINGS

- Whole group
- Small group
- Individual work



## CLASS TIME

Five 45- to 60-minute sessions



## CONNECTIONS

- Language Arts
- Social Studies
- Mathematics

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

### Social Studies/History

- 4.10 Students will identify and use essential map elements
- 8.1.5 Students will describe growth and change in the United States from 1801-1861.

### Mathematics

- 4.3.2 Students will estimate, measure, and solve word problems using standard units for linear measure, area, mass/weight, capacity, and temperature.

### 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.
- 4.1.5 By the end of the fourth grade, students will identify and use characteristics to classify different types of text.
- 4.1.6 By the end of the fourth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.
- 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.
- 4.4.1 By the end of the fourth grade, students will identify information gained and complete tasks through listening.
- 8.1.1 By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.
- 8.1.3 By the end of the eighth grade, students will identify and classify different types of text.
- 8.1.4 By the end of the eighth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.
- 8.1.5 By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.
- 8.1.6 By the end of the eighth grade, students will identify similarities and differences across a variety of eighth grade reading selections.
- 8.1.7 By the end of the eighth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, or media.
- 8.2.1 By the end of the eighth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- 8.2.2 By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.
- 8.2.4 By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.
- 8.2.5 By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.
- 8.3.1 By the end of the eighth grade, students will participate in group discussions by asking questions and contributing information and ideas.
- 8.4.1 By the end of the eighth grade, students will identify information gained and complete tasks through listening.



## TERMS AND CONCEPTS

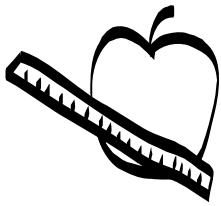
- Setting
- Plot
- Character
- Point of View



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

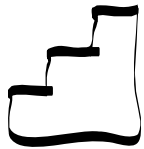
- Pioneers
- Timeline
- Westward expansion
- Genre
- Journal writing
- Historical fiction



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# Wagons West!

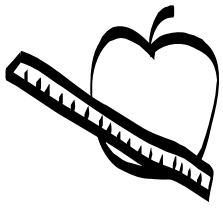
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## STEPS

### Session 1

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.
2. Display the "Nebraska Quarter Reverse" overhead transparency or photocopy. Optionally, distribute actual quarters. Have the students identify the images in this coin design, including Chimney Rock, the pioneers, and the wagon. Lead a class discussion regarding the images.
3. Display the "Nebraska Map" overhead transparency and point out the Platte River Valley, the Oregon and California Trails, and the city of Omaha on the map. Remind the students that Chimney Rock is located west of Courthouse and Jailhouse Rock. Locate it and mark it on the "Nebraska Map." Collect the quarters, if used.
4. Tell the students that many drawings of Chimney Rock were made by artists, and most pioneers mentioned it in their diaries. Travelers reported that it was visible 40 miles away. Discuss this distance with the students. Talk about a store or other recognizable landmark that is 40 miles away from your school. Tell the students that Chimney Rock is said to have "the appearance of a haystack with a pole running far above its top" (by General Joel Palmer, leading a surveying party in 1845).
5. Display the "Monumental Measurements" overhead transparency and look briefly at the relative sizes of the different monuments shown. Tell the students that Chimney Rock was one of the most recognizable landmarks along the Oregon Trail. For the pioneers, it marked the end of the prairies and the approach to the Rocky Mountains. Talk to the students about the pioneers traveling along the Oregon Trail. Compare the size of Chimney Rock (325 feet from tip to base and 120 feet for the spire) with other landmarks like the Eiffel Tower (985 feet) and Statue of Liberty (305 feet).
6. Display the "Background Information" overhead transparency. Discuss the information with the students. Using the "Nebraska Map," point out the main routes the pioneers traveled and the importance and difficulty of traveling during that time in history.
7. On a piece of chart paper, start a concept web about the pioneer travels west. Add the student's thoughts and other ideas covered by the class discussion to the web.
8. Explain to the students that they will be reading historical fiction in small groups to learn more about the westward journey of pioneers in the mid-1800s. Define "historical fiction" as a story based on historical fact. All reading will be done during class time.
9. Divide the class into small groups and choose (or let students choose) a text to read.
10. Distribute a "Preview the Text" worksheet to the students.
11. Have the students get into their small groups to preview the text and complete the worksheet.



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# Wagons West!

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12. As a class, add any new content to the web.
13. Collect the completed “Preview the Text” worksheet.

## Session 2

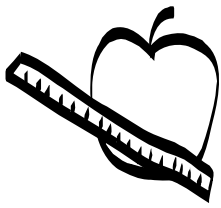
1. Review the concept web and the information discussed from Session 1 with the students.
2. Display the “Can You Analyze This?” overhead transparency and distribute a “Can You Analyze This?” worksheet to each student. Review the content of the worksheet. Encourage the students to highlight key information during the discussion.
3. Model analyzing a story line with the students using a simple story that is familiar to the students such as “The Three Little Pigs.” Use the “Can You Analyze This?” overhead transparency as a guide for analyzing the story. Tell the students they will use this worksheet as a guide later. Encourage the students to take notes on the discussion.
4. Distribute the “Reading Guide” pages to the students. As a class, review the directions. Discuss and complete the vocabulary definitions at the top of the worksheet (see answer key). The students will use the definitions to help them complete the rest of the worksheet. Review the rest of the questions with the class.
5. Have the students get into their small groups and begin reading the chosen texts. Circulate among the groups and check for comprehension of the texts.
6. When there is about 10 minutes left in the class period, bring the class back together. As a class, discuss overall themes and content from the texts.
7. Review the web from the previous session and add any new information to the concept web.
8. Collect the “Reading Guide” worksheets.

## Session 3

1. Have the students get into their small groups from the previous session. Redistribute the “Reading Guide” worksheets to the students.
2. Have the students continue reading from the chosen text. The students should continue to fill in information on their “Reading Guide” worksheets. Circulate among the groups.
3. Once the students have completed the reading, discuss some of the student responses including the characters, setting, and plot on the “Reading Guide” worksheets.
4. Review and add any new information to the concept map.
5. Collect the “Reading Guide” worksheets.

## Session 4

1. Display the overhead transparency of the “Nebraska Quarter Reverse” page.
2. As a class, discuss the details of the image on the coin. Point out the wagon and style of dress. Discuss the sequence of challenges that pioneers may have faced on their journey



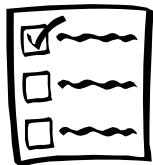
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westward regarding animals, food, and shelter. On a piece of chart paper, create a list of challenges and record the students' responses.

3. Display the challenges in the classroom for student reference. Provide time for the students to add any information from the concept web and chart to their "Reading Guide" worksheets.
4. Collect the "Reading Guide" worksheets.
5. Distribute the "Writing Guide" and "Journal Writing Guide" worksheets to the students.
6. Review the criteria of the journals ensuring that the students understand the following:
  - The journal entries that they will write are to be from the perspective of a member of a pioneer family traveling the trail.
  - There needs to be a sketch of Chimney Rock included in one of the entries.
  - Each entry must address at least one of the challenges often faced along the trail.
7. Allow enough time for the students to create their journal entries, using the worksheets and charts from previous sessions as a resource.
8. Have the students share their journal entries with others.
9. Collect all of the students' worksheets.



## ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Evaluate students' journal entries for integration of the historical information taught.



## ENRICHMENT/EXTENSION

Once the journal entries are completed, have the students create a map showing the trail their characters took or a symbolic timeline to highlight the journey. Share and display the maps and timelines in the classroom.



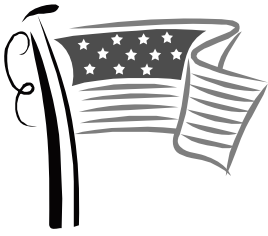
## DIFFERENTIATED LEARNING OPTIONS

- Provide books on tape.
- Allow students to dictate their journal entries to a scribe.



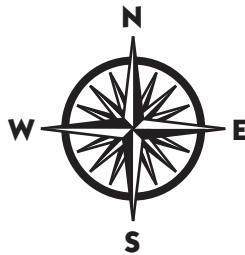
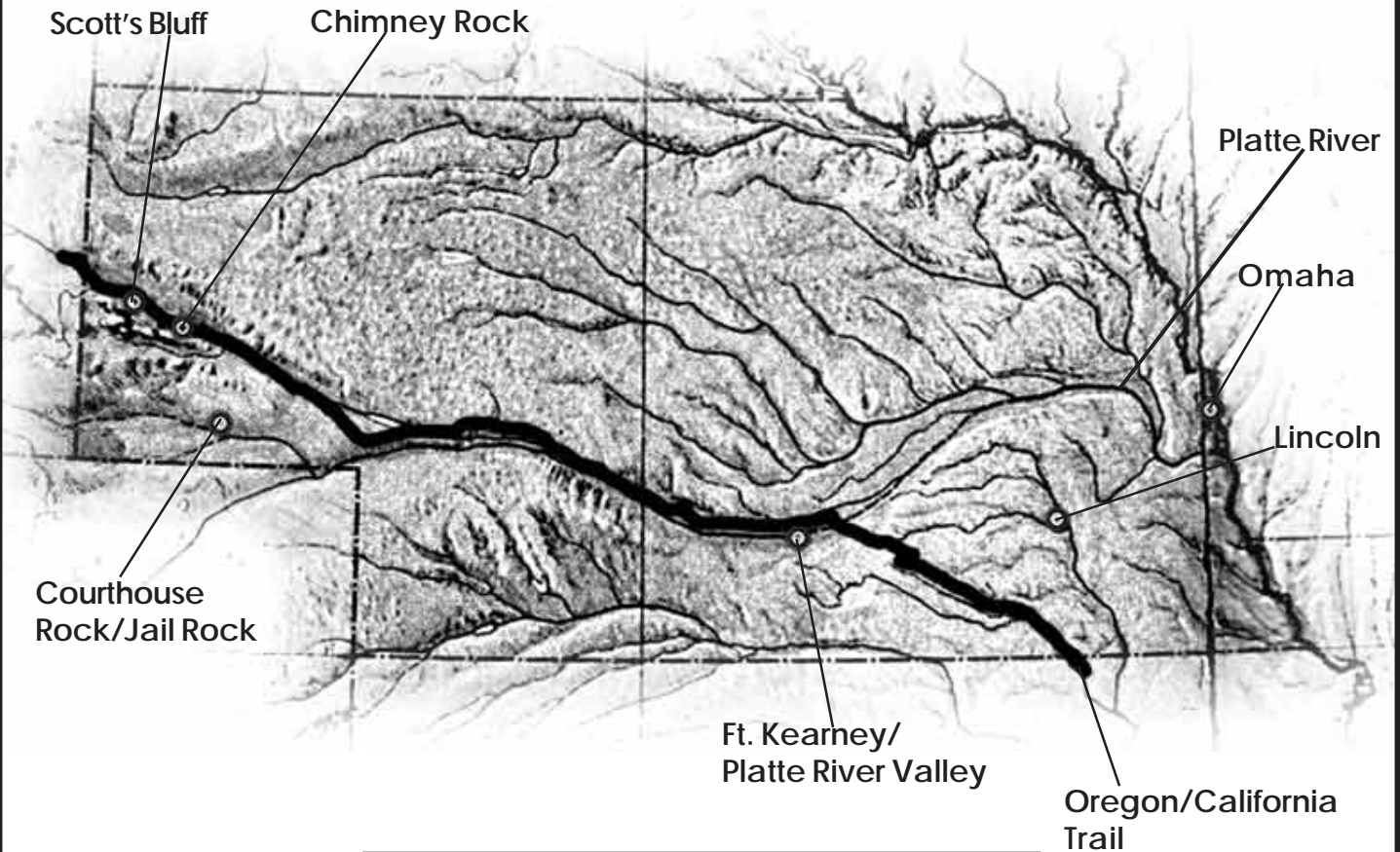
## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

Have students learn about the Oregon Trail Memorial Half Dollar. The Oregon Trail is the historic route that led people west through five other states: Missouri, Kansas, Nebraska, Wyoming, and Idaho. Read the text at [www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2000/01.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2000/01.cfm).



Name \_\_\_\_\_

# Nebraska Map



Scale: 1 inch = 70 miles \_\_\_\_\_

Nebraska's greatest length (north to south) is 211 miles. Its greatest width (east to west) is 430 miles.

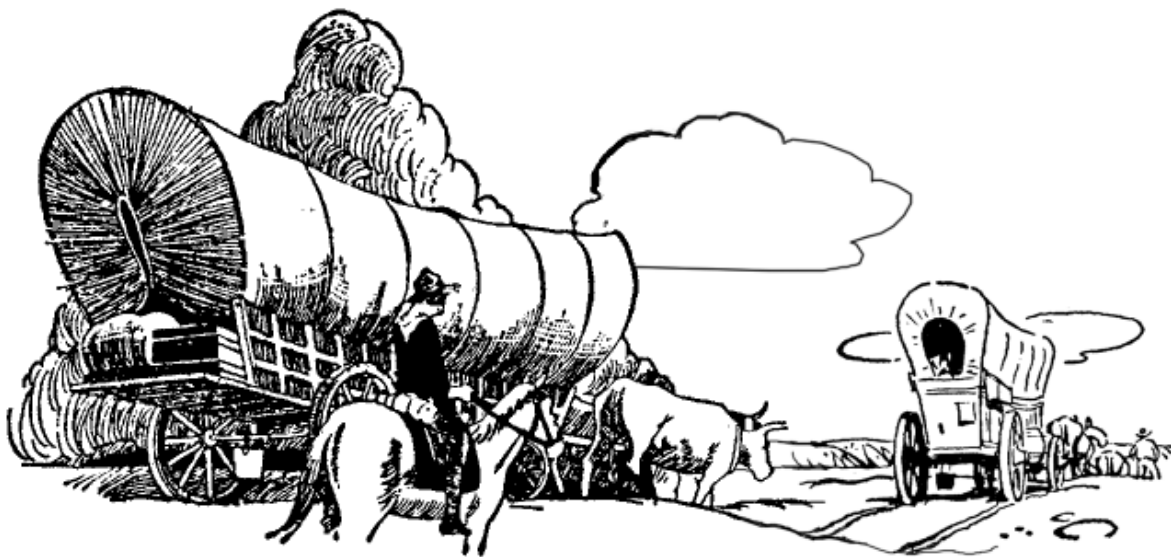


Name \_\_\_\_\_

## Background Information

In the early 1840s, Nebraska's Platte River valley played a major role in what's called "the Great Migration," the years when thousands of pioneers were moving West. The pioneers crossed Nebraska following trails like the Oregon trail, which ran along the Platte River valley. The valley started near present-day Omaha and followed the Platte River. The trail (known as the California trail during the California gold rush) ran along the north bank of the river.

Many, many travelers used these trails until railroads reached the Pacific Coast. During 1860 and 1861, Pony Express riders also followed the Platte River valley, carrying mail to the West Coast. Fort Kearny was set up near the present-day city of Kearney to protect the travelers crossing Nebraska.







Name \_\_\_\_\_

# Preview the Text

**Directions:** After you preview the text, fill in the indicated information about the text.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

If there is a table of contents,  
chapter title that sounds the  
most interesting:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If there a description of the au-  
thor, summary of the informa-  
tion:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Book's publishing date: \_\_\_\_\_

Based on the title and preview of  
the text, I think the book will be  
about:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

One thing I think I will like about  
this book is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

## Can You Analyze This?

**Directions:** After you preview the text, fill in the indicated information about the plot. "Plot" is the sequence of actions or events in the story. The information you fill in is based on the four basic components of plot.

1. Introduction: the beginning of the story, where readers learn about the story's characters, location and time period.

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2. Conflict: usually introduced early in the story, where we learn that the major character has a problem or conflict, either personal (internal) or with someone or something else (external).

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3. Climax: the height of the action, where the conflict is pushed to its limits; something intense or important occurs, usually near the end of the story.

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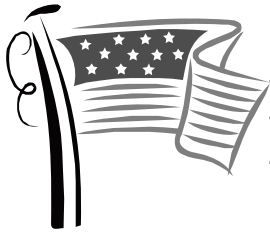
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4. Resolution: the "wrapping up" of the story, where questions left after the climax are answered, or intentionally left unanswered.

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Name \_\_\_\_\_

# Reading Guide (1)



## PART 1

**Directions:** Write definitions for these literature terms.

Genre: \_\_\_\_\_

Setting: \_\_\_\_\_

Character: \_\_\_\_\_

Plot: \_\_\_\_\_

Point of view: \_\_\_\_\_

Historical fiction: \_\_\_\_\_

## PART 2

**Directions:** Complete this section based on class discussions, your notes, and the text you are reading.

Title of text: \_\_\_\_\_

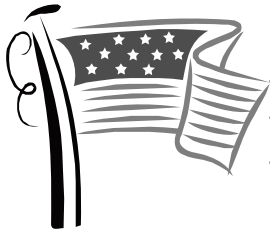
Author: \_\_\_\_\_

## CHARACTERS

Describe the main character. \_\_\_\_\_

List three to five of his/her character traits. \_\_\_\_\_

What do the characters learn? \_\_\_\_\_



Name \_\_\_\_\_

# Reading Guide (2)

## THEME

What is the theme (what is the story about)? \_\_\_\_\_

\_\_\_\_\_

What is the author trying to say about that subject? \_\_\_\_\_

\_\_\_\_\_

How does the author communicate this theme (how do you know what the theme is)?

\_\_\_\_\_

\_\_\_\_\_

Explain how the author uses symbolism, setting or the characters to convey the theme.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## HISTORICAL SETTING

Where does the action take place? \_\_\_\_\_

\_\_\_\_\_

What time period, era, time of day, time of year, etc. does this action take place?

\_\_\_\_\_

How does this time and place affect the characters? \_\_\_\_\_

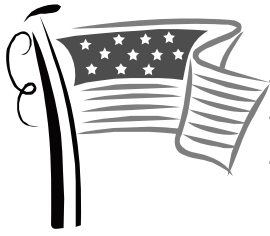
\_\_\_\_\_

\_\_\_\_\_

What historical references are made in the text? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

# Reading Guide (3)

## POINT OF VIEW

From whose point of view is the story told? \_\_\_\_\_

## PLOT

Explain the basic story line in three to five sentences.

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What is the main conflict? \_\_\_\_\_

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What are the minor conflicts? \_\_\_\_\_

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How are the conflicts related? \_\_\_\_\_

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What/who caused the conflicts? \_\_\_\_\_

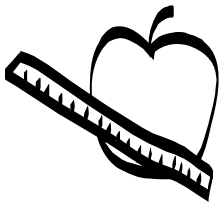
Explain how the conflict is resolved. \_\_\_\_\_

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Where does the main climax occur? \_\_\_\_\_

Explain how the story ends. \_\_\_\_\_

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# Reading Guide

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## Part 1 Key

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### PART 1

**Directions:** Write definitions for these literature terms.

**Genre:** a category of literary composition characterized by a particular style, form, or content.

**Historical Setting:** describes the scene for you by telling you where and when the story's action occurs. Setting generally includes the *time* and *place*.

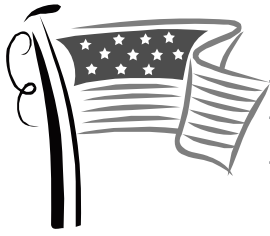
**Character(s):** the person or people presented by the writer.

**Plot:** the sequence of actions or events in the story.

**Point of View:** the perspective from which a story is told—who tells the story and how it is told. Some examples of points of view are:

- First person—the narrator uses “I” to tell the story. The author is (or pretends to be) a character in the story.
- Third person—the narrator uses “he,” “she,” or “they” to tell the story and does not participate in the action.
- Third person omniscient—the narrator uses “he,” “she,” or “they” to tell the story, but also knows and tells the characters’ thoughts and things the characters don’t know.

**Historical fiction:** a story based on historical fact.



Name \_\_\_\_\_

# Journal Writing Guide



**Journal topic:** You are traveling west with your family in 1867 to begin a new life. Describe in detail the journey in the covered wagon and life on the trail, and seeing landmarks such as Chimney Rock. As your family approaches Chimney Rock, be sure to add a sketch of this landmark to your journal entry.

You need to create five dated journal entries, from the perspective of one or more people in the family.

Use the literature terms below to help you create story details for your rough draft.

Setting: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Characters: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Plot: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Conflicts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

# Westward Journals

Date \_\_\_\_\_

Lined writing area for journal entries, consisting of 20 horizontal lines within a decorative, torn-edge border.





Name \_\_\_\_\_

# Journal Entry Rubric

CATEGORY	4	3	2	1	SELF	TEACHER
<b>CONTENT</b>	Entries are well-organized and include all of the required information. The factual information is correct.	Entries are well organized and include most of the required information. Most of the facts are correct.	Entries are somewhat organized; some required information is included. Facts are somewhat correct.	Entries lack organization. Little or none of the factual information is correct.		
<b>ORGANIZATION</b>	Entries are well focused and logical.	Entries are focused and mostly logical.	Entries are somewhat focused and logical.	Entries are unfocused and lacking details.		
<b>APPLICATION OF LITERATURE TERMS</b>	Entries always include setting, characters, plot, and conflicts.	Entries mostly include setting, characters, plot, and conflicts.	Entries sometimes include setting, characters, plot, and conflicts.	Entries seldom include setting, characters, plot, or conflicts.		
<b>MECHANICS</b>	Very few errors in spelling, capitalization, punctuation, and grammar.	Some errors in spelling, capitalization, punctuation, and grammar.	Several errors in spelling, capitalization, punctuation, and grammar.	Many errors in spelling, capitalization, punctuation, and grammar.		
<b>GRAPHIC DETAIL AND NEATNESS</b>	Illustration of Chimney Rock has many details and is very neat.	Illustration of Chimney Rock has some details and is neat.	Illustration of Chimney Rock has very few details.	Illustration of Chimney Rock is difficult to identify.		
<b>CONCLUSION</b>	Conclusion is strong and clear what the writer is "getting at."	Conclusion is recognizable and ties up most loose ends.	Conclusion is recognizable, but does not tie up all loose ends.	Conclusion is lacking; the paper just ends.		

**TOTAL POINTS**

**TEACHER COMMENTS**



# Monumental Measurements

6,000 FEET

Mount Rushmore  
5,725 feet

4,000 FEET

2,000 FEET

Statue of Liberty  
305 feet 1 inch

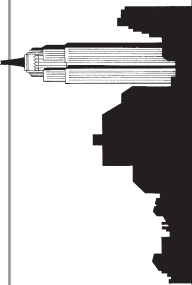
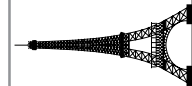
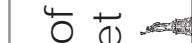
Chimney Rock  
325 feet

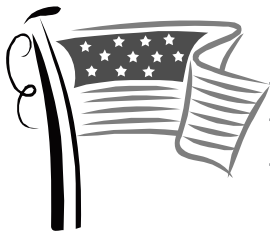
Great Pyramid  
of Khufu  
481 feet

Washington  
Monument  
555 feet

Eiffel Tower  
985 feet

Empire State Building  
1,252 feet





# Nebraska Quarter Reverse

