Debra Cybulski, Fifth/Sixth Grade Language Arts  Avella Area S. D.

TPS Summer 2011   APL Project

Title:  History of Development of Transportation

Grade Level:  Grade 5   Reading and Social Studies

Investigative Question:  What affect did the Westward Expansion have on the development of transportation in the United States?

Learning Objectives:

1. Students will be able to illustrate a diagram of a Conestoga wagon.
2. Students will be able to state the reason why a Conestoga wagon was the appropriate form of transportation for the time in the history of America.
3. Students will be able to read and explain a map of the development of railways across the country.
4. Students will be able to compare and contrast cross-country travel in a Conestoga wagon vs. trains.
5. Students will prepare a map illustrating wagon trails and railroad development.

PA Academic Standards and/or Common Core Standards:

CC.5.R.I.3 Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CC.5.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CC.5.R.I.5 Craft and Structure: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CC.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

8.3.5.A: Compare and contrast common characteristics of the social, political, cultural, and economic groups in United States history.
8.3.5.B: Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

**Duration:** One week or Five 45 minute class periods

**Materials & Citation of Resources:**

1. **Picture of Conestoga Wagon:** Title: [Conestoga wagon drawn by four mules, probably in Maryland or Virginia] Date Created/Published: [ca. 1900]
   
   [http://hdl.loc.gov/loc.pnp/cph.3c13101](http://hdl.loc.gov/loc.pnp/cph.3c13101)

2. **Title: Emigrants to the West / W.M. Cary. Creator(s):** Cary, William de la Montagne, 1840-1922, artist Date Created/Published: [published 1881, c1880]
   
   [http://hdl.loc.gov/loc.pnp/cph.3c01163](http://hdl.loc.gov/loc.pnp/cph.3c01163)

3. **Title: Pioneers in covered wagons]Creator (s):** Fogarty, Thomas, 1873-1938, artist Date Created/Published: [between 1890 and 1938]Medium: 1 drawing : charcoal.
   
   [http://hdl.loc.gov/loc.pnp/cai.2a12458](http://hdl.loc.gov/loc.pnp/cai.2a12458)

4. **Title: Mormon pioneers about to enter Salt Lake Valley. July 24, 1847 Date Created/Published: c1912. Medium: 1 photographic print. Summary: Reenactment of Mormons traveling by wagon train.** [http://hdl.loc.gov/loc.pnp/cph.3c13102](http://hdl.loc.gov/loc.pnp/cph.3c13102)
5. Map of the territory of the United States from the Mississippi River to the Pacific Ocean; ordered by Jeff' Davis, Secretary of War to accompany the reports of the explorations for a railroad route. Compiled from authorized explorations and other reliable data by G. K. Warren ... under the direction of W. H. Emory in 1854 and of A. A. Humphreys 1854-5-6-7-8. Drawn by E. Freyhold. Engr. on stone by J. Bien. http://hdl.loc.gov/loc.gmd/g4050.rr001740

6. Map of the Atlantic and Great Western Railway, with its connections, 1866.
http://hdl.loc.gov/loc.gmd/g3701p.rr003270

7. Map of Nebraska showing the Union Pacific Railroad land grant. CREATED/PUBLISHED Omaha, 1880, c1879.
http://hdl.loc.gov/loc.gmd/g4191p.rr005930

8. On-line resources provided by the Avella Area School District
   www.worldbookonline.com
   www.go.grolier.com

9. Title: Wagon tracks on Old Oregon Trail. Scottsbluff, Nebraska
   Creator(s): Wolcott, Marion Post, 1910-1990, photographer
   Date Created/Published: 1941 Sept.
   http://cdm15330.contentdm.oclc.org/u/?p15330coll22,73862

10. A geographically correct county map of the states traversed by the Atchison Topeka and the Santa Fé Railroad and its connections. Woodward, Tiernan, and Hale. CREATED/PUBLISHED St. Louis, [1880]

    SUMMARY
    Detailed map of the central United States showing relief by hachures, drainage, counties, cities and towns, roads, wagon trails, and the railroad network. This line was chartered by the state of Kansas in 1859; the first 75 miles of line were not completed until 1871. See also entry 553.
11. Ute Pass wagon train 1880's
Kemp, Donald Campbell, 1889-1975.
CREATED/PUBLISHED
[between 1935 and 1950?]
SUMMARY
A train of covered wagons travels along a narrow road built into the side of a mountain near Ute Pass, northwest of Colorado Springs in Teller County, Colorado. The trail was a major freight wagon route into South Park. The edge of the trail is
http://cdm15330.contentdm.oclc.org/u/?p15330coll22.73862
I will use an Inquiry-Based Instructional Model (IBIM) with the following components:

1. **Wonder**: The teacher will prompt the students to discuss how settlers would have crossed the country before the invention of trains, planes, or automobiles.

2. **Investigate**: Teacher will place students in cooperative groups and have them develop lists of stories they have read that illustrate pioneer travel. Using the online resources students will research how pioneers traveled. Use Primary Source Documents from LOC.

3. **Construct**: Using information from cooperative groups and illustrations of Conestoga Wagons, the class will develop a list of reasons why pioneers found the wagons so practical for crossing the country.

4. **Express**: Teacher will question students on their ideas as to how the wagon trails may have lead to the development of the railroads. Have students look at railroad maps from the Age of Westward Expansion.

5. **Reflect**: Students will work in cooperative groups to compare and contrast travel by Conestoga Wagon to travel by Railroad. Students will use a Venn Diagram.

6. **Connect**: Students will make a list of items that they would consider essential if they were moving across the country in 2011. Then, through teacher-guided discussion, the class will share what items a child in 1870 might consider essential for the same type of move.
Description of Procedures

This week long lesson will focus on the Westward Expansion of the United States as it relates to “Hattie’s Birthday Box”, a story in the fifth grade reading curriculum. Students will be investigating the use of the Conestoga wagon as a vehicle of transportation and how it lead to the development of the railroad. The teacher will be using the Inquiry-Based Instruction Model as previously discussed in this project.

The first day of the lesson will follow the vocabulary and introduction of the reading story. Students will be encouraged to look at the illustrations in their textbook of a Conestoga wagon as they compare it to the primary source pictures from the Library of Congress. (http://hdl.loc.gov/loc.pnp/cph.3c13101) The teacher will encourage classroom discussion in the comparison. The students will then use World Book Online to locate a diagram of a Conestoga wagon. The students will be assigned into cooperative learning groups. There will be four cooperative groups, each consisting of five students. These groups will brainstorm ideas of what it might have been like to travel across the country in a Conestoga wagon in the early 1900s. Each group will write their ideas on an overhead transparency to share with the class.

Day two of the lesson will begin after the class has completed teacher-directed reading of the story, “Hattie’s Birthday Box”. In the story Hattie, as a young bride, packs a Conestoga wagon along with her new husband and leaves her childhood home to begin a new life in the West. At this point students will be shown pictures from the Library of
Congress of pioneers heading west. [http://hdl.loc.gov/loc.pnp/cph.3c01163]
[http://hdl.loc.gov/loc.pnp/cai.2a12458] Students will rejoin their cooperative learning groups and discuss reasons why the Conestoga wagon was the best form of transportation during the Westward Expansion. They will also make a list of the materials that Hattie packed into her wagon. All materials from Day Two will be saved in a folder for each cooperative group.

At the beginning of Day Three, students will be viewing photos from the Library of Congress of wagon wheel tracks.

[http://cdm15330.contentdm.oclc.org/u/?p15330coll22,73862]
[http://cdm15330.contentdm.oclc.org/u/?p15330coll22,73862]

The teacher will be guiding discussion as to why these tracks would still be visible after more than 100 years has passed. Teacher will be making a list on the overhead projection system displaying the ideas of the students. Students will be prompted to look closely at the tracks and try to name other tracks these wagon tracks may call to mind, i.e. railroad tracks. Students will read the New Book of Knowledge On-line article about pioneers. They will complete a worksheet on data of the excursion west. Questions such as time, distance, and population numbers will be answered. The teacher will then teach a brief lesson on why it was soon necessary for a faster and safer mode of transportation to be developed to move settlers to the west. Students will be assigned the following homework lesson: Each student is to research the history of the railroads in America and prepare of list of 10 facts they learned. All facts are to be written in complete sentences and with correct punctuation and spelling.
Day four of instruction will begin with students returning to their cooperative groups and sharing their homework assignment with the group members. Students will be shown maps of the early railroads.

http://hdl.loc.gov/loc.gmd/g4050.rr001740

http://hdl.loc.gov/loc.gmd/g3701p.rr003270

http://hdl.loc.gov/loc.gmd/g4051p.rr003210

Students will study and compare the maps. Each cooperative group will be asked to make a list of how traveling by train would be advantageous for people looking to settle in the west. The teacher will then bring the class together and write the reasons on the board. Students will decided why settlers soon found that traveling west by train was a major improvement over wagon travel. Teacher will ask the students to think about soon happened to wagon travel. Also, questions will be asked about the growth of the railroads. The demand for fast and safe travel to the west soon provided the railroad companies to expand westward.

On Day 5 the students will rejoin their cooperative groups. Two of the groups will be assigned as “Wagon Travelers” and two other groups will be assigned as “Train Travelers”. Each group of travelers will be assigned to write a journal covering their experiences heading west. The journals will cover five days of travel. Students can write about getting ready for the journey, people and places they encountered on the journey and how they felt during the journey. The students will then share their journals with the class. Each student will read one page from their journals. Journals will be assessed by the rubric.
### Assessment Rubric: Assessing Research Data

**Teacher Name:** Mrs. Cybulski

**Student Name:** ____________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies important information</td>
<td>Student lists all the main points of the article without having the article in front of him/her.</td>
<td>The student lists all the main points, but uses the article for reference.</td>
<td>The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.</td>
<td>The student cannot identify important information with accuracy.</td>
</tr>
<tr>
<td>Relates Graphics to Text</td>
<td>Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text.</td>
<td>Student accurately explains how each graphic/diagram is related to the text.</td>
<td>Student accurately explains how some of the diagrams are related to the text.</td>
<td>Student has difficulty relating graphics and diagrams to the text.</td>
</tr>
<tr>
<td>Identifies facts</td>
<td>Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.</td>
<td>Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.</td>
<td>Student accurately locates 4 facts in the article. Explanation is weak.</td>
<td>Student has difficulty locating facts in an article.</td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>Student can accurately complete Venn Diagram with 5 details about each topic. Be able to clearly show at least 4 items in common.</td>
<td>Student can complete Venn Diagram with at least 4 details. Show at least 3 comparing details.</td>
<td>Weak details of compare and contrast illustrated in diagram.</td>
<td>Student has difficulty completing diagram. Few if any details illustrated.</td>
</tr>
</tbody>
</table>
Assessment Rubric: Journal Entries

Historical Role Play: journal

Teacher Name: Mrs. Cybulski

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Accuracy</td>
<td>All historical information appeared to be accurate and in chronological order.</td>
<td>Almost all historical information appeared to be accurate and in chronological order.</td>
<td>Most of the historical information was accurate and in chronological order.</td>
<td>Very little of the historical information was accurate and/or in chronological order.</td>
</tr>
<tr>
<td>Role</td>
<td>Point-of-view, arguments, and solutions proposed were consistently in character.</td>
<td>Point-of-view, arguments, and solutions proposed were often in character.</td>
<td>Point-of-view, arguments, and solutions proposed were sometimes in character.</td>
<td>Point-of-view, arguments, and solutions proposed were rarely in character.</td>
</tr>
<tr>
<td>Knowledge Gained</td>
<td>Can clearly explain several ways in which his character &quot;saw&quot; things differently than other characters and can clearly explain why.</td>
<td>Can clearly explain several ways in which his character &quot;saw&quot; things differently than other characters.</td>
<td>Can clearly explain one way in which his character &quot;saw&quot; things differently than other characters.</td>
<td>Cannot explain one way in which his character &quot;saw&quot; things differently than other characters.</td>
</tr>
</tbody>
</table>

Date Created: Jul 14, 2011 12:35 pm (UTC)
Pioneering Worksheet:

Cooperative Team Name ________________________________

Date ____________________________

Think about the story “Hattie’s Birthday Box”. On the lines below make a list of items your group feels would have been packed into a Conestoga Wagon. You may use your reading book, World Book Online, and New Book of Knowledge Online.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Was your group able to find out how long it took to travel across the country in a wagon?

Yes       No       Is yes, how long? ________________________________

Name some dangers that the early pioneers may have faced on the journey:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________