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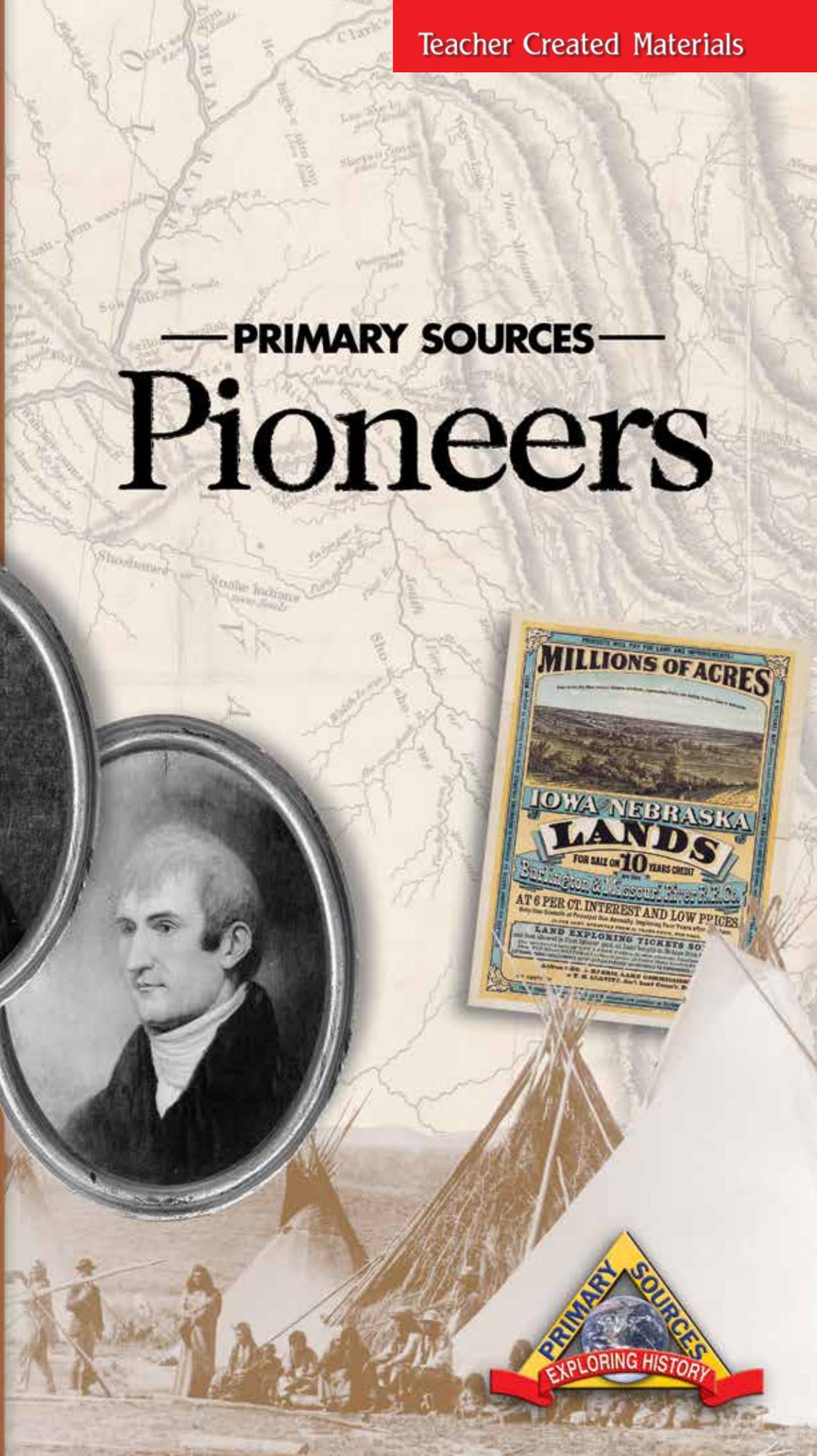
Primary Sources: Pioneers

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Product** (2 pages)
- Lesson Plan** (4 pages)
- Primary Source Document** (1 page)

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— PRIMARY SOURCES —

Pioneers

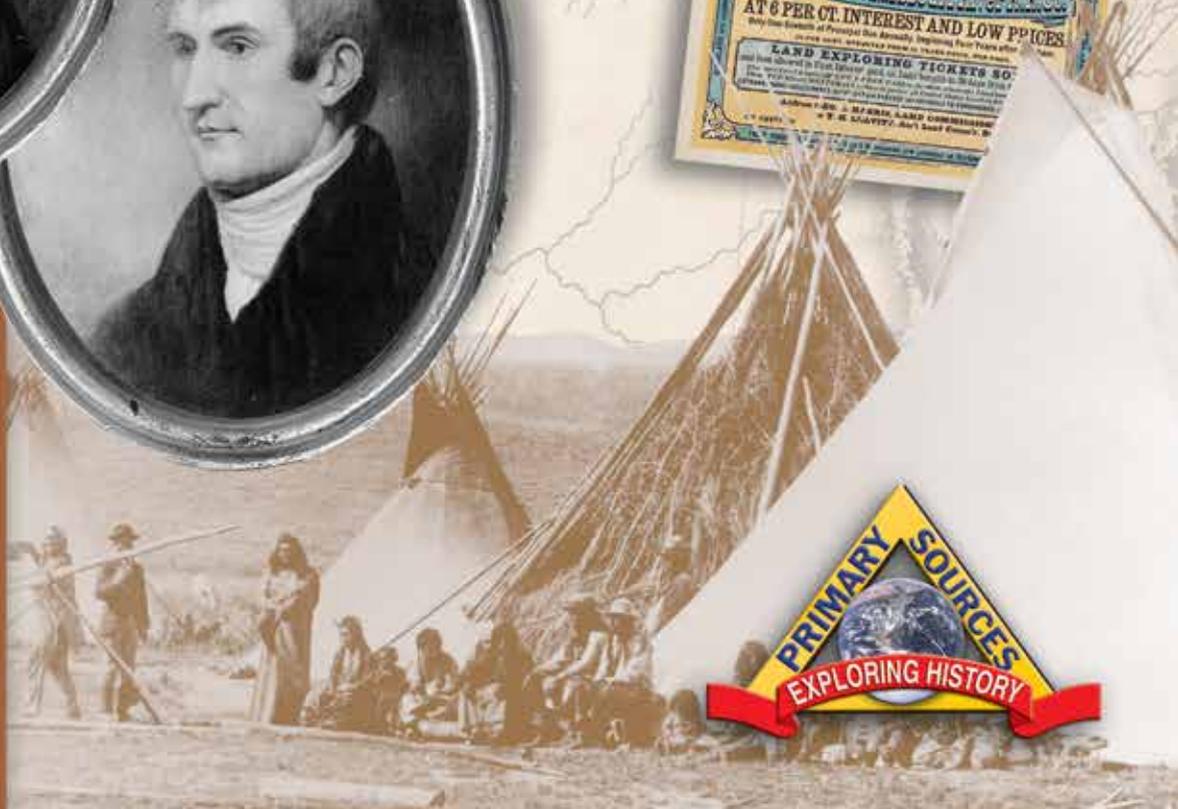
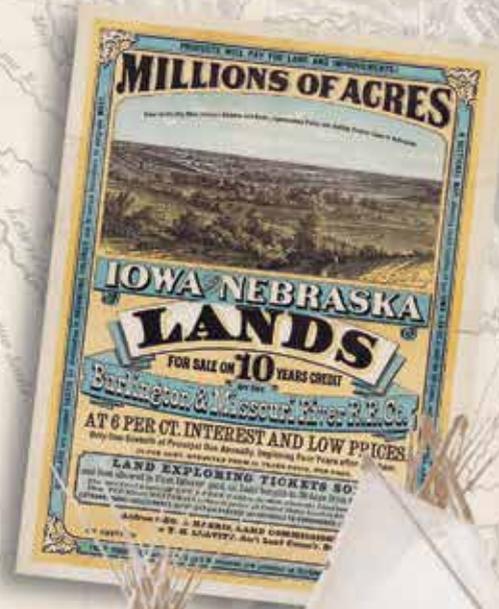


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How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of the pioneers beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary source, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The first standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for the Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org/>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they've learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

Note to teachers: Currently, according to the Bureau of Indian Affairs, the U.S. Department of the Interior, and the Smithsonian Institute's National Museum of the American Indian, American Indians prefer to be called American Indians or the specific tribe name rather than Native Americans. Therefore, except where specifically quoted, *American Indian* is the term used throughout this product when referring to the people of the native tribes.

The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing the Picture** section. This section includes questions and activities designed to make students analyze what they see and learn. In the **Writing Focus** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

Objectives of this Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

Pioneer Quilts to Oregon

Standard/Objective

- Explain and give examples of how the arts contribute to the development and transmission of culture. (NCSS)
- Students will identify various quilt blocks from pioneer times and then create their own pioneer stories using quilt blocks.

Materials

Copy of the facsimile *Friendship Quilt*; Copies of the historical background information (page 48); Copies of the student activity sheet, *Album Quilt Blocks* (page 49); For optional use: *Pioneer Friendship Quilt* (page 50); Magnifying glasses

Discussion Questions

- Describe the pattern on this quilt.
- Can you see any signatures on the quilt? If so, can you read the names?
- Why would people sign a quilt?

Using the Primary Source

Ask students if they have any quilts at home. Let them describe what the quilts look like: patterns, colors, and who made them. Show the picture of the *Friendship Quilt* to the students. Tell students that this quilt was made in 1850 during the time the pioneers were going west to Oregon. Let students use magnifying glasses to look closely at the quilt. Ask the discussion questions above. Then read the historical background information (page 48) to the class. Give students additional time to look for signatures on the quilt. (The signatures are in the middle of each quilt block.)

Have students brainstorm a list of possible names for pioneer quilt block designs. List their ideas on the board. Pass out the student activity sheet, *Quilt Blocks* (page 49), and let students match up the quilt blocks with their proper names. Answers from left to right, top to bottom: Sugar Cone, Rail Fence, Little Red School House, Baby Blocks, Log Cabin, Wedding Rings, Simple Four-Patch, Star of the West, and Patience Nine Patch.

Then have students work in groups of four to design their own pioneer quilts. First, have them draw their designs on paper. By putting together four of the album quilt blocks, students can make up stories. Each group should decide what story they want their quilt to tell. Using construction paper and the nine patterns on page 49, students should then actually create their quilts. Each student is in charge of making one quilt block for his or her group quilt. Original ideas for new quilt block designs should be encouraged. You can then put all the groups' quilts together to create one large album quilt.

Extension Idea

- Have the students use fabric to create album quilts for their own families.

Pioneer Quilts to Oregon *(cont.)*

Historical Background Information



When the first colonists came from England, they brought quilts with them to keep themselves warm. Cloth was expensive in the New World. As their quilts wore out, they began saving scraps of cloth from old clothes. These scraps were cut into triangles, squares, and rectangles. When the scrapes were pieced together, the women noticed that they began to form designs. They called these designs quilt blocks. Many quilt blocks were sewed together to make a quilt. The quilts were then stuffed with leaves, fleece, and rags for padding.



As more people came to the New World, the East Coast became crowded. People wanted their own land and farms. They decided to follow the paths discovered by Meriwether Lewis and William Clark. So, they headed west.



All the land west of the Rocky Mountains was called Oregon territory. At first, the only ones to go west were explorers, traders, and fur trappers. Some of these men wrote booklets on how to travel west. They even drew rough maps of the region. Pioneers were told that the West was very cold during the winter. As pioneers packed for Oregon, they took their quilts with them to keep themselves warm. While on the trail, they wrapped their valuables in quilts to keep them from breaking. Quilts cushioned the ride in the wagons, too. Quilts were very handy!



The pioneers began naming quilt blocks after special events. In a way, these quilts told the stories of the pioneer families. Before a family moved out West, friends gathered together for a party. The family was given a special quilt called an album quilt or a friendship quilt. Each woman sewed and signed her own block on the quilt. These quilts were proudly displayed in the pioneer homes. The quilts reminded them that they were loved and missed back East.



Name _____

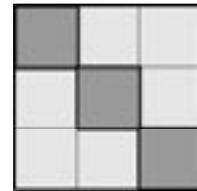
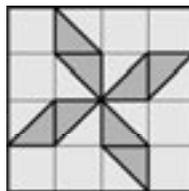
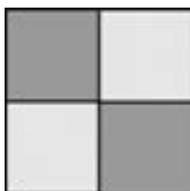
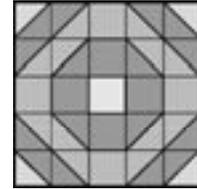
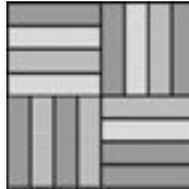
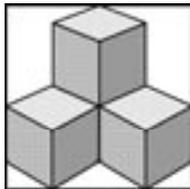
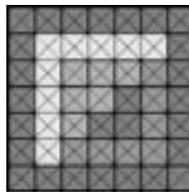
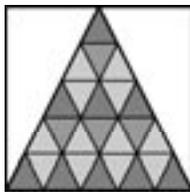
Album Quilt Blocks

Background Information

Pioneers created quilt blocks that told of their lives in the West. Some made log cabin blocks, windmill blocks, and even broken dishes blocks. In special times, quilts were made for weddings and babies. Each pattern had a meaning and the quilts were sometimes put on display.

Activity

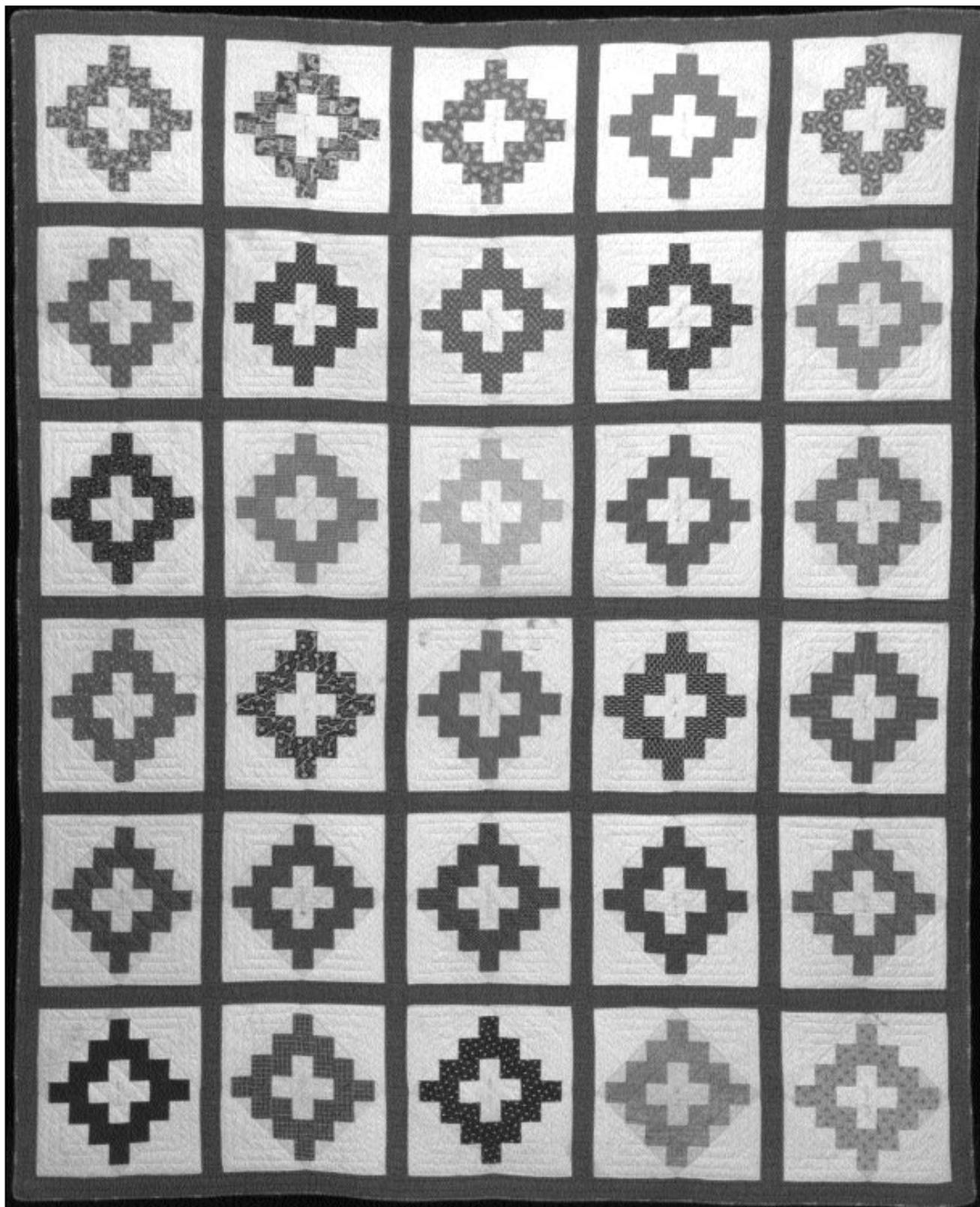
Directions: Match the quilt blocks below with their correct names. You can choose from the following names: Rail Fence, Baby Blocks, Simple Four-Patch, Patience Nine Patch, Wedding Rings, Sugar Cone, Star of the West, Log Cabin, and Little Red Schoolhouse.



Challenge

Find a quilt in a book, at your home, or on the Internet. See if you can identify the names of any of the quilt blocks.

Pioneer Friendship Quilt



Courtesy of Michigan State University Museum

