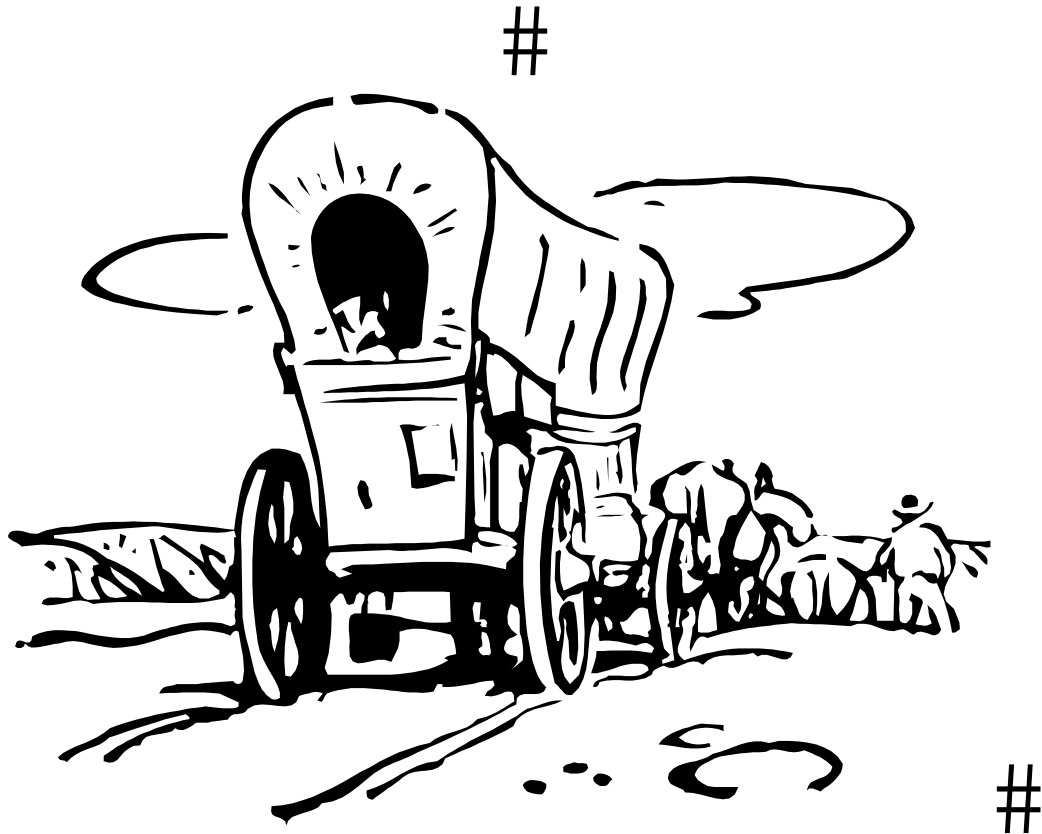


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AMERICA'S WESTWARD MOVEMENT



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A THIRD & FOURTH GRADE SOCIAL STUDIES UNIT

Table of Contents

With Objective Numbers

| <u>Lesson:</u> | <u>Page:</u> |
|---------------------------------|--------------|
| Recommended books | 3 |
| Lewis and Clark | |
| 1&2: The Corps of Discovery | 5 |
| 3: 1804-1805 | 19 |
| 4: 1805-1806 | 21 |
| 5: 1806-1843 – America Explores | 24 |
| The Oregon Trail | |
| 6: Preparing for the Journey | 28 |
| 7: Jumping Off | 32 |
| 8: Travel | 38 |
| 9: Daily Routines | 42 |
| 10: Hardships | 46 |
| 11: Campfire Council | 53 |
| 12: Landmarks & Forts | 62 |
| 13: End of the Trail | 65 |
| 14: Test & Journal | 70 |
| 15: Journal | 75 |
| Additional Resources | 76 |
| Answer Keys | 84 |

**RECOMMENDED LEWIS AND CLARK
BOOKS FOR ELEMENTARY STUDENTS**

Drawing America - Sacajawea: The Journey West by Elaine Raphael and Don Bolognese
ISBN # 0-590-47899-0 Grades 2-3

How We Crossed the West: The Adventures of Lewis and Clark by Rosalyn Schanzer
ISBN # 0-7922-6726-5 Grades 3-4

In Their Own Words: Lewis and Clark by George Sullivan
ISBN # 0-439-09553-0 Grades 4-6

Lewis and Clark: A Prairie Dog for the President by Shirley Raye Redmond
ISBN # 0-439-55566-3 Grades 1-3

Lewis and Clark and Me: A Dog's Tale by Laurie Myers
ISBN # 0-439-47484-1 Grades 3-4

Lewis and Clark: Explorers of the American West by Steven Kroll
ISBN # 0-8234-1273-3 Grades 2-4

Lewis and Clark's Voyage of Discovery by James P. Burger
ISBN # 0-8239-5848-5 Grades 2-3

Seaman's Journal: On the Trail with Lewis and Clark by Patricia Reeder Eubank
ISBN # 0-8249-5442-4 Grades 3-4

Who Was Sacagawea? by Dennis Brindell Fradin and Judith Bloom Fadin
ISBN # 0-448-42485-1 Grades 4-5



RECOMMENDED OREGON TRAIL & PIONEER BOOKS FOR ELEMENTARY STUDENTS

Dandelions by Eve Bunting

ISBN # 0-15-202407-7

Grades 2-3

Don't Know Much About the Pioneers by Kenneth C. Davis

ISBN # 0-06-028617-2

Grades 3-5

If you Traveled West in a Covered Wagon by Ellen Levine

ISBN # 0-590-45158-8

Grades 2-4

My First Little House Books: Prairie Day by Laura Ingalls Wilder (adaptation)

ISBN # 0-06-443504-0

Grades 1-3

Pioneer Cat by William H. Hooks

ISBN # 0-394-82038-X

Grades 2-3

Rachel's Journal by Marissa Moss

ISBN # 0-439-09870-X

Grades 3-4

Roughing It on the Oregon Trail by Diane Stanley

ISBN # 0-06-449006-8

Grades 2-4

Wagons West! by Roy Gerrard

ISBN # 0-374482101

Grades 2-5

Westward to Home: Joshua's Diary, The Oregon Trail 1848 by Patricia Hermes

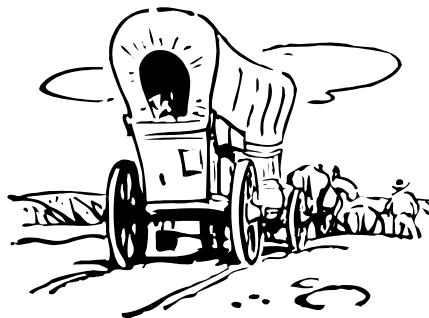
ISBN # 0-439-11209-5

Grades 4-5

You Wouldn't Want to be an American Pioneer! by Jacqueline Morley

ISBN # 0-439-40897-0

Grades 2-4



Days 1 & 2: The Corps of Discovery

Objective : TSW understand leadership roles within a community; explore and describe their environment; write a persuasive letter to join an expedition.

Materials: transparency of Louisiana Purchase, *How we Crossed the West: The Adventures of Lewis and Clark* by Rosalyn Schanzer, profile cards of Lewis & Clark Expedition members, transparency of Lewis & Clark Expedition Squad Members, Squad Member duties (optional), Squad Report, notebook paper.

Procedure: Show transparency of Louisiana Purchase & discuss. Read pages 1-5 from *How We Crossed the West: The Adventures of Lewis & Clark* by Rosalyn Schanzer. Read Lewis' profile card and Clark's profile card aloud. Select three students to be Sergeants Pryor, Gass, and Ordway (Floyd died and Gass was promoted - skip Floyd's card). Hand each "sergeant" their profile card. Randomly (or selectively) pass out other profile cards for each student who will be a private under each sergeant. You may wish to read over the profile cards ahead of time to pick the better members. If you run the profile cards on tag board and laminate, you can collect them and use again each year. Use the transparency of "Lewis and Clark Expedition Squad Members" that shows which privates are in each squad. Do not hand out cards for civilian members, such as Sacagawea or Charbonneau. Have each squad meet and introduce themselves by reading their profile card aloud. (Possible stopping point for Day 1. Depending on the time you have available, choose an appropriate stopping place for your class.)

Bring pencil & paper and take the class outside (weather permitting). Tell them to "go ahead," motioning them to go & leave. When the students don't know what to do, discuss the importance of leaders (captains) who have specific goals. They share the goals and duties with their assistants (sergeants) who are in charge of assigning people to carry out the job (privates).

Assign each sergeant a specific area of the playground to explore. Decide if you want the explorers to collect actual samples or just sketch and describe their findings. Encourage them to give new names to the types of grasses and leaves they find. (Discuss humane treatment of any live specimens found.) You can give the sergeants the "Squad Members' Duties" paper to assign each private a specific role in the exploration. Make sure the sergeants understand the activity so they can explain it to their squad. Squads should remain as a group, but spaced apart to explore their area, take notes, and sketch. Allow exploration for 10 minutes or more. (Possible stopping point for Day 1.)

Day 2 – Students will complete the exploration (if needed), complete the Squad Report, and share results.

IP: Now that they have some idea of how this military expedition was organized and what the members had to do, have students write a persuasive letter to Lewis and Clark asking to become a member of their expedition. They can write as the character they became during the exploration of the playground, or as themselves. In either case, they should list their qualities and skills that would make them an asset to the expedition. They can refer to their profile card and/or think of other qualities that were needed. Why would Lewis & Clark choose them to be a member of the Corps of Discovery?

The Louisiana Purchase



In 1803, Emperor Napoleon Bonaparte of France sold the Louisiana Territory to the United States for \$15 million. With this purchase, the United States gained over 830,000 square miles of land from the Mississippi River to the Rocky Mountains, doubling the size of the United States. All of this land cost the United States less than four cents an acre! Lewis and Clark were now able to travel in U.S. territory most of their trip instead of crossing French territory. Thomas Jefferson's dream of the United States extending from the Atlantic Ocean to the Pacific Ocean was one step closer.

Fun Fact: Spending \$15 million in 1803 would be like spending \$184 billion today!

LEWIS & CLARK EXPEDITION PROFILE CARDS

Capt. Meriwether Lewis

My name is Meriwether Lewis, and I was born in Virginia in 1774. I am 30 years old. I was brought up on a plantation and might have spent my life as a wealthy farmer, but instead I went looking for adventure. I joined the army in 1794 and served in the Ohio Valley and Indiana. I served in a special rifle company as an officer under Lt. William Clark, and we became close friends. When my Virginia neighbor, Thomas Jefferson, was elected President in 1801, he asked me to be his personal secretary. He also wanted me to prepare to lead a journey of discovery to the Pacific Ocean, and I began to buy supplies and receive instruction from famous scientists. I asked my old friend William Clark to be the co-captain of the expedition.

After the expedition, President Jefferson appointed me governor of the Upper Louisiana Territory. The job was a difficult one. I was a better explorer than a governor. I felt that I was not a success, and was accused by government officials of spending government money unwisely. I died in 1809 as I was traveling to Washington, D.C. to clear my name. Some people say I committed suicide, while others say my political enemies murdered me. What do you think?

Capt. William Clark

My name is William Clark. I am 34 years old. I was born in Virginia, but moved to Kentucky when I was 14. I joined the army in 1792, fought in the campaigns of Gen. Anthony Wayne against the Indians in Ohio, and rose to the rank of lieutenant. Meriwether Lewis was under my command for about six months when I was in charge of a company of riflemen. I resigned from the army in 1796 to attend to family business. I joined the expedition in Indiana after receiving a letter from Meriwether Lewis asking me to be a co-captain with him.

After the expedition, I settled in St. Louis and became involved in the fur trade and real estate. I served as governor of the Missouri Territory and Superintendent of Indian Affairs for the West. I also adopted Sacagawea's children after her death. I died in 1838 at age 68.

Sgt. Charles Floyd

My name is Charles Floyd and I was born in Kentucky. When William Clark put out the word in 1803 that he was looking for young men, unmarried and used to the woods, to go with him all the way to the Pacific Ocean, I thought it sounded like a real adventure. I volunteered along with nine other men from the state of Kentucky. I am 22 years old.

Captains Lewis and Clark thought I was a pretty good soldier and made me a sergeant. I faithfully kept a journal as we traveled along the Missouri River in 1804. While we traveled up the Missouri, I suddenly got sick and died. People today say it was a burst appendix, and that there was nothing even doctors could have done to help me in those days. I was the only permanent member of the expedition who didn't get to see the Pacific Ocean. After my death, a land grant was later given to my brothers and sisters in my honor.

Sgt. John Ordway

My name is Sergeant John Ordway. My age is 29. I was born in New Hampshire. I was the only one of the original sergeants to come from the regular army. Therefore, I was assigned to do the paperwork and was in charge of the camp when the captains were both absent. I kept a journal of each day of the expedition.

At the end of the expedition, I went with Capt. Lewis and a group of Indians to Washington, D.C. After that, I left the army and returned to New Hampshire. I returned to Missouri to live in 1809, became rich and got married. Both my wife and I had died by 1817.

(Ordway was in charge of the boats and assisted in surveying the land. He was given the job of keeping records and the orderly book.)

Sgt. Patrick Gass

My name is Pvt. Patrick Gass. I was born in Pennsylvania and learned to be a carpenter from my father. I joined the army in 1799 and I am 33 years old. People describe me as short with a big chest; I have gray eyes and dark hair. During the winter of 1804, I used my skills to help build the fort at Wood River and make changes to the keelboat. After Sgt. Floyd died in August 1804, I was elected to be one of the three sergeants of the expedition. My journal of the expedition was printed in 1807 and was the first to be published.

I stayed in the army and served in the War of 1812, but left the army after I lost an eye in an accident. I married at the age of 60, had a bunch of kids, and lived in West Virginia. I died there in 1870 at the age of 99, the last known survivor of the expedition.

(Gass was an experienced carpenter who brought his own tools with him and used them to help everyone during the journey's two-and-a-half years. Sometimes he was a hunter and messenger.)

Sgt. Nathaniel Hale Pryor

My name is Nathaniel Hale Pryor and I am 32 years old. I was born in Virginia and moved to Kentucky in 1783. I got married in 1798 and I am one of the few members of this party who has a wife. My cousin, Charles Floyd, and I were both made sergeants. The captains liked the job I did as a sergeant on the expedition. They called me a "man of character and ability." They helped me become an officer in the U.S. Army.

In 1807 I led a group up the Missouri River to return Chief Big White to his Mandan Indian tribe. Their enemies attacked our group and hurt or killed several men. I retired from the army and became an Indian trader. I fought in the War of 1812 and was a captain. After the war I went west to what is now Oklahoma. My first wife was dead and I married an Osage Indian woman. I died in 1831.

(Pryor was a hunter, saddler, and frequently a messenger. The town of Pryor, Oklahoma is named for him.)

Pvt. William Bratton

My name is William Bratton, and like several other members of the expedition, I was born in Virginia and moved to Kentucky in 1790. I am 26 years old, over six feet tall and have big shoulders. I helped the expedition by bringing my skills as a hunter and blacksmith. On the expedition I had a terrible pain in my back which lasted for several weeks. The captains made me take baths in hot springs while we stayed with the Nez Perce Indians and I got better.

After the expedition, I lived in Kentucky and Missouri and served in the War of 1812 against the British. I got married in 1819 and lived in Indiana. I died in 1841 at the age of 63.

(Bratton was a hunter, salt-maker, and canoe builder.)

Pvt. John Collins

I am John Collins and I was born in Maryland - the only member of the Corps from that state. I am not well-liked by the captains. I stole a farmer's hog from the area near Camp Wood, and I don't obey orders. The captains almost kicked me out of this outfit before we even went up the river. Luckily they didn't kick me out, but I didn't stop causing trouble either. I stole drinks from the expedition's supply and got everyone mad at me. They punished me pretty badly for that one by whipping me. I guess the captains must have seen some good in me though, because I went all the way to the Pacific and back.

After the expedition I signed up to be a fur trapper. In 1823, I was with William Ashley in what is South Dakota today. We were attacked by Indians and I died.

(Collins was a salt-maker, cook, and hunter.)

Pvt. John Colter

My name is John Colter. I am 29 years old and was born in Virginia. I stand 5 feet, 10 inches tall, have blue eyes, and am rather shy. As a boy, my family moved to Kentucky and joined the army. After some discipline problems at Camp Wood, I turned out to be a pretty reliable member of the expedition and an excellent hunter. On the return journey, I got permission to leave the group at the Mandan villages and join a small fur-trapping expedition going back up the river.

I spent four more years in the mountains as a trapper. I was the first non-Indian to see what is now Yellowstone National Park. I escaped from the Blackfeet Indians who captured my friend John Potts and me. Potts was killed, but I ran for miles, finally hiding under some brush in a stream. I returned to Missouri, settled on a farm, married, and died during the War of 1812.

(Colter was an excellent hunter and was one of the salt-makers.)

Pvt. Pierre Cruzatte

I am Pierre Cruzatte. I don't know the date of my birth or exactly how old I am. I can tell you I am half French, and half Omaha Indian. I joined the expedition in St. Charles, Missouri. I am a skilled boatman, and I have been up the Missouri River as far as where the Omaha Indians live. My skills as a boatman help everyone, and sometimes I am an interpreter with Indian tribes we meet. I am small and thin, but strong. Only one of my eyes works - the other one is blind. I like to play my fiddle in the evenings. On the return trip, I was out hunting with Captain Lewis, and saw a deer just a few yards away. Well, I thought it was a deer, anyway. It is hard for a man with eyesight as bad as mine to see the difference between a man and a deer sometimes. I accidentally shot poor Captain Lewis, making it very difficult for him to sit down for many weeks.

I later became a fur trader and was killed by Indians before 1828.

(Cruzatte was the chief boatman and entertained the Corps and American Indians with his fiddle playing.)

Pvts. Joseph and Reubin Field

I am Joseph Field and I was born in Virginia in 1722, making me 32 years old. My family moved to Kentucky when I was very young and it was still the real frontier. My brother and I are excellent shots with the rifle.

My name is Reubin Field and I am a year older than Joseph. Although I had some discipline problems at Camp Wood, my brother and I became two of the most important members of the Corps, especially as hunters. Captain Lewis often chose the two of us and George Drouillard for any hard missions. We had a fight with some Blackfeet Indians that tried to take our rifles and horses. We killed two of the Indians.

I died less than a year after the expedition. My brother Joseph settled in Kentucky, married, and died by 1823.

(The two Field brothers were dependable hunters and were used on special missions. Joseph was a salt-maker and Reubin was a fast runner.)

Pvt. Robert Frazer

My name is Robert Frazer, and I am from Virginia. I am a soldier in the U.S. Army and I volunteered to go with Captains Lewis and Clark as far as the Mandan Indian villages. I was not supposed to be part of the group that went all the way to the Pacific Ocean, but Moses Reed was kicked out and I was given the chance to go. I kept a journal of the trip, and got permission from the captains to publish it. For some reason my journal has been lost to history, but a map I made of the voyage has survived.

I settled in Missouri and died in 1837.

(Frazer was one of the boat makers and often served as a messenger.)

Pvt. George Gibson

George Gibson is my name. I was born in Pennsylvania, but met Captain Clark in Kentucky. That is where he picked me for the expedition as one of the nine young men from Kentucky. I am a good hunter. Like Cruzatte, I can play the fiddle, but not as well as he does. I also help out as an interpreter with sign language.

I died in St. Louis in 1809.

(Gibson was a hunter, salt-maker, boatman, fiddle player, and interpreter. He was often sent to trade with Indians.)

Pvt. Silas Goodrich

I am Silas Goodrich and I am a soldier from Massachusetts. If there is one thing that I like to do, and one thing I am good at, it is fishing. I love to fish! I love flat fish, scaly fish, crawfish, trout, perch, pike, bass, and codfish. In fact, I love any kind of fish you can name. I love to eat it and I love to fish for it. I am known on the expedition for my fishing skills.

I rejoined the army after the expedition was over, and died sometime before 1828.

(Goodrich was a skilled fisherman. He traded with the Indians and took care of the camp.)

Pvt. Hugh Hall

I am Hugh Hall. I was born about 1772 in Pennsylvania. I joined the army in 1798. I am about 5 feet, 8 inches tall; have gray eyes, light hair, and sandy-colored skin. I got into trouble with John Collins when we drank some of the Corps' drinks in 1804. Even though I behaved badly and all the men were angry with me for awhile, I was able to stay in the group and go all the way to the Pacific Ocean.

After our return I lived in the St. Louis area, but no one knows what happened to me after that.

(Hall is not mentioned in the journals much. Early in the expedition he got in trouble twice.)

Pvt. Thomas Howard

My name is Thomas Proctor Howard. I was born in Massachusetts in 1779. I joined the army in 1801. I have blue eyes, blonde hair, and light skin. I was the last man on the expedition to get into trouble and be punished. On February 9, 1805, I climbed the wall of Fort Mandan because I got back to camp too late and the doors were locked. Because some of the Indians saw me, they knew they could get into the fort without using the door. That meant the fort might not be safe. My punishment was going to be 50 lashes with a whip, but the captains forgave me and didn't whip me.

I died about 1818.

(Howard was a salt-maker and hunter.)

Pvt. Francois Labiche

My name is Francois Labiche (Fran-swa La-beesh). I am half French and half Omaha Indian. Perhaps even a little African blood is in my veins. I am a good boatman, Indian trader, and interpreter. I signed up for the expedition in St. Charles, Missouri.

After the expedition, I traveled to Washington, D.C. with Captain Lewis to be an interpreter for the Mandan Indian chief named Big White. Later I lived in or near St. Louis, Missouri and raised seven children.

(Labiche was an excellent hunter and interpreter. He was very helpful interpreting French and English.)

Pvt. Jean Baptiste Lepage

My name is Jean Baptiste Lepage. After John Newman was kicked out of the expedition in 1804, Lewis and Clark were looking for another man to make the trip to the Pacific. I was living at the Mandan Indian villages at the time and decided to go with the expedition. I signed up on November 2, 1804. I had been farther up the Missouri River than most non-Indians. I had already seen the Black Hills and Little Missouri River, which made me valuable to Lewis and Clark.

Nothing is known of what happened to me after the expedition.

(Lepage was a hunter.)

Pvt. Hugh McNeal

I am Private Hugh McNeal. I was born and raised in Pennsylvania and joined the expedition from my army unit. I was with Captain Lewis when he first reached the top of the Continental Divide in 1805 at Lemhi Pass. I was so happy to see the tiny stream that was the beginning of the Missouri River that I jumped up and down for joy and stood over the little trickle. I felt that I had finally mastered that mighty river after following it for over a thousand miles.

Nothing is known of my life after the expedition and I died sometime before 1828.

(McNeal was a hunter and traded with the Indians.)

Pvt. John Potts

My name is John Potts and my age is 28. I was born in Germany - the only member of the Corps not born in America. I have black hair, blue eyes, and light skin. I am skilled as a miller, which means I grind grain to make flour. I joined the army in 1800 and signed up for the expedition in Tennessee.

In 1807, I became a fur trader on the upper Missouri River. In 1808, I was checking traps with my old friend John Colter when we were attacked by a party of Blackfeet Indians. I was killed and he barely escaped.

(Potts provided general service and is not mentioned often in the journals.)

Pvt. George Shannon

I am George Shannon. I was born in 1785 in Pennsylvania, and that makes me the youngest member of the Corps at only 19 years of age. My family moved to Ohio in 1800, but I signed up for the expedition in Kentucky. The other eight men from Kentucky are very helpful to me. I am still getting used to this new army life and all the traveling to go to the Pacific. It has been quite a trip. I wasn't ready for most of it. I got lost for over two weeks in the fall of 1804 and almost starved to death. I was lost again for a couple days in 1805, but I made it back!

In 1807 I went along with Nathaniel Pryor's group to return Chief Big White to the Mandan Indians. During a fight with the enemy Indians, I was shot in the leg. Later my leg had to be cut off because it didn't heal. Captain Clark became a good friend after the expedition. I helped him edit the journals and studied to be a lawyer. I served as a lawyer in Kentucky and Missouri. I also was a Senator for Missouri. I died in Missouri in 1836 while working on a court case.

Pvt. John Shields

My name is John Shields. I was born in Virginia. At 36 years of age, I am the oldest member of the expedition (at least out of those whose birth dates we know). Only Sacagawea's husband, Charbonneau, who joined later, is older than I. My family moved to Tennessee in 1784. I was married in 1790, and am one of the few married men on the expedition. I signed up as one of the "Nine Young Men from Kentucky." I am a skilled blacksmith, gunsmith, and carpenter. Even though I caused trouble at Camp Wood, the captains took me along all the way to the Pacific. They couldn't have made the trip without me. My skills as a blacksmith, gunsmith, and carpenter helped the group continue, despite many hardships.

After the expedition, Captain Lewis asked Congress to pay me a bonus for my services. Later, I became a fur trapper in Missouri with Daniel Boone (a relative of mine). I then settled in Indiana, where I died in 1809.

Pvt. John Thompson

My name is John B. Thompson of Indiana. I am experienced as a surveyor. That means I take measurements to describe the size and shape of land. I was an important member of the expedition and went all the way to the Pacific Ocean and back.

It is a surprise that no one kept track of me after the expedition. Captain Clark listed me as "killed" by 1828, probably while I was working in the fur trade.

(Thompson was a saddler and hunter.)

Pvt. Peter Weiser

I am Peter Weiser of Pennsylvania. I am from an important family. I was at an army fort in Illinois when Captain Lewis came through in 1803 to ask for volunteers. I caused a little trouble at Camp Wood, but I was allowed to go all the way to the Pacific and enjoyed the trip.

In 1807 I became a fur trader, along with my old friends John Colter, George Drouillard, and John Potts from the expedition. I was killed before 1828, probably in a fight with the Indians.

(Weiser was a clothing and supply clerk, cook, and hunter.)

Pvt. William Werner

I am William Werner of Kentucky. I joined up for the expedition from my army unit. I had a fight with John Potts during the winter at Camp Wood.

After the expedition, I became an Indian agent in Missouri. Captain Clark thought that later I returned to the east to live in Virginia. Nothing more is known about me.

(Werner was a salt-maker, cook, and hunter.)

Pvt. Joseph Whitehouse

My name is Joseph Whitehouse. I am 29 years old, was born in Virginia, and moved to Kentucky as a boy. I signed up for the expedition from my army unit in Illinois. I am good at making clothes and often help the other men with sewing. I kept a journal most of the journey, and was the only private known to write a journal of the expedition.

In 1807 I was living in Missouri and was arrested for owing too much money to people. I rejoined the army, served in the War of 1812, and ran away from the army in 1817. Nothing more is known about me.

(Whitehouse was a tailor and a tanner. A tanner makes leather.)

Pvt. Alexander Willard

I am Alexander Hamilton Willard from New Hampshire. I was born in 1778 and I am 26 years old. I am 5 feet, 10 inches tall; have brown hair, dark eyes, and tan skin. I moved to Kentucky by 1800 and joined an army weapons unit. I got into a lot of trouble on July 12, 1804 when I was on guard duty. I was caught sitting down and they said I fell asleep while on duty. In the army, falling asleep on the job meant I could be shot. Instead of being shot, I was given 100 lashes with a whip. After that I had no more problems. I helped the expedition with my blacksmith skills along with John Shields.

I later worked for the government as a blacksmith for Indian tribes. I got married in 1807 and later had 12 children. I was in the War of 1812 and lived in Missouri and Wisconsin. In 1852, I took my family in a covered wagon to the new state of California. I died there in 1865 at the age of 87.

(Willard was a hunter and assistant blacksmith.)

Pvt. Richard Windsor

I am Richard Windsor. I shoot well and I am an experienced hunter. I often help the expedition as a hunter.

I lived in Missouri after the expedition, but rejoined the army and served until 1819. I later lived in Illinois.

(Windsor was a hunter and provided general services.)

George Drouillard

My name is George Drouillard. The Captains always call me "Drewyer" because that is how you pronounce my French name. I am not certain about my age. I was born either in Michigan or Canada about 1773. My father was French and my mother was a Shawnee Indian. I am tall with straight black hair and dark eyes. I lived with my mother's people in Missouri while I was a boy. I am skilled at several Indian languages and sign language. I am good with a rifle and good at carving wood. I joined the expedition in Illinois as an interpreter and am paid \$25 per month.

After the expedition, I became a fur trader on the upper Missouri and Yellowstone Rivers. In 1810, I helped establish a fur trading post at the Three Forks of the Missouri. I was killed near the post by a war party of Blackfeet Indians in 1810.

(Drouillard was an expert hunter with a good knowledge of Indian sign language. At first he did not want to become part of the Corps, but the captains talked him into it. Within a short time, he had become the captains' right hand man. He and York were the only nonmilitary members to go the entire distance to the Pacific and back.)

York

My name is York. I am the slave of William Clark and my age is about 34. I was born in Virginia. I did not sign up for this expedition, but am expected to come along and serve my master. Captain Clark inherited me from his father in 1799, but we knew each other well since we had grown up together and were about the same age. I am large and strong and a little overweight. I am also married to a pretty woman in Kentucky who is owned by another master. As the expedition went on, I became pretty much an equal member of the Corps, carrying a rifle and participating in all the excitement and hardships of the journey. I also got to vote some decisions.

I asked Clark for my freedom after the expedition ended, but he would not grant it. In fact, it wasn't until 1816 that I was allowed to join my wife and family and begin my own business as a free man. I died sometime before 1832 after my business failed. I was on my way to rejoin my old master, Clark.

Toussaint Charbonneau

My name is Toussaint Charbonneau (Too-san Shar-bon-oh) and I was born about 1758, which makes me 47 years old. I was born in Canada, worked for a fur trading company for awhile, and then later was an independent fur trader among the Indians. I speak two languages, Hidatsa Indian and French. I was needed on the expedition to translate the Hidatsa words of my wife, Sacagawea, to French. Several men on the expedition could then translate the French to English for Lewis and Clark. Captain Lewis had little use for me and called me "a man of no peculiar merit," probably because I was nervous in boats and afraid of falling overboard. I made myself useful on the expedition as a cook as well as an interpreter. I was with the Corps for 19 months and was paid \$500.33.

After the expedition I worked as an interpreter for the Indian Bureau, making \$300 to \$400 per year - very good money at that time. I died sometime around the year 1843 at about 86 years of age.

Sacagawea

My name is Sacagawea. I am a Shoshone, an Indian from beyond the Rocky Mountains. I was born about 1789 and given the name Boinaiv, which means "grass maiden." I was captured by a group of Hidatsa Indians five years ago, and was brought from my homeland to their Knife River village. Here I was given the name Sacagawea. I also met a French trader named Toussaint Charbonneau who later became my husband. This year I am 16 years old. I had my first baby, a boy we named Jean Baptiste, on February 11, 1805. Captains Lewis and Clark knew that they would probably meet my Shoshone people in the Rocky Mountains and that they would need horses to get over the mountains. I went along on the journey because I could speak to my people directly for the explorers. I helped the expedition in many ways by finding edible plants and medicines. Because I was along with my baby, other Indians knew that it was a peaceful expedition.

After the expedition returned to the Mandan Indian villages, my husband, baby and I decided to remain there. We took Jean Baptiste to St. Louis for his schooling when he was 4. We returned to the Mandan villages in 1811. I was living at Fort Manuel in 1812 when I came down with a fever, got sick and died.

Seaman

My name is Seaman and I am Meriwether Lewis' dog. I am a black Newfoundland. He purchased me for \$20 and we became fast friends. I was the only animal to complete the entire trip. I was kidnapped by Indians at one point during the trip, but returned later.

It is believed that I survived the journey and made it back to St. Louis. My master, Meriwether Lewis, died of gunshot wounds while we were traveling in Tennessee in 1809. A newly discovered book written in 1814 says that I refused to leave my master's grave and would not eat after his death. I grieved at his graveside until I also died.

"Pomp"

Jean Baptiste Charbonneau

My name is Jean Baptiste Charbonneau, and I was born on February 11, 1805. I was by far the youngest explorer on the Lewis and Clark Expedition, and spent most of the journey on my mother's back in a cradle board.

After the expedition, I was brought to St. Louis by my mother and father to receive an education. William Clark was my guardian. I learned French and English, classical literature, history, mathematics, and science. In 1823 I met Paul William, a German prince who was traveling in America. We became friends and he asked if I wanted to go to Europe with him. I said, "Yes!" I lived for six years as member of the royal household, receiving a classical education in Germany. I returned to Missouri in 1829, worked as a trapper in Idaho and Utah; traveled with mountain man Jim Bridger, Jim Beckwourth, and Joe Meek; and was a guide. Later I went to California to get rich in the gold rush. I died of pneumonia in Oregon in 1866.

Sources:

<http://www.nps.gov/jeff/LewisClark2/Activities&Kids/CorpsProfiles>

Fort Clatsop National Memorial "Student Information and Resources" packet by the National Park Service:

Fort Clatsop National Memorial
92343 Fort Clatsop Road
Astoria, OR 97103
(503) 861-2471
www.nps.gov/focl
e-mail: focl_interpretation@nps.gov

LEWIS AND CLARK EXPEDITION

SQUAD MEMBERS

1st Squad

Sergeant

Nathaniel Pryor

Privates

George Gibson

George Shannon

John Shields

John Collins

Joseph Whitehouse

Peter Weiser

Pierre Cruzatte

Francois Labiche

2nd Squad

Sergeant

Patrick Gass

Privates

Hugh McNeal

Joseph Field

Reuben Field

John B. Thompson

Richard Windsor

Robert Frazer

Jean Baptiste Lepage

Thomas P. Howard

3rd Squad

Sergeant

John Ordway

Privates

William Bratton

John Colter

Alexander Willard

William Werner

Silas Goodrich

John Potts

Hugh Hall

George Drouillard

“The captains recognized the contributions of the enlisted men and the heroic team-achievement which made the expedition such a success. Lewis asked, and was granted, that each man be given double pay and 320 acres of land, which was twice the normal “soldier’s portion,” for their participation in the expedition. Although every enlisted man contributed to the success of the expedition, some played more vital roles than others. Several of the men were experienced woodsmen or boatmen, while others had few special skills but proved strong backs and muscle. There was a wide age span with the oldest, John Shields, born in 1769, and the youngest, George Shannon, born in 1785. Although the birth dates of several of the men are unknown, they were probably born between 1769 and 1785.”



Source:

Fort Clatsop National Memorial “Student Information and Resources” packet by the National Park Service. www.nps.gov/focl

SQUAD MEMBERS' DUTIES

Your squad has been assigned to explore the area. Each private will have a specific job which needs to be decided before the squad begins the exploration. The sergeant has the final decision on all matters. Together, your squad will explore and document the route. You will also complete a map with descriptions to help someone else find their way through this area in the future.

Area to explore: _____

Sergeant _____ (Student: _____)
Take notes, keep the group moving, keep time, and make decisions.

Navigator: Pvt. _____ (Student: _____)
Use the compass and advise the group on which direction they are traveling.

Botanist: Pvt. _____ (Student: _____)
Direct the group in observing, collecting, or describing interesting plants.

Biologist: Pvt. _____ (Student: _____)
Watch for signs of animals, including footprints, droppings, fur, or feathers. Make note of any animals you see, describe their activities and habitat.

Geographer: Pvt. _____ (Student: _____)
Note descriptions and condition of the land; lead the group in assigning names to landmarks.

Cartographer: Pvt. _____ (Student: _____)
Make notes on the map; fill out completed map after the expedition.

Geologist: Pvt. _____ (Student: _____)
Note rocks and minerals found along the way.

Meteorologist: Pvt. _____ (Student: _____)
Notes weather conditions.

SQUAD REPORT

Squad # ____ , Sergeant _____ (Student: _____)

We started a journey from _____

at (time) _____ on this date: _____

(Make plenty of notes of what you see along the way. Describe the condition of the land, where the ground is rocky or smooth, what types of plants, animals, weather conditions, landmarks, and the landscape and features you can see.)

As you start your expedition, first note where the sun is located and what the weather is like today. Along with your field notes, sketch a map of the area you explored.

Day 3: 1804-1805

Objective: TSW describe explorations & discoveries made in the first half of Lewis & Clark's journey; describe Sacagawea's role in the Corps; describe the role of Native Americans in helping the Corps.

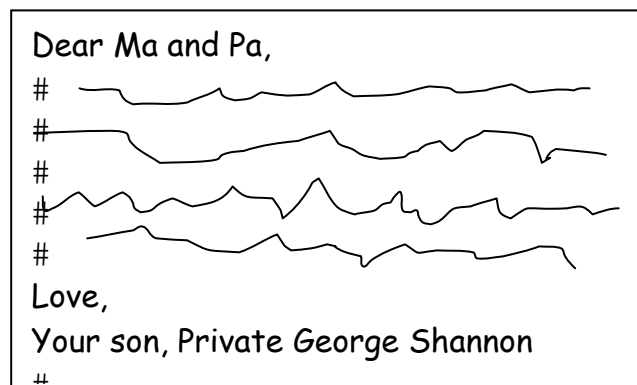
Materials: *How We Crossed the West* book; internet article, library books, or resources about Sacagawea, 4x6" pieces of white construction paper for postcards.

Procedure: Read from *How We Crossed the West*, pages titled "May 14, 1804" through "April 7, 1805." You can read more information about Sacagawea in *Kids Discover* magazine, January 2002. Otherwise, you might want to read the internet article or from library resources about Sacagawea (optional). It is believed Sacagawea's original Shoshoni Indian name was "Boinaiv", which means "grass maiden." She was given the name "Sacagawea," which means "bird woman," by the Hidatsa Indians. Discuss the relationship Lewis & Clark had with the various Indian tribes and how they helped the expedition. An opportunity for individual research or enrichment could be to find out more information about any of the following tribes Lewis and Clark encountered during the expedition:

| | | | | |
|-------------------|-----------|---------------|-------------|----------------|
| Arapaho | Arikara | Assiniboine | Blackfeet | Cathlapotles |
| Cheyenne | Chinook | Clatsop | Colville | Cour d'Alene |
| Comanche | Crow | Flathead | Gros Ventre | Hidatsa |
| Iowa | Kentanai | Kiowa | Kootenai | Lemhi Shoshoni |
| Lower Brule Sioux | Mandan | Missouri | Nez Perce | Otoe |
| Omaha | Osage | Ponca | Quinault | Salish |
| Santee | Shoshone | Sioux | Spokane | Suttaio |
| Teton Sioux | Tillamook | Umatilla | Walla Walla | Warm Springs |
| Wishram | Yakima | Yankton Sioux | | |

In April, Lewis & Clark sent Corporal Richard Warfington back to St. Louis with the journals, notes, and specimens collected so far. He returned in the 2 large keelboats with several men who were not chosen to continue with the permanent party. (Additional resources: See the "Corps of Discovery Members" list of who was with the return party. Brainstorm about reasons why they were not chosen to be with the permanent party.) Warfington would take the journals and specimens to President Jefferson. This was the last chance for many men to send a letter back home. They did not know if or when they would return.

IP: Using the 4x6" white paper, have students write a postcard to their family back home. Describe their adventures so far and what they have explored and discovered. They can illustrate the front of the postcard with a picture of something they might have seen on the expedition so far.



SACAGAWEA

Sacagawea was a young girl, just 16 or 17 years old and pregnant when Lewis and Clark arrived at the Mandan villages in what is now central North Dakota. But she wasn't Mandan, or even from the neighboring Hidatsa tribe. She came from the heart of the Rocky Mountains from the Shoshone tribe, who Lewis and Clark called the Snake Indians. When she was 12 years old, she had been kidnapped and taken as a slave. Her captors were Hidatsa, and she accompanied them down the Missouri. The Hidatsa then sold her to Toussaint Charbonneau, a French trapper.

As Lewis and Clark's expeditionary party moved west, they built Fort Mandan near a large Hidatsa village, home of the Mandan tribe. At Fort Mandan, Charbonneau sought out the party and offered his services as an interpreter. He could speak Hidatsa, Minataree, and French. By the end of that first long, harsh winter, Lewis and Clark had contracted with Charbonneau as an interpreter, and Sacagawea had given birth to a son, Jean Baptiste. The infant was just four months old when Charbonneau, Sacagawea and little Jean Baptiste joined expedition.

Sacagawea became an invaluable member of the expedition. Her courage and knowledge of native plants, languages, and terrain all contributed to the success of the expedition. She served as an interpreter, and was the only person on the trip who could speak Shoshone. Sacagawea also offered the party a measure of protection. Since women and infants were never included in war parties, the natives they encountered assumed that they were on a peaceful mission.

On April 7, 1805, the Lewis and Clark expedition set out for the land of the Shoshone Indians in the Rocky Mountains, where Sacagawea's knowledge of the land became extremely useful. As the Corps of Discovery pushed upstream and into what is now Montana, it was heading into a landscape no one had seen before, save one member of the party—Sacagawea was going home. She began to recognize the mountains in the distance. As the party made their way up the Jefferson River, she pointed out the Beaver's Head and other landmarks she remembered as a child.

Not only was her knowledge important to the success of the expedition, but her courage as well. Sacagawea saved many of the expeditions scientific instruments, specimens and even Lewis and Clark's journals when the boat Charbonneau was steering almost turned over on May 14, 1805, on the upper Missouri River. Her husband couldn't swim, and as other members of the party scrambled to paddle the waterlogged boat to shore, she remained calm and stayed with the boat, reaching out into the heavy waves to retrieve nearly all of the Corps' important papers and instruments.

Sacagawea took center stage when the Corps finally came into contact with her people, the Shoshone, near present-day Dillon, Montana. In an amazing twist of fate, the tribe's chief, Cameahwait, was none other than Sacagawea's brother. Were it not for Sacagawea and Cameahwait, the party likely would not have been outfitted for the weeks ahead of them. Lewis and Clark were able to secure many horses, and even an experienced guide to take them across the mountains.

When the Corps returned to St. Louis later that year, Sacagawea and Charbonneau stayed at the Mandan villages in present-day North Dakota. Charbonneau was paid \$500 for his services. Despite her immense contribution to the expedition, Sacagawea received nothing. Clark offered to take Pomp and raise him as his own son and educate him. In 1809, Charbonneau and Sacagawea brought Pomp to St. Louis, and Clark kept his promise. He raised and educated little Jean Baptiste as one of his own. Sacagawea died shortly after giving birth to her second child, a girl she named Lisette, in 1812 at Fort Manuel, a fur-trading post located in what is now present-day South Dakota. Clark adopted Lisette and raised her as his own as well.

Source:

http://montanakids.com/db_engine/presentations/presentation.asp?pid=104&sub=The+story+of+Sacagawea

See also: http://www.imahero.com/herohistory/sacagawea_herohistory.htm

<http://www.harcourtschool.com/activity/biographies/sacagawea/>

Day 4: 1805-1806

Objective: TSW describe the accomplishments of the expedition; describe the importance and the effect of the expedition on our country today.

Materials: *How We Crossed the West* book; Lewis & Clark PowerPoint presentation; transparency of Illnesses, Discoveries, and Accomplishments; Before/After chart or free form map.

Procedure: Read from *How We Crossed the West*, pages titled “Two Narrow Escapes” through the end. Show Lewis and Clark PowerPoint presentation.

Discuss transparency of “Illnesses, Discoveries and Accomplishments.” Discuss how our country would be different if France, Spain, or England still owned some or all of the land west of the Mississippi River (review Louisiana Purchase transparency if needed).

IP: Students may write or discuss answers. They may fill in the Before/After chart describing America before and after Lewis & Clark’s expedition with a summary of its importance. Students could also create a free form map of highlights of the Lewis & Clark Expedition.



Illness and Accidents

The main problem for the Corps was insects. Mosquitoes, ticks, and fleas were constantly bothering the men. Snakebites were a danger. Joseph Fields was bitten by a snake and treated with a poultice. Frazer suffered from sunstroke and was bled. Bleeding was a common practice for anyone ailing. The men also suffered food poisoning and diarrhea from spoiled meat. During the winter, frostbite was a serious problem. Sentries on guard could only serve half an hour before getting frostbite. Mountain crossings were dangerous. Private Windsor nearly fell to his death the summer of 1805. Later that summer, several horses fell and were crippled. Hailstorms were a threat. Hail the size of eggs could have killed the men. Sharp plants, like prickly pear briars, got stuck in men's feet and animal's feet. Hunger was also a common complaint among the men.

Discoveries



Native Americans knew all the plants and animals of their region long before explorers entered their homelands. As explorers arrived, they often shared information with the newcomers. However, before Lewis and Clark's expedition, there was no record of a jackrabbit, coyote, or prairie dog. No white man had seen a pronghorn antelope or a grizzly bear before. Many new birds and fish were discovered. New trees, flowers, plants, and herbs were recorded and samples collected. Lewis studied with Philadelphia's experts of the time in zoology, botany, and taxidermy. He learned how to take careful notes and preserve specimens. Together, Lewis and Clark described 300 new species to science.



Achievements

After 28 months and over 8,000 miles, Lewis and Clark returned to St. Louis, much to the surprise of everyone who thought they were dead. Returning with all their specimens, notes, and drawings, they also had maps to make future journeys possible. They shared information on the new plants and animals and the native tribes they had met. They had claimed the Northwest Territory, opening the area for trade, fur traders, mountain men, and anyone willing to take an adventure out west. Their greatest legacy would be their journals. They describe the Indians, the elements of nature, the problems within the Corps, but most of all, they proved that Jefferson's mission was fulfilled beyond his wildest dreams. The U.S. would be forever changed by Lewis and Clark's courageous expedition.

Name _____ Date _____

Before

Write 2 descriptions of what America was like before the Lewis & Clark Expedition.

1.

2.

After

Write 2 descriptions of what America was like after the Lewis & Clark Expedition.

1.

2.

In your own words, describe why the Lewis & Clark Expedition was important to our country. How did our country change as a result of their journey?

The Oregon Trail

Day 5: 1806-1843 - America Explores

Objective: TSW understand the importance of trappers, mountain men, and explorers who explored the western U.S. after Lewis & Clark; understand the significance of the Oregon Trail; understand why emigrants chose to move west.

Materials: U.S. map, “Mountain Men and Explorers” transparency, “*Info About Oregon – Oregon Trail 101*,” “Mountain Men” article and questions.

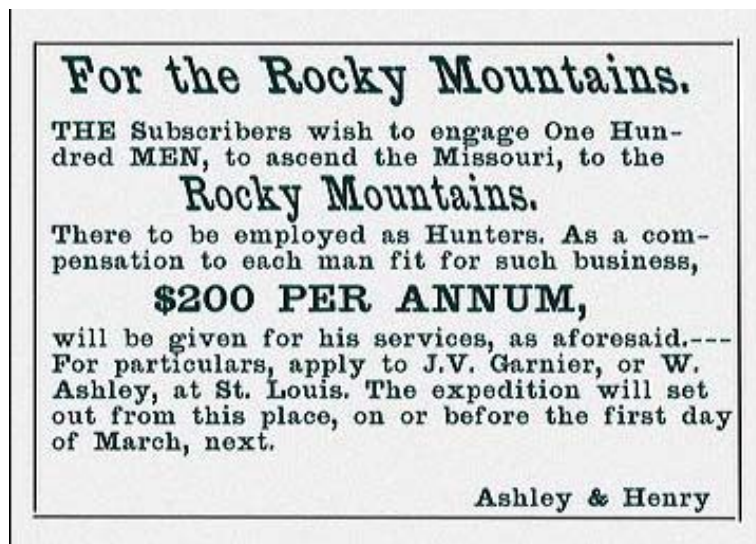
(Additional resources: “Oregon Trail History” article and “Oregon Trail Glossary”)

Procedure: On a map, review the route Lewis & Clark took to the Pacific. Jefferson was hoping to find an easy water route to the Pacific, but the Lewis & Clark route would not be a practical one for trade because of the difficult rivers and mountains. Between 1806 and 1843 when the first large wagon train left on the Oregon Trail, fur trappers, mountain men, and other explorers were busy blazing trails in the west. Read & discuss “Mountain Men and Explorers” transparency. Read *Info About Oregon* “Oregon 101, Why Emigrate? Who Emigrated?”

Additional resources: The “Oregon Trail History” article and the 2 page glossary of vocabulary words found at the back of this unit may be helpful.

IP: Students may answer “Mountain Men” worksheet with questions.

Answer Key page 85.



“Perhaps the most significant newspaper ad in Western history”

Recruiting mountain men and trappers in the 1800s

<http://www.oregon-trail.com/pegleg/source/index.htm>



MOUNTAIN MEN & EXPLORERS



Robert Stuart

Stuart worked for John Jacob Astor, the world's richest man, who was setting up a fur trading company on the Columbia River. His group was in trouble, so he led part of the men back to St. Louis for help. It took them over a year to return, but on the way, Stuart discovered a 20-mile wide gap in the Rocky Mountains. This passageway was easy enough for wagons to travel. It was named South Pass and was the major key to western migration. Before its discovery, no other land route had been found that would be easy enough for wagon travel.

Zebulon Pike and Steven Long

In 1806, this lieutenant was sent to explore the plains and the Rockies. He described the area as the "Great American Desert." Many people hesitated to migrate west because of his description of the area. Major Steven Long explored the area in 1819 and came to basically the same conclusion as Pike. The west was considered "unfit for human habitation."

Mountain Men

These solitary fur-trappers lived thousands of miles from civilization, had no home and no money. They lived off the land, moving constantly in search of beaver pelts. They traded for what they needed, but life wasn't easy. They slept on the ground or in a tent, had to fix their own injuries, and became friends with the Native Americans. Because of their wide travels for fur and knowledge of Indian tribes, these men became valuable guides and sources of information for pioneers because they knew the territory so well.

John Colter

Part of the Lewis & Clark Expedition, Colter later stumbled upon land where "hot water shot straight into the air and the earth bubbled as if it were boiling." He was the first white man to discover what we call Yellowstone National Park, but everyone thought he was telling tall tales.

Jim Bridger

Sailing down the Bear River on a bet, Jim Bridger thought he had run into the Pacific Ocean. Actually, he discovered the Great Salt Lake. He was one of the best-known mountain men, particularly known for trailblazing. Bridger could speak several languages, but never learned to read or write at all. He once got 2 arrows in his back. One was removed right away, but the other was removed 3 years later by Dr. Marcus Whitman. He built Fort Bridger to help travelers along the Oregon Trail, but loved adventure and never stayed in one place too long.

Jedediah Smith

Known for being incredibly tough, Smith had to sew part of his scalp and ear back on after an attack by an angry bear. He re-discovered South Pass in 1825. Until then, its location was kept secret, but Smith made sure all travelers knew about this important passageway. His map of the west, from Canada to Mexico, was the only map of the west for decades.

Joe Walker and Benjamin Bonneville

These men explored the west and blazed the trail to California. Bonneville was supposedly on leave from the army, but some historians think he was an undercover agent for the government, sent to spy on the Mexicans in California. The transcontinental railroad would someday lay tracks atop Joe Walker's trail to California.

John Fremont

Fremont was sent to map the Oregon Trail and write reports to make it sound attractive to settlers. His reports did excite many in the east, convincing them to head west. Many of these reports were actually written by his wife, Jesse Fremont, whose father was an important Missouri senator. Fremont eventually went into politics and became the first Republican candidate for president in 1856.

INFO ABOUT OREGON

Oregon Trail 101

The first wagons to travel to Oregon left Independence, Missouri in 1843. There were about 900 in the party, 120 wagons, and 5,000 head of livestock. It was the beginning of the Great Migration.

The Trail stretched 2,000 miles from Independence, Missouri to Oregon City, Oregon. It crossed what are known today as the states of Missouri, Kansas, Nebraska, Wyoming, Idaho, and Oregon.

It is estimated that 300,000 people crossed the route between 1840 and 1860. About 50,000 of the emigrants came to Oregon. Others went to California, Utah, and Nevada.

The death rate on the Trail was as high as 10%. The leading causes of death were accidents and disease, especially cholera.

Ox-drawn prairie schooners were the preferred mode of transportation. The wagons hauled belongings and provisions, but most emigrants did not ride in them; they walked most of the time. Strong oxen could generally withstand the difficult crossing, and the small, lightweight prairie schooner wagons could be manipulated through the mountain passes. Mules and horses were also used throughout the journey.

The crossing of the Oregon Trail generally took five months. Most left Independence in May, hoping to arrive in Oregon by September or October, before the winter rain and snow began.

The Oregon-California Trail was the main route to the West. For those who were Oregon bound, most used the Oregon Trail. Others followed the Applegate Trail, which branched northward off the California Trail. Some tried crossing Oregon's high desert by the Meek-Elliott-Macy Route.

Barlow Road, a route that traveled the south side of Mt. Hood, opened in 1846 as an alternative route to the treacherous Columbia River. Either option held great danger. Navigate the river's swift currents and rapids, or risk the steep slopes and the early winter snows in the mountains.

Indians helped the emigrants by trading food and services with them, especially during the early years of the migrations. Later years brought military involvement and tense relations.

When wagons first began traveling to Oregon the area was much larger and called "the Oregon Country." The territory extended from the summit of the Rockies to the Pacific Ocean; and from Alaska to the California-Utah border. The area became a U.S. territory in 1846 and a state on February 14, 1859, and encompassed part of the territory.

Why Emigrate?

- Free land, up to a square mile of it for new settlers.
- Seeking prosperity in the fertile soils.
- Health benefits, away from the mosquito-ridden swamps of the Mississippi Valley.
- Severe recession devalued commodities and livestock during "The Panic of 1837." The harsh economic conditions encouraged many farmers to seek a better life in the west.

Who Emigrated?

- Average people, mostly farmers, who were looking for a better life. They were willing to sell their homes, leave friends and families, and pack up their belongings and head west.
- The first were the trappers who had been in the Oregon Country for fifty years working for American and British companies trapping beaver and other fur-bearing animals for trade to Europe and China. These trappers were very important in establishing positive relationships with the Indians, many of whom later helped the Oregon Trail emigrants by trading for food and services, such as swimming livestock across the rivers.
- A few missionaries and religiously oriented members also traveled the Trail. A missionary group founded Aurora, Oregon.
- Merchants hoping to capitalize on new market opportunities.
- Adventurers seeking excitement on the frontier.

Name _____ Date _____

Mountain Men

The men that searched the wild areas of the Rockies for beaver were known as the "mountain men." Many of these mountain men became known for helping to settle Oregon Country and the rest of the west. Two of the men who got their start out west as fur trappers, Jedediah Smith and Joe Meek, left an unforgettable mark on the Oregon Country.

Jedediah Smith explored many mountain areas during his fur trapping time. He was the first white man to cross the Sierra Nevada reaching California by land from the east. Trapping was dangerous. Jedediah met a bear one time and was badly clawed. One of his ears was ripped off during this encounter and was sewn back on by a fellow trapper. After ten days of recovery, Smith continued on his way. Smith was always on the lookout for new streams to trap and he probably saw more new land than any other white man. Jedediah also helped out the settlers as they were coming to the Oregon Country. He guided many wagon trains over the Oregon Trail.

Joe Meek left his home when he was only 18 years old. He also made his "trapping" home in the Oregon Country as well as helping settlers find their way to Oregon. Not only was Meek a mountain man, but he helped make laws when the Oregon Territory was established. Later, after the Whitman Killings, during which his daughter, Helen Mar Meek, died of measles, Joe Meek traveled back to Washington to convince the government to make the Oregon Country into a Territory. When this occurred, Joe Meek became the first U.S. Marshal of the newly founded Oregon Territory.

Read the questions and answer in complete sentences.

1. How did Jedediah Smith and Joe Meek help the growth of the country?

2. Why was it dangerous to be a trapper? _____

3. Why do you think these mountain men made good guides for the wagon trains coming west on the Oregon Trail? _____

4. How did the Whitman killings personally impact Joe Meek? _____

5. What assignment did Joe Meek accept after Oregon became a territory? _____

Day 6: Preparing for the Journey

Objective: TSW understand and determine supplies needed for a 6 month trip in the 1840s to 1860s.

Materials: *You Traveled West in a Covered Wagon* by Ellen Levine; “The Wagon that Crossed a Continent” transparency; “Supply List” for each student; blank wagon to fill with supplies for each student.

Procedure: Read from *If You Traveled...* pages 9, 20, 23 and discuss. Show transparency of “The Wagon that Crossed a Continent.” Discuss the use of oxen instead of horses or mules (see Additional Resources “Oregon Trail History”).

Hand out “Supply List.” Tell students they need to pack enough supplies for up to 6 months on the trail, but they can’t go over 2,000 pounds or the oxen won’t be able to pull the supplies and the wagon. Let groups discuss the top 10 most important things they will pack first. Each group will share their top 10 aloud.

IP: Allow students to pack the rest of their gear in their own wagon. Give each student a wagon shape to fold in half; then cut out the wagon outline. Open it and on the inside, list all the supplies they would take in their wagon. Color the wagon on the front.

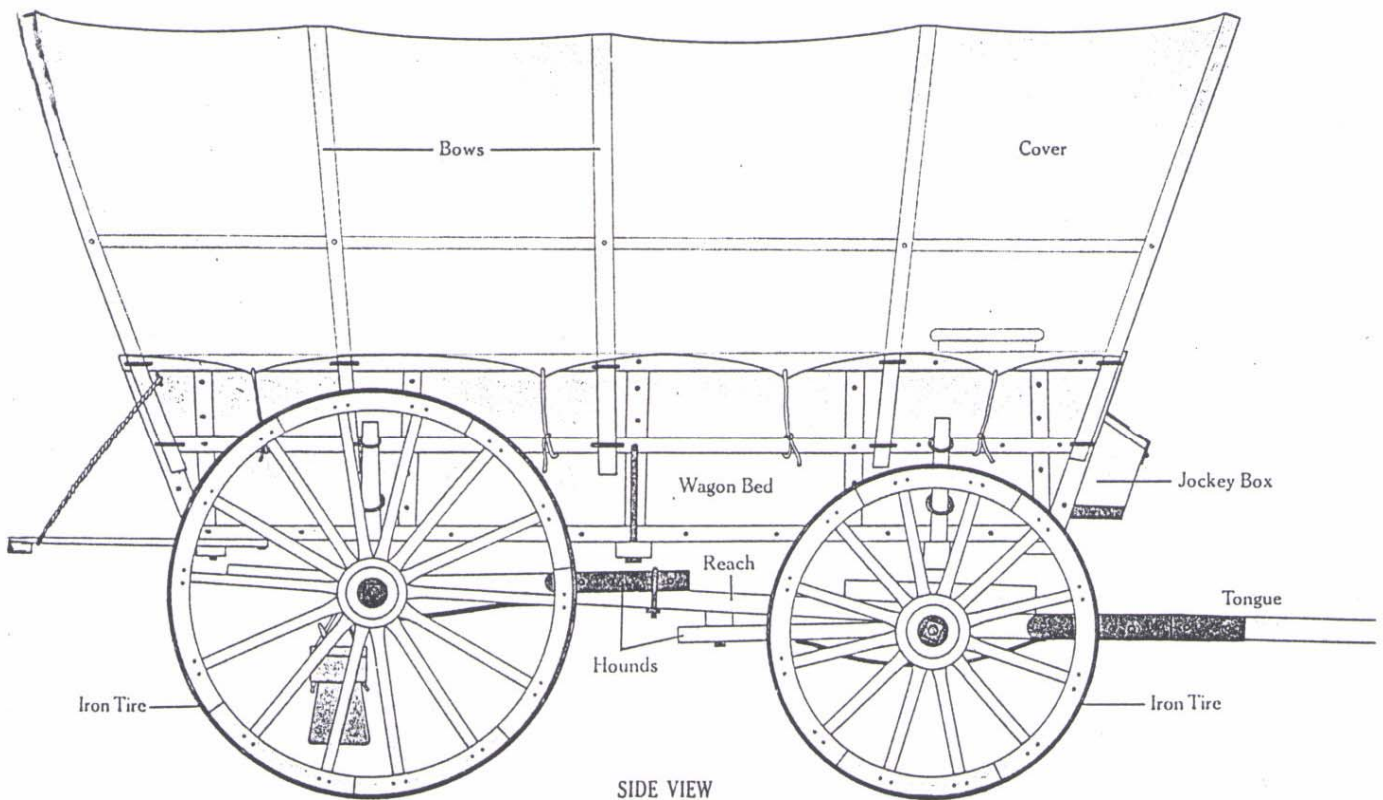
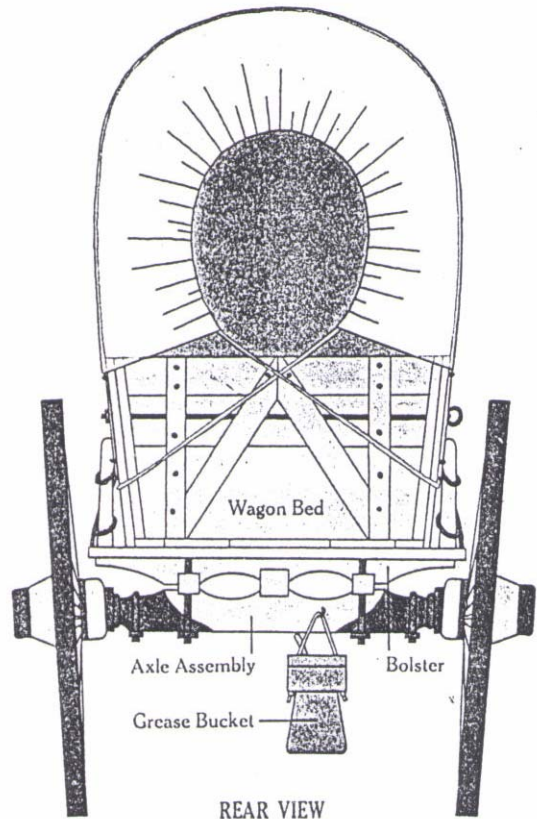
☺ Fun Activity: Teacher can tape together a 4x10’ or 5x12’ rectangle (wagon) out of bulletin board paper. In free time, allow students to draw life sized boxes or bundles of supplies in the wagon to see how quickly the wagon fills. For instance, draw a circular barrel for water or flour; draw a trunk of blankets and clothing; draw weapons and tools. Remind them to draw it the actual size and think about where in the wagon it would be best to store this item by establishing a front and back. Have them draw in pencil first with approval by the teacher; then go over it with marker and label the item. Roll it up when not in use!

The Wagon That Crossed a Continent

The three main parts of a prairie schooner were the wagon bed, the undercarriage, and the cover. The wagon bed was a rectangular wooden box, usually about four feet wide and 10 to 12 feet long. At its front end was a jockey box to hold tools.

The undercarriage was composed of the **wheels**; the **axle** assemblies; the **reach**, which connected the two axle assemblies; the **hounds**, which fastened the rear axle to the reach and the front axle to the wagon tongue; and the **bolsters**, which supported the wagon bed. Dangling from the rear axle was a bucket for grease or a mixture of tar and tallow to lubricate the wheels.

The cover, made of canvas or cotton, was supported by a frame of hickory bows and tied to the sides of the bed. It extended beyond the bows at either end of the wagon and could be closed by drawstrings.



Supply List

Choose what items you would take in your wagon. Remember, you can't go over 2,000 pounds!

| <u>Food (for 4)</u> | <u>Pounds:</u> |
|----------------------------|-----------------------|
| Flour | 600 |
| Biscuits | 120 |
| Bacon | 400 |
| Coffee | 60 |
| Tea | 4 |
| Sugar | 100 |
| Lard | 200 |
| Beans | 200 |
| Dried fruit | 120 |
| Salt | 40 |
| Pepper | 8 |
| Baking soda | 8 |
| Vinegar | 15 gal. |
| Rice | 50 |
| Yeast | 2 |
| Cornmeal | 100 |
| Split peas | 10 |
| Dried beef | 50 |
| Salt pork | 25 |
| Spices | 5 |
| Vegetables | 5 |
| Barrel of water | 350 |
| Candy | 5 |

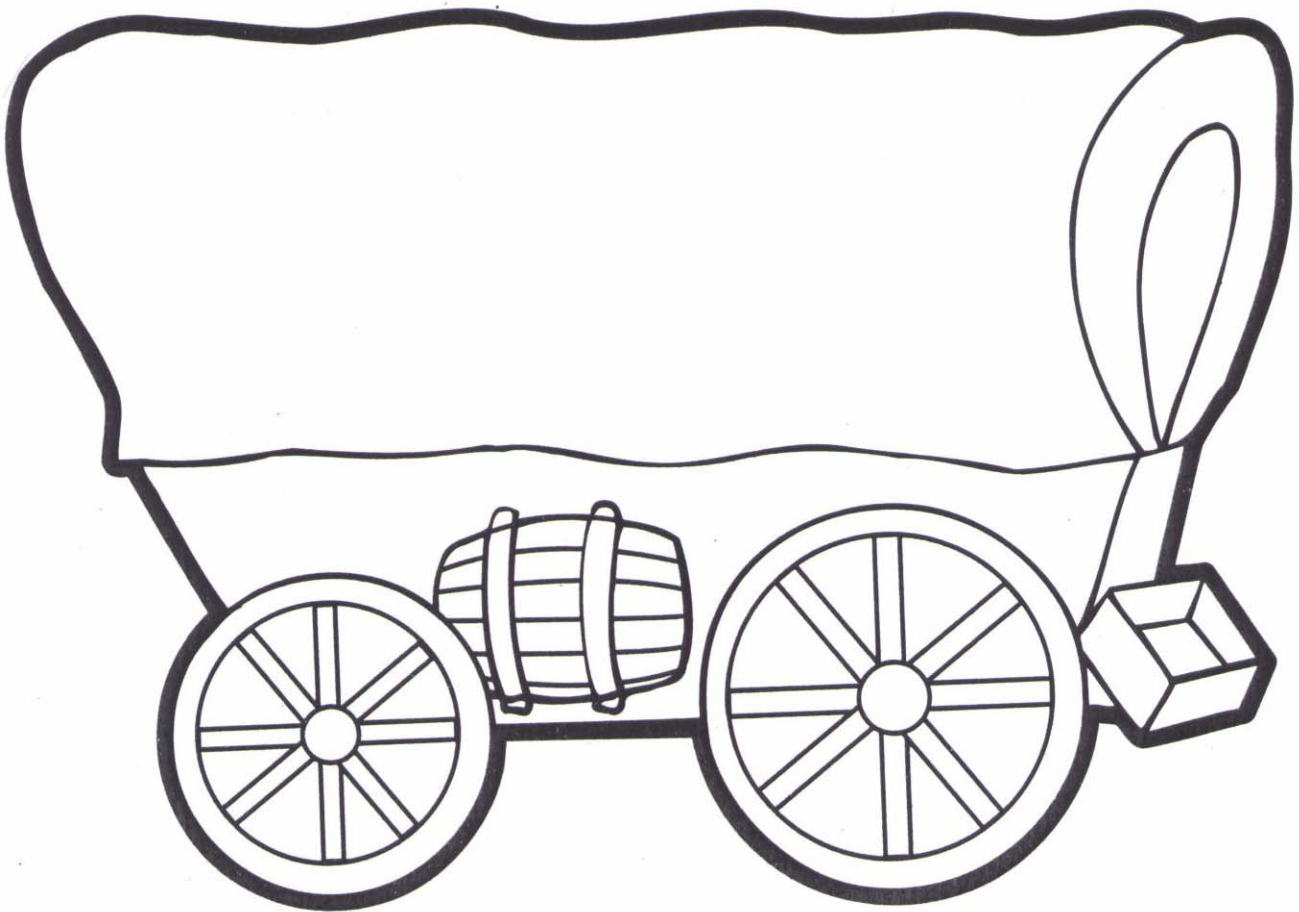
| <u>Tools:</u> | <u>Pounds:</u> |
|----------------------|-----------------------|
| Rifle | 10 |
| Pistols (2) | 10 |
| Powder | 5 |
| Lead | 15 |
| Shot | 10 |
| Ax | 15 |
| Shovel | 12 |
| Hatchet | 9 |
| Hammer | 7 |
| Hoe | 3 |
| Anvil | 150 |
| Grinding stone | 75 |
| Animal trap | 15 |
| Rope | 10 |
| Fishing equipment | 8 |
| Nails | 10 |
| Knife | 1 |

| <u>Personal Items:</u> | <u>Pounds:</u> |
|-------------------------------|-----------------------|
| Sewing kit | 10 |
| Clothes/shoes | 100 |
| Storage (boxes, barrels) | 100 |
| Doll | 2 |
| Jump rope | 1 |
| Top | 1 |
| Marbles | 1 |
| Bible | 2 |
| Books | 5 |
| Snowshoes | 8 |
| First aid kit | 3 |

| <u>Household:</u> | <u>Pounds:</u> |
|--------------------------|-----------------------|
| Candles | 20 |
| Matches | 1 |
| Coffee mill | 5 |
| Coffee pot | 3 |
| Plates, cups | 20 |
| Cooking utensils | 35 |
| Lantern | 4 |
| Soap | 15 |
| Butter churn | 40 |
| Wood bucket | 10 |
| Tin pail | 1 |
| Water tub | 4 |
| Rocking chair | 50 |
| Dutch oven | 70 |
| Pitcher/bowl | 5 |
| Stove | 700 |
| Spinning wheel | 80 |
| Clock | 1 |
| Rug | 15 |
| Bedding | 40 |
| Tent | 20 |
| Mirror | 40 |
| Table & chairs | 200 |
| Piano | 900 |
| Harmonica | 1 |
| Fiddle | 3 |



Fold



Day 7: Jumping Off

Objective: TSW understand preparations for a journey west; roles and chores of those in a wagon train.

Materials: *If You Traveled...* book, “A Dollar a Day” article, “Jumping Off” Internet article (optional), “Go West!” article and questions.

Procedure: Tell students about “Jumping Off” towns where pioneers gathered supplies and assembled a wagon train group while waiting to leave. (See Glossary of terms in Additional Resources.) Use Oregon Trail map or U.S. map to identify well-known Jumping Off towns. These include Independence, Westport, St. Joseph, Omaha, and Council Bluffs.

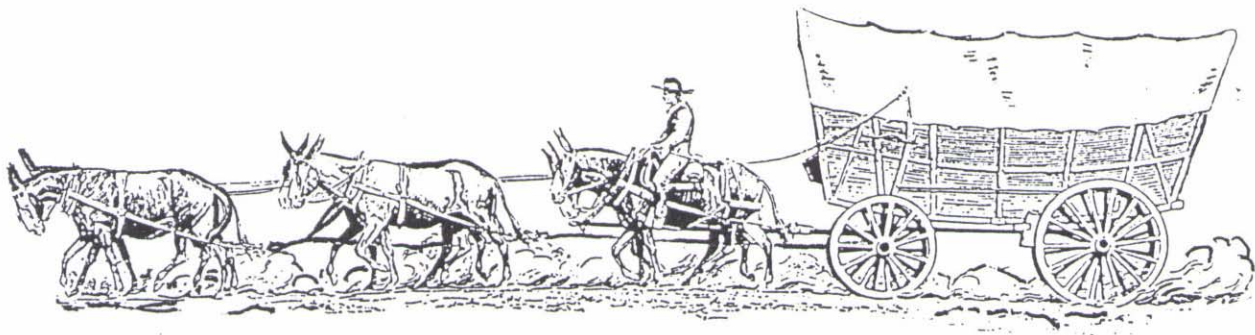
Read pages 12, 14, 16 in *If You Traveled...* and discuss.

Read article “A Dollar a Day.” You can copy this for the students if desired.

Read excerpts of “Jumping Off” Internet article (optional).

IP: Students will read “Go West!” article and answer questions that follow.

Answer Key page 85.



A Dollar A Day

Trail Life

Wagon trains crossed the prairies in driving rainstorms, dusty dry conditions, and all weather in between. A Teamster, or wagon driver, sometimes worried that the dense clouds of dust would choke his animals and at other times hoped to keep his wagon from sinking in mud. No clothing could combat the conditions. Whether trail hands wore leather hunting shirts and blue jean jackets, or flannel vests and merchants' fancy coats, they ended up in the same condition at trail's end: dirty and dusty, smelling of sweat, tobacco, and manure!

Most of the trail hands carried weapons on the trail, too. From hunting knives to revolvers to Bowie knives, weapons provided protection and fresh meat from wild game along the trail. Generally, the trail hands were tough and rugged. Along the trail, they endured severe weather, eight or more weeks of back-breaking labor, and monotonous meals. Many of these hard working fellows crossed the Plains for "a dollar a day!"



The Wagonmasters

The Wagonmaster directed the entire train. His job included a great deal of responsibility. The wagonmaster made sure that the wagons were loaded properly, scouted ahead for good campsites, disciplined the men, and a variety of other tasks. By the 1860s, a wagonmaster earned about \$150 a month, more than anyone else on the train. With such a big job, it is no wonder that the wagonmaster often needed an assistant. The Assistant Wagonmaster might make \$85 a month, and his job included training the greenhorns (trail hands without experience) and bringing up the rear of the wagon train. A successful wagon train required a lot of organization and preparation.



A Dollar A Day (continued)

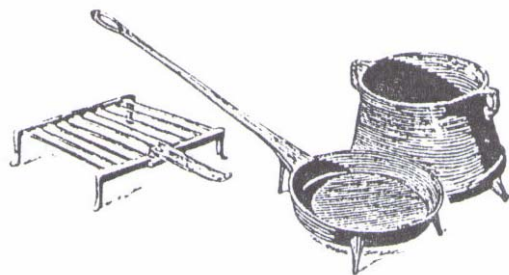
The Teamsters

Teamsters included both mule and ox drivers. Mule Skinners drove the mule-powered trains, and Bullwhackers steered the ox-powered trains. Teamsters received \$70 to \$75 per month for their efforts, with the mule skippers earning a bit more than the bullwhackers. The bullwhackers used a long whip with incredible accuracy. The best bullwhackers could knock a fly off the ear of an ox without hitting the animal. With a thunderous clap from the bullwhackers' whips, the averaged-sized caravan of 26 wagons began its journey along the trail. When oxen pulled the wagons, the teamsters walked along beside their teams shouting out commands - "gee" to turn right, "haw" to turn left, and "whoa" to stop. To drive a mule-powered caravan though, mule skippers rode the high, or left, mule of the team closest to the wagon and controlled the animals with reins.



Daily Chores

Other men cared for the extra animals - 30 or 40 oxen or mules which replaced animals that gave out on the trail. These herders often worked for a dollar a day. Two herders watched the stock during the day, and one managed the animals at night. Commonly, three or four extra men were hired in case of desertion, accident, or illness. All told then, an average caravan of 26 wagons usually employed between 32 and 36 men. For better organization, the wagonmaster split the company into smaller groups, each called a mess.



Trail Food

A mess combined eight to twelve trail hands. One of those trail hands became the cook for his 8-12 member group, or mess. Preparing food on the trail was often difficult. Cooking on the treeless prairie meant using buffalo chips for fuel. On top of that, the cook had a limited supply, or ration, of food to prepare for each man each day. Meals consisted mainly of bacon, bread, and beans. Items such as coffee, sugar, and dried fruits occasionally added flavor to a monotonous diet, but as one trail traveler exclaimed, "About the only change we have from bread and bacon is to bacon and bread!"

Jumping Off

Preparing for the adventure of a lifetime

Jumping Off Cities

The Missouri River heads due west from [St. Louis](#); so most emigrants loaded their wagons onto steamships for the upstream journey. It was easy traveling, but it didn't last long. Two-hundred miles from St. Louis, the Missouri takes a cruel turn to the north. So the pioneers unloaded their wagons at any one of several small towns along the Missouri river which they called "jumping off" places.

[Independence](#) was the first option. Further upstream were [Westport](#), [St. Joseph](#), [Omaha](#) and [Council Bluffs](#). The economies of these frontier towns depended on emigrants passing through, so many hired agents to go east and badmouth the competing cities.

Emigrant William Rothwell:

"I have never in my life heard as many false statements as were told us in coming up here. We were frequently told that at least 15 to 20 cases of cholera were dying daily in St. Joseph".

In reality, no one died of cholera in St. Joseph that year.

Each spring these small hamlets became raucous boomtowns--as thousands of emigrants camped for days, or weeks while getting ready to begin the journey. Independence was by far the most popular point of departure in the Trail's early years.

Emigrant/author [Francis Parkman](#):

"A multitude of shops had sprung up to furnish emigrants with necessities for the journey. The streets were thronged with men, horses and mules. There was an incessant hammering and banging from a dozen blacksmiths' sheds, where the heavy wagons were being repaired, and the horses and oxen shod. While I was in the town, a train of emigrant wagons from Illinois passed through--a multitude of healthy children's faces were peeking out from under the covers of the wagons."

Waiting

By mid April, the prairie outside Independence was packed with emigrant campers-- often over three square miles worth. It was so crowded, one emigrant spent four days just trying to find his friends.

This entire mass of humanity was waiting for the grass to grow. Heading west too early meant the grass wouldn't be long enough for the animals to graze along the way--a mistake that could be fatal.

Supplies

Emigrant Lansford Hastings:

"In procuring supplies for this journey, the emigrant should provide himself with, at least, 200 pounds of flour, 150 pounds of bacon; ten pounds of coffee; twenty pounds of sugar; and ten pounds of salt."

A family of four would need over a thousand pounds of food to sustain them on the 2000 mile journey to Oregon. The only practical way to haul that much food was a wagon.

Wagons

Huge Conestoga wagons were never used by the pioneers--they were just too unwieldy.

Instead, the emigrants used small farm wagons. Although they appear simplistic, farm wagons of the 1840s were technologically-advanced vehicles. For example, the complex undercarriage centered around a kingpin, which allowed the front wheels to pivot, so the wagon could turn easily. And the front wheels are smaller than the ones in back--which also helped the wagons to round sharp corners.

Even the width of the wheels was carefully calculated. Wide wheels were more effective in soft, sandy soil. Narrow wheels worked better on hard surfaces. The cotton covers were typically drawn shut at both ends to keep out the incessant dust. To keep out the rain, the covers were treated with linseed oil, but most eventually leaked anyway.

The wagon box measured only four feet by ten feet. Most emigrants loaded them to the brim with food, farm implements and furniture--often over a ton of cargo.

All this was supported by massive axles. If one broke, the travelers were in serious trouble. Without a spare, they would be forced to abandon their wagon or reconfigure it as a two-wheeled cart.

Most wagons had several handy options: a toolbox on the side, a water barrel, and most importantly, hardwood brakes.

By late April or early May the grass was long enough--and the journey began.

Congestion

When it was finally time to go, everyone wanted to get started at the same time. The result was often a huge traffic jam.

Even worse were greenhorns from cities back east, who had never before yoked an ox or driven a mule team. They tipped their wagons, bumped into trees and couldn't even get their animals to go in the right direction.

Overpacking

Only a few miles outside of Independence, nearly all the emigrants realized they had grossly overloaded their wagons. Their only choice - start throwing things out.

The trail was so littered with this debris, that scavengers from the jumping off towns would collect full wagon loads of flour, bacon--even cast iron stoves.

Go West!

In 1843, more than 120 wagons gathered around Independence, Missouri. Most of these wagons were brightly painted in colors of red, green, and blue. Their canvas tops were clean and white. These people were preparing to cross the country, over plains, mountains, and rivers, to Oregon. This trip would be known as the Great Migration - the first year a large number of emigrants traveled to the Oregon Country, and the first year they traveled the entire way by wagons. The word *emigrant* means one who leaves his or her home to move to another.

Why did these people want to do this - leave their home and journey almost 2,000 miles over rough terrain on foot to go to a place they had never seen? Some had heard of the rich soil found in Oregon, while others just wanted some free land. Still others wanted to live where there were fewer people so they could have more elbow room. Whatever their reasons were for leaving, no one could have foreseen the hardships they were about to encounter as they traveled the Oregon Trail.

The Oregon Trail was almost 2,000 miles long and the trip would take about six months to complete. Leaving by May, the pioneers would get to Oregon some time in October. During that time, they would have to withstand cold, wet storms as well as the heat of the desert. Rivers would be a welcome sight, for a river meant fresh water. However, rivers were also problems. Sometimes pioneers would have to turn their wagons into rafts and float across. If they chose not to float the river, they would attempt to ford the river by slowly crossing in a shallow section, hoping that their animals would not drown. Wagon wheels would get stuck in the mud, axles would break, wheels would come off, oxen would die from the heat, and some pioneers would end up cutting their wagons in half and turning them into carts. Pioneers would freeze as they crossed the high, snow-capped mountains. Cholera and influenza would take many pioneers' lives before reaching the Oregon Country. When they did make it to the end, the pioneers would never forget the beauty of the country they had crossed.

Read the following questions and answer in complete sentences.

1. What is an emigrant? _____

2. Why do you think going to Oregon was called the Great Migration? _____

3. How could a river crossing be dangerous? _____

4. If your parents told you in 1843 that the family was going to travel all the way to Oregon in a wagon, what feelings would you have? Why? _____

Day 8: Travel Lesson

Objective: TSW understand how far pioneers could travel in one day; understand how mileage was calculated on wagons; complete a bar graph of mileage traveled in one month.

Materials: *If You Traveled...* book, *Info About Oregon* articles “How was Mileage Determined on the Oregon Trail” and “Approximate Timeline of the Oregon Trail Travel in 1847”, odometer transparency, “Miles and miles and miles...” bar graph worksheet.

Procedure: Read *If You Traveled...* pages 28, 68, 72 and discuss.

Read *Info About Oregon* articles “How Was Mileage Determined on the Oregon Trail?” and “Approximate Timeline of the Oregon Trail Travel in 1847” (transparency).

Show transparency of “The Odometer.” Discuss how we know how far we travel today. Compare & contrast early roadometers and odometers to today’s car odometers.

Compare the time it would take to drive 30-45 minutes today compared to the same trip taking 1 or 2 days in a wagon. Compare the Oregon Trail trip then and now. Today you can drive from Independence, Missouri to Oregon City, Oregon in about 6 **days**. This same journey took the pioneers 6 **months**!

IP: Students will complete “Miles and miles and miles...” bar graph.

Answer Key page 86.

INFO ABOUT OREGON

How Was Mileage Determined on the Oregon Trail?

Mileage on the Oregon Trail was recorded in different ways. Many published trail guides, particularly in the 1850s and 1860s, listed distances between landmarks, particularly distances between watering spots. By the late 1840s maps, experienced trail travelers, and mountain men working as guides also provided fairly reliable information as to distance. Odometers for wagons and carriages had been in use for some time. (Thomas Jefferson regularly recorded odometer readings when traveling by carriage.) Odometers recorded the number of wheel rotations, which at the end of the day was multiplied by the circumference of the wheel to figure total distance traveled. A similar method is recalled in some pioneer memoirs where one spoke of the wheel would be marked with a daub of paint or a rag tied around, and then a child would be designated to count the number of rotations. This sounds like an extremely tedious and unreliable method and it is doubtful it could have actually been accomplished on a daily basis for four to six months.

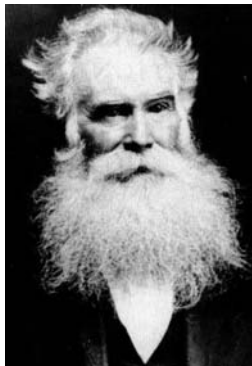
The most likely method commonly used was probably an educated guess. In the mid-nineteenth century, men and women were accustomed to traveling by foot or wagon, and thus knowledgeable about distances covered in a given number of hours and conditions. On good, level road, oxen-speed was about two miles per hour. In a manuscript in the Huntington Library entitled "A Woman's trip across the Plains," Catherine Haun wrote that in the evening men were "lolling and smoking their pipes and guessing, or maybe betting, how many miles we had covered the day."

Approximate Timeline of the Oregon Trail Travel in 1847

| | | Mileage |
|--------------|--|---------|
| April 1 | Arrive Independence by steamboat, purchase supplies, break animals | |
| April 22 | Depart Independence Court House Square | 0 |
| April 23 | Cave Spring or Red Bridge, organize trail, elect leaders | 6/9 |
| April 25 | Junction of Santa Fe and Oregon Trails | 39 |
| April 26 | Blue Mound, climb mound to view Great Plains | 54 |
| May 6 | Alcove Spring | 165 |
| May 21 | First sight of Platte River | 319 |
| June 8 | California crossing of Platte River, 1 st major river crossing and 1 st major hill | 455 |
| June 15 | Courthouse and Jail Rocks, 1 st major geologic landmarks | 561 |
| June 16 | Chimney Rock | 575 |
| June 18 | Scott's Bluff | 596 |
| June 22 | Fort Laramie (trading post) acquired by U.S. Army in 1849 | 650 |
| June 23 | Register Cliff, one of many places to inscribe names | 658 |
| July 4 | Independence Rock | 814 |
| July 5 | Devil's Gate | 820 |
| July 8 | Ice slough - ice for lemonade in the middle of summer, a real treat | 862 |
| July 12 | South Pass, popularized as a travel corridor in 1830 by Jim Bridger | |
| | Pacific Springs, 1 st water encountered on west side of Continental Divide | 913 |
| July 25 | Fort Bridger (fur trapping/trading post) | 1026 |
| August 9 | Soda Springs | 1155 |
| August 16 | Fort Hall (Hudson's Bay Company Post) | 1217 |
| August 30 | Three Island Crossing, dangerous crossing of Snake River | 1397 |
| September 10 | Fort Boise (Hudson's Bay Company Post) | 1510 |
| September 13 | Farewell Bend, last camping spot on the Snake River | 1551 |
| September 25 | Emigrant Springs in the Blue Mountains | 1599 |
| October 10 | The Dalles | 1668 |
| October 16 | Summit Meadows, graves high on Mount Hood (Barlow Road) | 1819 |
| October 18 | Laurel Hill, wagons lowered down steep hill by rope | 1884 |
| October 19 | Barlow Tollgate, \$5 per wagon, 10¢ per animal | 1889 |
| October 24 | Oregon City (Abernathy Green) - end of the trail, locate land, buy supplies and get ready for coming winter | 1932 |

The Odometer

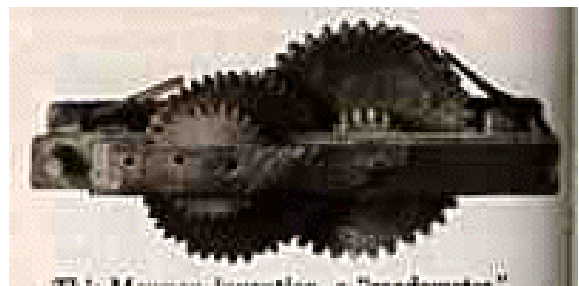
Many pioneers wanted to know exactly how far they had traveled each day, or how many miles were between landmarks or rivers so they could tell others who followed. If they didn't want to count the number of times a rag on the wheel went around and around, they had to come up with a better way. The odometer, or "roadometer," could be used. In 1847, a group of Mormon pioneers were heading to Utah. William Clayton convinced Brigham Young they needed a roadometer to measure distance. Young assigned Orson Pratt to build it. He designed a device that would attach to a wagon wheel and record up to 30 miles of travel. Mechanic and carpenter Appleton Harmon built it and installed it on the wagon. Soon one was built that could record 1,000 miles.



Pratt

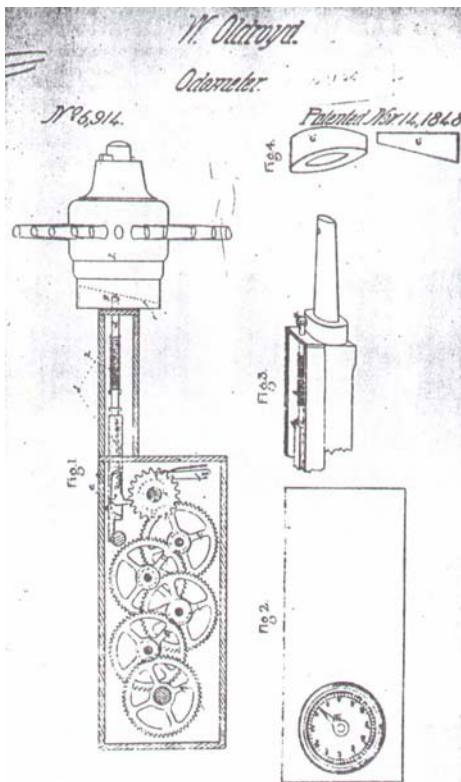


Harmon



An early roadometer

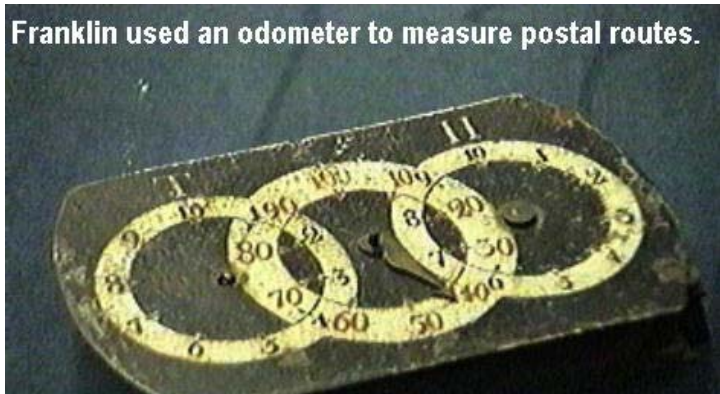
Many other models soon followed. This is a patent drawing of William Oldroyd's wagon odometer from 1848.



Who made the first odometer?

The credit there goes to Benjamin Franklin! When he became the colonial postmaster, he needed a way to measure distances on his delivery routes. He created an odometer to attach to his carriage.

Franklin used an odometer to measure postal routes.

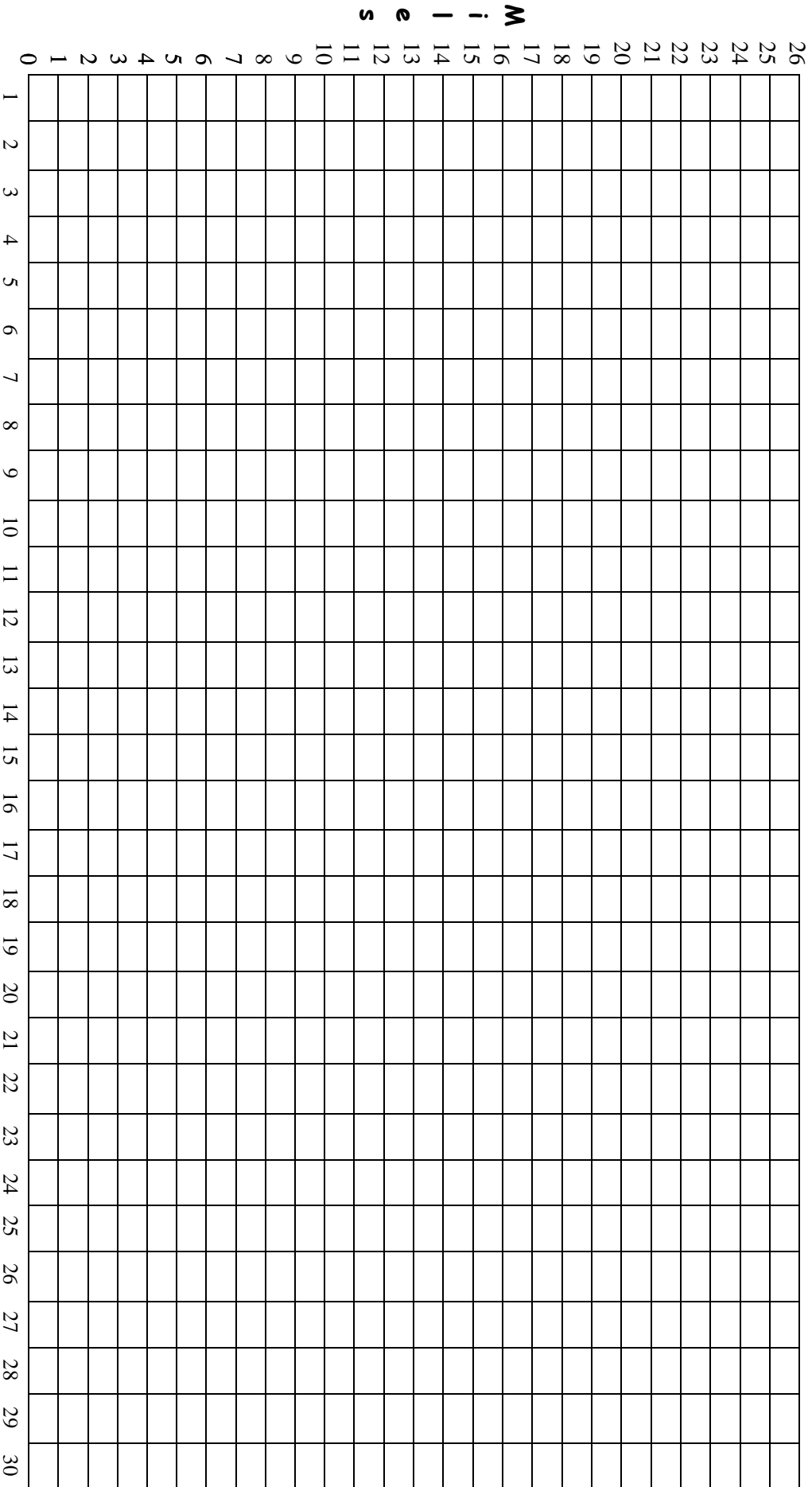


Name _____

Miles and miles and miles...

Many pioneers walked the entire trail. Using the information below, fill in the bar graph to show how far they may have traveled in June.

| | | | | | |
|-----------------|------------------|------------------|------------------|------------------|--|
| June 1 - 16 mi. | June 7 - 13 mi. | June 13 - 16 mi. | June 19 - 15 mi. | June 25 - 19 mi. | Find the total miles walked for the month of June: _____ |
| June 2 - 19 mi. | June 8 - 0 mi. | June 14 - 15 mi. | June 20 - 16 mi. | June 26 - 15 mi. | |
| June 3 - 17 mi. | June 9 - 20 mi. | June 15 - 0 mi. | June 21 - 5 mi. | June 27 - 16 mi. | |
| June 4 - 15 mi. | June 10 - 24 mi. | June 16 - 15 mi. | June 22 - 20 mi. | June 28 - 17 mi. | |
| June 5 - 19 mi. | June 11 - 17 mi. | June 17 - 14 mi. | June 23 - 12 mi. | June 29 - 13 mi. | |
| June 6 - 15 mi. | June 12 - 13 mi. | June 18 - 17 mi. | June 24 - 14 mi. | June 30 - 15 mi. | |



On the back, write what you think happened on days like June 8, June 15, or June 21. Why did they travel so far on June 10?

Day 9: Daily Routines

Objective: TSW understand the daily routines of men, women, and children on a wagon train; know how to provide and make food from the mid 1800s.

Materials: *If You Traveled...* book, “Camping” and “Children’s Chores” Internet articles, “Common Animal Tracks” transparency.

Optional items: small jars, plastic knives, cream, salt, saltine crackers, jerky, dried fruits, dried beans.

Procedure: Read *If You Traveled...* pages 35, 38, 40, 43, 44, 50, 52, 55, 59 and discuss.

Read excerpts of “Camping” Internet article. You may wish to show the “Children’s Chores” article as a transparency.

Show transparency of “Common Animal Tracks” pioneers looked for while hunting. Allow students to guess which tracks the animals made.

Optional: You may wish to purchase dried fruits like apples or apricots or raisins to sample. Try writing a letter on school letterhead to a grocery store manager and get the items donated. To make butter, use small jars (baby food jars) and pour liquid whipping cream and a pinch of salt inside. Allow students to shake them until butter forms. You can do 1 jar per group and have students take turns shaking the jar. This can take 15 minutes or more! Spread on Saltines to sample. You might also sample buffalo jerky or beef jerky.

IP: Most pioneers wrote that they had “beans and bacon or bacon and beans” every day. Students may write down how today’s food tasted and what it would be like to eat beans and bacon, day after day.

Camping

Day after day after.....

After a few days on the trail, the emigrants would settle into a well-defined daily routine. Awake before sunup; yoke the [oxen](#), cook the breakfast; and hit the trail.

There was an hour break for lunch and at about six p.m., they set up camp. The emigrants did circle their wagons, but it wasn't for protection against the [Native American](#) tribes. Instead, the circle provided a convenient corral for loose livestock.

Almost immediately the campfires started burning and dinner was begun. Cooking bread over a campfire was something of a challenge--the result was usually burned on the outside and doughy on the inside. Even worse, keeping bugs and dirt out of the mix was nearly impossible.

When the Trail got crowded--in 1849 and later--camping became more difficult. The biggest problem was finding fuel for the campfires. Soon trees were scarce and there was only one alternative--buffalo dung. No one liked collecting it, but it did burn--and gave off a consistent odorless flame.

Emigrant Goldsborough Bruff:

"It is the duty of the cooks on arriving at a camping place to collect chips for cooking. It would amuse friends back home to see them make a grand rush for the largest and driest chips. The chips burn well when dry, but if damp or wet are smokey and almost fireproof."

If they were lucky, the emigrants would have quail or [buffalo](#) with their bread. But most often, they ate bacon--day after day.

Emigrant Rev. Samuel Parker:

"Dry bread and bacon consisted our breakfast, dinner and supper. The bacon we cooked when we could obtain wood for fire; but when nothing but green grass could be seen, we ate our bacon without cooking."

By nine p.m. they would bed down for the night. Some families had tents, but most just slept right on the ground. Pure exhaustion helped them get to sleep--but it wasn't comfortable:

Emigrant Niles Searls:

"We rose this morning from our bed upon the ground with sensations similar to that I imagine must pervade the frame of the inebriate----after a week's spree."

At five a.m. the whole process started again; fifteen miles a day for nearly six months.

Children's Chores

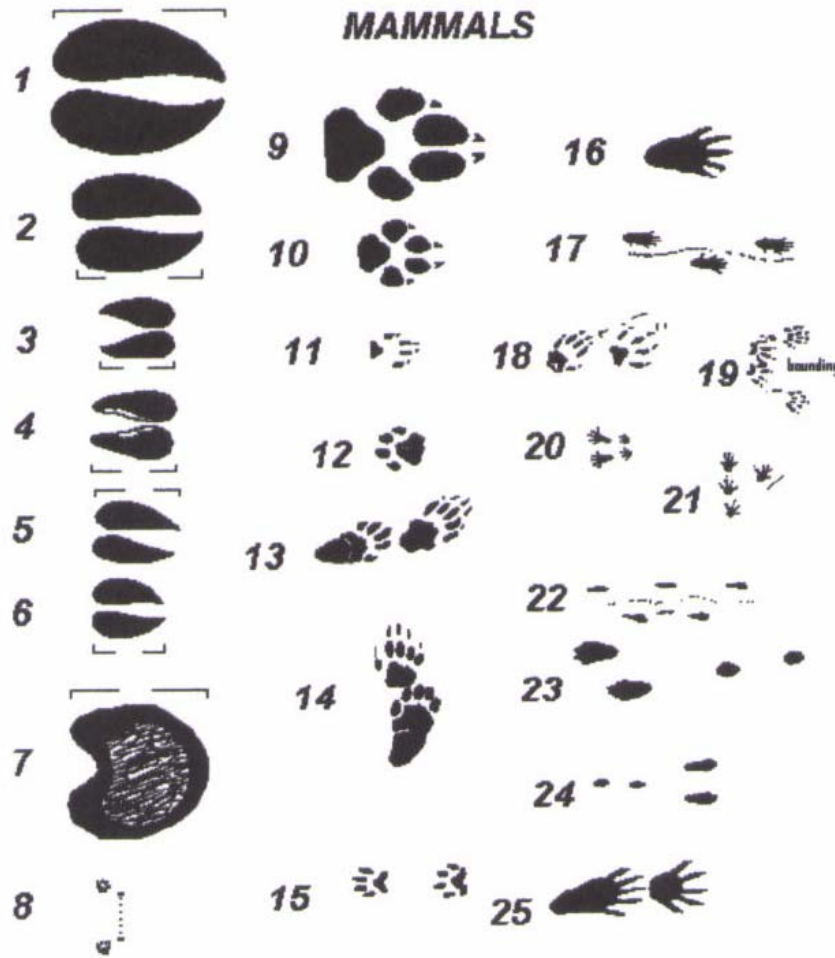


Gathering Buffalo Chips

Young children making the trip to California with their parents were expected to do their part and help the adults. Both boys and girls would be expected to do the following:

- **Milk the cow** - If the family had brought a milk cow (called a milch cow), it had to be milked every morning, and sometimes in the evenings, too.
- **Fetch water** from the stream
- **Watch out** for the smaller children
- **Gather firewood** or buffalo chips for the cooking fires
- **Help pack and unpack** the bedding and cooking supplies from the wagon
- **Herd the extra livestock** that would follow the wagon. This would include the milch cow, spare oxen or horses, and some people took goats or sheep with them for food.
- **Help cook** the food and wash the dishes
- **Help** with the laundry
- In areas where the trail was rough, **walk ahead of the wagon** and throw stones out of the way, clear brush, and put limbs and brush over muddy spots so that the wheels of the wagon would not sink in
- **Fish or hunt** for small game

Common Animal Tracks



Answers:

1. Moose 2. Elk 3. Mountain Goat 4. Bighorn Sheep 5. Deer 6. Pronghorn Antelope 7. Horse 8. Domestic Cat
 9. Large Dog or Wolf 10. Coyote 11. Red Fox 12. Mountain Lion 13. Badger 14. Striped Skunk
 15. Long tail Weasel 16. Beaver 17. Muskrat 18. Rock Chuck 19. Pine Squirrel 20. Deer Mouse 21. Meadow Vole
 22. Shrew 23. Black Tailed Jackrabbit 24. Cottontail Rabbit 25. Raccoon

Day 10: Hardships

Objective: TSW understand the difficulties and hardships pioneers faced; problem solve solutions for situations happening on the trail; use literature to describe prairie life.

Materials: *If You Traveled...* book, “How did emigrants get wagons down steep hills?” transparency, “Hardships” article from Internet (optional), *Info About Oregon* article “Medicine and Disease on the Emigrant Road, poems entitled “Thirst”, “Pioneer”, and “The Snake”; “Describing the Prairie” worksheet; *Winter Days in the Big Woods* by Laura Ingalls Wilder.

Procedure: Read *If You Traveled...* pages 25, 32, 46, 63, 65, 73 and discuss. (Be advised that Devil’s Backbone on p.70 does not really exist.)

Show transparency “How did emigrants get wagons down steep hills?”

Optional: Read excerpts from “Hardships” Internet article.

Read *Info About Oregon* “Medicine and Disease on the Emigrant Road” article. You may want to make this a transparency to discuss each item. Many are unfamiliar to us today. Discuss how these herbs and medicines differ from today’s medical treatments.

Read poems entitled “Thirst,” “Pioneer,” and “The Snake” on transparencies or give as student handouts.

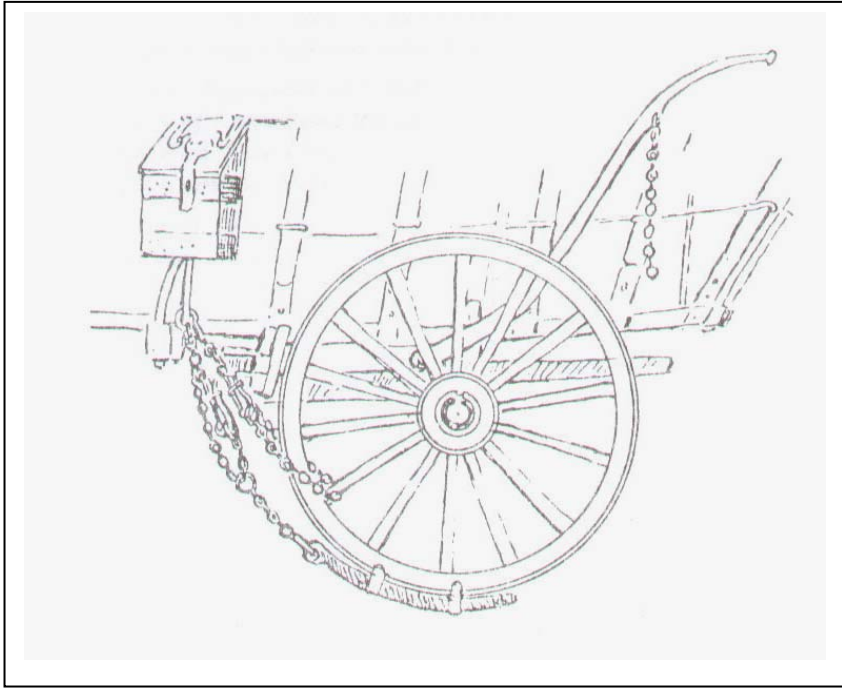
Discuss how these poems help us get a better idea of what life as a pioneer was like.

Read *Winter Days in the Big Woods*. (You may wish to read this book during an oral reading time with the class before this lesson if time is short.)

IP: Have students complete “Describing the Prairie” worksheet. Use Ingalls’ description of the prairie in spring to describe the prairie in another season, such as winter, as described in *Winter Days in the Big Woods*.

“The cowards never started;
The weak died on the way.
Only the strong survived.
They were the pioneers.”

How did emigrants get wagons down steep hills?



“When a heavily-laden wagon could not be held back on steep inclines with the brake mechanism, the rear wheels were chained to the wagon box and the wagon was skidded down the hill. To prevent wear on the tires, various types of drag shoes were attached to the lower part of the wheel.”

The Overland Journal Vol.8, No. 4, 1990
“Wheels in the West: The Overland Wagon”
by Michael A. Capps

Emigrants also tied ropes to the wagon, wrapped them around available rocks or trees, and lowered the wagons down the hill slowly. This often left rope burns on the trees at the tops of steep slopes.

Hardships

Walking 2,000 miles barefoot--and that was the easy part

River Crossings

River crossings were a constant source of distress for the pioneers. Hundreds drowned trying to cross the Kansas, North Platte and Columbia Rivers--among others. In 1850 alone, 37 people drowned trying to cross one particularly difficult river--the Green.

Emigrant John B. Hill:

"The ferryman allowed too many passengers to get in the boat, and the water came within two inches of the gunwale. He ordered every man to stand steady as the boat was liable to swamp. When we were nearly across the edge of the boat dipped; I thought the boat would be swamped instantly and drowned the last one of us."

Those who didn't drown were usually fleeced. The charge ranged up to 16 dollars; almost the price of an oxen. One ferry earned \$65,000 in just one summer. The emigrants complained bitterly.

Walking

Because most emigrants grossly overloaded their wagons, few could ride inside. Instead most walked--many made the entire 2,000 mile journey on foot.

Accidents

The emigrant wagons didn't have any safety features. If someone fell under the massive wagon wheels, death was instant. Many lost their lives this way. Most often, the victims were children.

Edward Lenox:

"A little boy fell over the front end of the wagon during our journey. In his case, the great wheels rolled over the child's head----crushing it to pieces."

Weather

Great thunderstorms took their toll. A half-dozen emigrants were killed by lightning strikes; many others were injured by hail the size of apples. Pounding rains were especially difficult for the emigrants because there was no shelter on the open plains and the covered wagons eventually leaked.

Cholera

Perhaps the biggest problem on the Trail was a mysterious and deadly disease--called cholera for which there was no cure. Often, an emigrant would go from healthy to dead in just a few hours. Sometimes they received a proper burial, but often, the sick would be abandoned, in their beds, on the side of the trail. They would die alone. Making matters worse were animals that regularly dug up the dead and scattered the trail with human bones and body parts.

Emigrant Agnes Stewart:

"We camped at a place where a woman had been buried and the wolves dug her up. Her hair was there with a comb still in it. She had been buried too shallow. It seems a dreadful fate, but what is the difference? One cannot feel after the spirit is flown."

Cholera killed more emigrants than anything else. In a bad year, some wagon trains lost two-thirds of their people.

Emigrant John Clark:

"One woman and two men lay dead on the grass and some more ready to die. Women and children crying, some hunting medicine and none to be found. With heartfelt sorrow, we looked around for some time until I felt unwell myself. Got up and moved forward one mile, so as to be out of hearing of crying and suffering."

<http://www.isu.edu/%7Etrnmich/Hardships.html>

INFO ABOUT OREGON

Medicine and Disease on the Emigrant Road

Illnesses:

Cholera, Mountain Fever (Colorado Tick Fever), miscellaneous fevers, scarlet fever, smallpox, measles, scurvy, malaria (ague), diphtheria, dysentery, worms, boils, blisters, felon, sunburn, head colds, headaches, and toothaches.

Medicines:

Quinine, bluemass, hartshorn, calomel, camphor, whiskey and rum, laudanum, morphine, capsicum or cayenne pepper, herbs, infusions, and patent medicines.

Treatments:

Home remedies, patent medicines, botanical medicine practiced by Latter-Day Saints;

Homeopathy - treat a disease by administration of small doses of a remedy that would, in healthy people, produce symptoms of the disease being treated;

Allopathy - treat a disease by remedy-producing effects different from those produced by the disease being treated;

Hydropathy - water as a natural healer: treat disease by bathing, applying wet compresses, team massage, and drinking cold water and spare diet.

Margaret Frink, April 23, 1850

"We still lacked something to complete our stock of supplies, for we had neither pickles, potatoes, nor vinegar. The army of emigration was so numerous that the demand for these and many other articles could only with difficulty be fully supplied. Mr. Frink traveled sixteen miles through the farming country searching for pickled cucumbers. He was fortunate enough to find a bushel still in the salt, which he brought... This, with some horseradish and one peck of potatoes was all he could find... I prepared these very carefully, and put them up in kegs with apple vinegar; these were to be our principal defense against that dreadful disease, the scurvy."

James D. Lyon, December 1849 (letter)

"After I left the train, I saw men sitting or lying by the roadside, sick with fevers or crippled by scurvy, begging of the passerby to lend them some assistance, but no one could do it..."

Journal of Our Trip from Missouri to Oregon, Crossing the Plains in 1852 Memorandum of our Outfit and Eatables

2 light covered wagons - one for baggage, one for house

4 team oxen (Tiger and Lion, Twist and Dave, Bright and Berry, Pollup and Popcorn)

Three 200 lb sacks of flour

150 lbs of bacon

75 lbs of sugar

20 lbs of dried apples

1 barrel of crackers

10 lbs. of salt

7 lbs of tea

bottle of pickles

5 lbs saleratus (baking soda)

keg of whiskey (medicinal uses)

2 tea kettles

1 coffee pot

1 coffee mill

1 dish kettle

1 bake kettle (Dutch oven)

frying pan

6 knives, forks, and spoons

8 tin and iron cups and tin plates

2 tin pans

tin and wooden pail

matches

keg for water

3 rifles and ammunition

3 pistols and ammunition

essential tools (shovels, axes, tools to
repair equipment)

clothing and 2 pairs of shoes each

jeans

one large tent

bedding

six woolen blankets

nine bars of soap

6 toothbrushes

sewing needles, pins and thread

calico cloth of dark colour

8 lbs candles

2 candle sticks

mirrors in gilt frame

Bible

maps

arithmetic and grammar books

Medicine: box of physicing pills, quart of castor oil, quart of rum, large vial of peppermint essence, citric acid, laudanum

❧ Pioneer ❧

by
Belulah Hastings Wilson

His beard was grizzled, his coat was frayed
And his wagon's cloth had long been grayed.
His cumbersome oxen bawled their disdain,
And terror awaited him on the next plain.

Loved ones died and he mourned near the ground
As he buried his dead in their lonely mounds,
And hearing the children wail at night
He read his Bible by the fire's pale light.

He left me this rich heritage:
His faith in God, his enduring grace,
His rusty gun and his oxen bell
And these words he shouted, I cherish still:

"Westward, Ho! – on and on,
Safely home to Washington!"



❧ The Snake ❧

by
Julie Winter

They looked at the world through tired eyes –
The windswept plains, the changing skies.

The grasses fade; the willow leaf flies;
Spring lies dormant; the river never dies.

It stayed the same color, in springtime and fall;
It flowed on forever, outlasting them all.

It's seen the world's changes that they'll never know,
But it keeps to itself – just goes with the flow.

It was foe to the crossers whose lives were at stake.
It's mighty!
It's tender!
They call it the Snake!

Thirst

by L.A. Fleming

Dry passage:
oxen pulling wagons
loll out their tongues.
Shoes of hide are tied around
their hooves, sore
on baked ground. A girl
climbs down from a wagon,
every step a lurch,
it keeps moving;
she's tired, brushes dusty hair
from her face, smiles.
Ahead in the train
rides her father
perhaps a brother
ahead of the line, itching
to race on to Oregon.
Who knows where
they are, except somewhere
slow and hot
on the way, where at night
water takes a long time
to boil. Few tracks are found.
The great salt lake
was weeks ago. She knows
the dark ridge on the horizon
means more mountains.
The sky rests pale and empty,
heavy against the back

of the trail. A lizard
watching the parched train
from his warm rock has never
seen a running brook.
Sweat salt in her mouth, the
girl knows not to lick
her lips, already shredded,
throbbing as they peel
and crack like the trail.
She thinks about the bath
she will take when she gets
to Oregon, how she'll wash
her hair and rinse it, pouring
just drawn water onto
her scalp, watching it pool
where it drips off
her bowed head. She imagines
ice caught under her tongue
and sucks at her mouth.
Until the train finds water,
she will drink a cup a day
like all the rest. It is enough
to get her where she's going.
She pulls her skirt up as she
walks, as oxen pull the train
inexorably, on, as she and
forty families dream and
march, thirsty, to Oregon.

Poem from the book, *Voices From the West: Life Along the Trail*
by Katherine Emsden
Discovery Enterprises, Ltd. Carlisle, MA 1992.

Name _____ Date _____

Describing the Prairie

Read this passage from Little House on the Prairie. Think about the adjectives used to describe the prairie. Think of another season such as summer, fall, or winter, and replace the spring adjectives with adjectives for the season you chose.

“Spring on the Prairie”

by Laura Ingalls Wilder

“Spring had come. The warm winds smelled exciting, and all outdoors was large and bright and sweet. Big white shining clouds floated up high in the clear space. Their shadows floated over the prairie. Their shadows were thin and brown, and all the rest of the prairie was the pale, soft colors of dead grasses.”



“_____ on the Prairie”

by _____

_____ had come. The _____

winds smelled _____, and all outdoors was

_____ and _____ and

_____. _____ clouds floated

high up in the _____ space. Their shadows floated

_____.

Their shadows were _____ and _____,

and all the rest of the prairie was _____



How do authors and poets give readers a better idea of what the pioneer life was like?

Day 11: Campfire Council

Objective: TSW use problem solving to discuss solutions to wagon train dilemmas; sing trail songs of the mid-1800s era; understand idioms; compare pioneers' problems to today's problems.

Materials: Daily Dilemmas (2 types), cut into strips for individuals or pairs of students; "A Campfire Tale" story of Peg Leg Smith; 1800s songs (optional); "I Saw the Elephant!" worksheet.

Procedure: Have students gather around in a circle for a campfire council. You may wish to turn out the lights and create a fake campfire in the center. Emigrants gathered each night to discuss the day's problems, the route for the next day, and to socialize around this campfire.

There are two types of Daily Dilemmas you can do with the class. One set has 15 scenarios in an "I have... Who has...?" format. One student can begin by reading their card that says who they are and what skills or supplies they have, followed by a dilemma. Another student should have a card that profiles the person who can help the first person. They follow up with their own dilemma. Someone else can help that person, and so on. It should continue around the room until it comes back to the person who started.

The second set contains 7 "Open Ended Dilemmas." Have a student read his or her dilemma and encourage the class to discuss and ad lib solutions to the problems or trade supplies with one another. Allow for free responses and creative problem solving in the discussions.

After the problems are discussed, it's time for some entertainment. As the wagon train captain, the teacher will tell the tale of Peg Leg Smith. Dramatic reading or acting it out is encouraged and the kids will enjoy it all the more! (Read more about Peg Leg Smith at <http://www.oregon-trail.com/pegleg/source/index.htm>)

Optional: Sing the attached song about Peg Leg Smith or any of the period songs included. Recruit the help of the music teachers to teach this song to the students in music.

IP: Hand out the "I Saw the Elephant!" worksheet. Discuss the top portion regarding the idiom "Seeing the Elephant." Have students complete the worksheet with their own hardships.

Answer Key page 85.

Daily Dilemmas ("I have... Who has?" format)

◆.....◆
I am a doctor from the east coast with the best medical training available.

Our wagon tipped over while crossing the river today. We managed to save most of our supplies and get the wagon across to the other side, but one of our oxen drown. We are down to 3 oxen now. Would anyone be willing to let us borrow a spare ox?

◆.....◆
I am a farmer and I have a lot of dried fruits and vegetables in my wagon.

Our baby is very sick. It came on very suddenly. We think it might be cholera. She likes to be rocked, so I am trying to build a cradle. Does anyone have some woodworking tools I could borrow?

◆.....◆
I am a weaver from Ohio and have brought many hand-made blankets with us.

We are almost out of dried fruits and vegetables. What little we had is getting rotten. Our stomachs are not feeling well, so does anyone have some dried fruit or vegetables?

◆.....◆
I am part Indian and have learned about helpful herbs and plants to heal rashes and burns.

Our wagon wheels need repair. The green wood they were made from has begun to dry and shrink in this hot, dry weather. I need a blacksmith to take off some of the iron rim to fit the smaller wood wheels please.

◆.....◆
I am a tanner who works with leather and has plenty of leather hides.

My family is hungry. We have some food, but I'm not a great cook. My wife passed away and I really don't know how to cook for my children. We could really use a home-cooked meal and cooking lessons.

◆.....◆
We come from a ranching family in Kentucky. We have several horses and oxen we could loan out.

My children have a terrible cough. We think it might be pneumonia. We are trying to keep them warm in this cold weather. Does anyone have any extra blankets?

◆.....◆
My family has some extra wagon cloth. Our relatives gave it to us when they turned around and went back.

My son has worn through his shoes. We have one more pair, but we are saving them for the mountains. For now, I need to make him a pair of moccasins. Does anyone have some leather?

◆.....◆
I sell elixirs, like cough medicine, sleeping powders, and pain pills. I have several for aches and pains.

We are running low on meat. We didn't realize how much bacon and jerky we would eat each day. Traveling the trail makes us hungry. We really need some meat until I can buy some at the next fort.

◆.....◆

◆.....◆

I am the wife of a hunter and we just got some fresh meat.

My husband went hunting today on our only horse. He saw some deer tracks and followed them. As he chased the deer, his horse tripped and was injured badly. The horse was too hurt to continue. We had to put her down. That's why we have horse meat or deer meat to trade. In the accident, my husband fell off and ripped some holes in his clothes. I need a needle and thread to patch up my husband's clothes.

◆.....◆

I am a barber. Like most barbers, I am skilled at cutting hair, shaving men's faces, and pulling teeth.

My children seem to have a mysterious rash. They are covered with red bumps. We hope it is not measles or smallpox. Does anyone know of a good plant remedy to help with a rash or a poultice to put on the rash?

◆.....◆

I am a seamstress traveling with my husband. I have a lot of sewing supplies to make fine quilts.

My husband is recovering well after being hit by those large hailstones we got the other day. He had a large bump on his head, which is getting smaller. He still has a black eye and several bruises. We could use some thick, waterproof cloth to patch up some holes in our wagon canvas made by the hailstones.

◆.....◆

I am a midwife who has helped many women deliver babies.

My daughter seems to have a bad tooth. It has caused her jaw to swell up and she cannot eat solid foods. It is very painful to her. Does anyone have experience pulling teeth?

◆.....◆

I am a carpenter and have many woodworking tools with me. I plan to start my own business in Oregon.

My wife is having a baby. She has labored in the wagon all day and is getting very tired. My sister-in-law has been helping her, but she could use some assistance. If any woman could go help her, I would appreciate it.

◆.....◆

I am a blacksmith from Missouri and can fix or make things out of iron.

My uncle's loaded gun was on the seat of the wagon. It bounced off, hit the bottom of the wagon and fired, striking my cousin in the shoulder. The bullet passed through, luckily. We gave him some laudanum to help with the pain and make him sleep, but that was the last few drops we had. Does anyone have some pain medicine?

◆.....◆

I am a good cook who has worked in restaurants back east and hope to open my own restaurant in Oregon.

Our son was riding on the tongue of the wagon today. He knew he wasn't supposed to do this. Sure enough, we hit a bump on the prairie and he fell off. He barely missed getting run over by the wagon wheels and would have died for sure. Fortunately, we think it's just a broken arm. We need a doctor to set and wrap the arm properly.

◆.....◆

Open-ended Daily Dilemmas

◆.....◆
We were lowering our wagon down that steep hill with ropes today, when it broke free and went crashing down to the bottom of the hill. Luckily, our oxen were not hitched to the wagon and no one was inside it. However, almost everything we own was destroyed in the crash at the bottom, including the wagon. We only found a little food and a few items we could save. We don't know how we're going to make it to Oregon now.
◆.....◆

My brother was bitten by a snake on the prairie today. The boys discovered a rattlesnake and they got too close. My brother was bitten on the leg and it is badly swollen and infected. Does anyone know what we can do to save his leg?
◆.....◆

My son was hitching the oxen to the wagon this morning, when one ox got spooked by one of the dogs in camp. The ox knocked him down and stepped on his wrist as he charged away. My son is in a great deal of pain and his hand and wrist have many broken bones. We need to make a rule about pets by the livestock. My son might lose his hand because of this accident.
◆.....◆

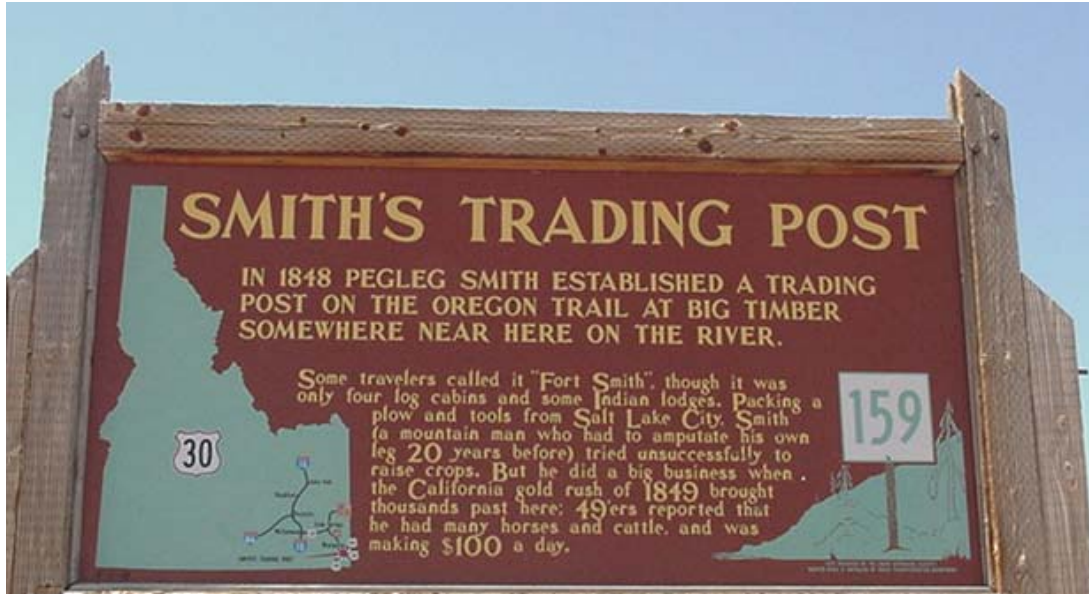
Mrs. Hooper in the wagon next to ours had her baby girl, Emily, the other day. Poor Mrs. Hooper had such a hard time delivering the baby. Sadly, she has passed away, leaving the baby with no mother. Mr. Hooper is asking for help. He needs the help of some of the other mothers to feed and help take care of little Emily. This is his first child and he does not know much about babies, but Emily is a reminder of his wife, so he wants to do everything he can to take care of her.
◆.....◆

The Smith family all has cholera. The first signs showed up in the youngest children, and then the older children got sick. Now the parents are also sick. No one is able to drive their wagon and they have stayed behind to sleep. Who knows if any of them will recover? Can someone go back and check on them?
◆.....◆

My daughter was attacked by a coyote today and was badly bitten. Her sunbonnet protects her from the sun, but also blocks her view from the sides. She did not see the coyote coming. We have cleaned the bites, but I think she might need a few stitches. We could use some help from someone with medical training.
◆.....◆

My little cousin was badly burned this morning when she wandered too close to the campfire. Her dress caught fire and burned her left side. They got the fire out quickly thanks to the nearby creek. The cool water helped, but her burns are painful. Any pain remedies or a poultice for burns would ease her pain, so we would appreciate any advice.
◆.....◆

A CAMPFIRE TALE



Idaho Historical Marker

The Story of Thomas "Peg Leg" Smith

Based upon the story
told by the living history re-enactors of the
National Oregon/California Trail Center
in Montpelier, Idaho

Now, ladies & gents, if you don't have delicate stomachs or take to the vapors, I'll tell you this gruesome tale. You know old Thomas "Peg Leg" Smith down the road who runs the trading post? Well, when he was young, he decided he wanted to run away and become a mountain man and tracker. He got to learn his trade so well, that he and his companions got themselves a whole wagonload of furs - the most beautiful furs they'd ever seen! He decided to go to Mexico to get a better price for them. He headed south and got \$7,000 for those furs! More money than we'll ever see in a lifetime!

Problem was, he enjoyed himself too much down in Mexico havin' a good ol' time. He frittered away that whole \$7,000 in one season! So he headed up to the Colorado River and took Mr. Sublette and Mr. Ladeaux with him and they got into a skirmish with some renegade Crow Indians. He stood right out in the wide open with bullets and arrows whizzing right past him, loading his rifle and shooting, and took no regard for himself. That is until he took a ball right there in the left ankle.

Well, he stepped out to see to the wound and that foot just flopped off to one side and the bone was all shattered. He knew he was in trouble so he crawled off into a bush, his companions finished up the skirmish and come to look for him and see what was wrong. They saw that they needed to help him. They brought a bottle of spirits they were going to pour on that wound and doctor it up for him. What do you suppose he did with it instead? Drank the whole bottle and passed out asleep for 3 days!

When he come to, he could smell that foot had begun to rot. He was mad at the other men for not taking care of it for him. He picked up his pistol, pointed it right at the camp cook and said, "Cookie! Get me a knife!" Well, the cook got him a knife, of course, cherry red-hot out of the fire, and Thomas commenced to cuttin' off his own foot. Now he had to chip through the broken bones, but when he got through those and got to the big tendon in the back, his knife was dull. Couldn't pass through it no matter how hard he tried. So he passed out from the pain. Mr. Sublette, bein' the good companion that he was, finished the job for him. Well, I say, what are good companions for? If they won't help you chop off your foot, what use are they?

Mr. Sublette knew he needed to finish the job, so he took a hot poker out of the fire to cauterize that knee. Just barely touched it to the end of Thomas's stump and Thomas come to and yelled and hollered and said, "Git that thing away from me! I've had enough! If I'm gonna die out here, I'm gonna die in peace!" Well, fine. They took an old dirty shirt, wrapped it up around that stump, and tied it on tight with some leather thongs. They built him a travois and drug him behind his horse 150 miles all over this countryside just waitin' for him to die. Well, you know, he didn't!

Meanwhile, they run into a band of Ute Indians and Thomas knew the chief. The chief said, "Leave him here with us. We can take care of him." They handed him over to the chief's sister, Mountain Fawn, who doctored him up with a poultice. If you can imagine: fresh horse manure, chewing tobacco, and wild herbs. Plunked it on the end of that stump. He started feeling better enough in about 4 weeks that he whittled out his own wooden leg. Made it nice and tall and when he would sit on his horse, he could rest that rifle right on the wooden leg. Said it was ideal for shootin' off of. I understand he hunted and trapped for another 25 years like that. He enjoyed Mountain Fawn so much and her takin' good care of him, that he married her. Married 3 other Indian ladies too. So that's the story of old "Peg Leg" Smith who's makin' a good livin' down at yonder trading post now.

Peg Leg Smith

Thomas L. Old Peg Leg Smith
Was the only name he owned
Until an Indian called his name,
"Tevy-Oats-at-a-Tuggy-Bone."

Tevy, Tevy Oats
Tevy, Tevy Oats

Until an Indian called his name,
"Tevy-Oats-at-a-Tuggy-Bone."

Buffalo, bear, and antelope
Are the friends that he has known.
He bathes in the lake but without soap -
Tevy-Oats-at-a-Tuggy-Bone.

Tevy, Tevy Oats
Tevy, Tevy Oats
Until an Indian called his name,
"Tevy-Oats-at-a-Tuggy-Bone."

A mountain man with a beard this long- (hold arms out wide)
It grew 'til it was grown.
His name's as silly as this song:
Tevy-Oats-at-a-Tuggy-Bone

Tevy, Tevy Oats
Tevy, Tevy Oats
Until an Indian called his name,
"Tevy-oats-at-a-tuggy-bone."

Oh, Susanna!

I come from Alabama with my banjo on my knee.
I'm goin' to Louisiana, my true love for to see.
It rained all night the day I left, the weather it was dry.
The sun so hot I froze to death, Susanna don't you cry.
Oh, Susanna! Oh, don't you cry for me.
I've come from Alabama with my banjo on my knee.

Oh, California!

I sailed from Salem City with my washbowl on my knee.
I'm goin' to California, the gold dust for to see.
It rained all night the day I left, the weather it was dry.
The sun so hot I froze to death,
Oh brothers, don't you cry!
Oh, California! That's the land for me.
I'm goin' to San Francisco with my washbowl on my knee.

I soon shall be in Frisco and there I'll look around,
And when I find the gold lumps there, I'll pick them off the ground.
I'll scrape the mountains clean, my boys; I'll drain the rivers dry.
A pocketful of rocks bring home, oh brothers, don't you cry!
Oh, California! That's the land for me.
I'm goin' to San Francisco with my washbowl on my knee.

Sweet Betsey from Pike

Oh, don't you remember Sweet Betsey from Pike,
Who crossed the wide prairie with her husband, Ike?
With two yoke of oxen, a big yellow dog,
A tall Shanghai rooster and one spotted hog.

Sing too ralli, oo-ralli, oo-ralli ay
Sing too ralli, oo-ralli, oo-ralli ay

When they reached the desert, Sweet Betsey gave out.
Down in the sand she lay rolling about.

Ike looked at her with great fear and surprise,
Saying, "Betsey get up. You'll get sand in your eyes."

Sing too ralli, oo-ralli, oo-ralli ay
Sing too ralli, oo-ralli, oo-ralli ay

The Shanghai ran off and the cattle all died.
The last piece of bacon that morning was fried.
Poor Ike got discouraged, and Betsey got mad,
The dog wagged his tail and looked wonderfu' sad.
Sing too ralli, oo-ralli, oo-ralli ay
Sing too ralli, oo-ralli, oo-ralli ay

They suddenly stopped on a very high hill,
With wonder looked down upon old Placerville.
Ike sighed when he said, and he cast his eyes down,
"Sweet Betsey, my darling, we've got to Hangtown."
Sing too ralli, oo-ralli, oo-ralli ay
Sing too ralli, oo-ralli, oo-ralli ay

Buffalo Gals

As I was walking down the street,
Down the street, down the street,
A pretty girl I chanced to meet,
And she was fair to me.

Oh, Buffalo Gals will you come out tonight,
Come out tonight, come out tonight?
Buffalo gals will you come out tonight
And dance by the light of the moon?

I asked her if she'd stop and talk,
Stop and talk, stop and talk,
Her feet took up the whole sidewalk
As she stood close by me.

Oh, Buffalo Gals will you come out tonight,
Come out tonight, come out tonight?
Buffalo gals will you come out tonight
And dance by the light of the moon?

I asked her if she'd be my wife,
Be my wife, be my wife.
I could be happy all my life
If she would marry me.

Oh, Buffalo Gals will you come out tonight,
Come out tonight, come out tonight?
Buffalo gals will you come out tonight
And dance by the light of the moon?



I Saw the Elephant!

Many pioneers headed west because they wanted to "see the elephant." Many people had never seen an elephant before, so this term came to mean that they wanted to head west to see something new and exciting, to seek their fortune, even though it might be dangerous. The many challenges and disappointments they would face were represented by the elephant. For many emigrants, when struck by hardship after hardship, they decided to turn around and go back home. Upon return, they said they'd "seen the elephant" and that was enough for them.

This old cartoon shows an emigrant, probably heading to California with his pick and shovel to find gold. He has "seen the elephant." Will he continue on his way? It was a difficult choice for many.

1. Name three examples of pioneers seeing the elephant while on the trail.

- a. _____
- b. _____
- c. _____

2. For each example, write a possible solution that could have been used to help overcome the elephant.

- a. _____
- b. _____
- c. _____

3. Think about a challenge you've faced or a time you saw the elephant. Describe it.

4. Write a possible solution for overcoming your elephant or how you overcame it.

Day 12: Landmarks and Forts

Objective: TSW observe landmarks and sites of the Oregon Trail as they can be seen today; use an atlas to label a map of the Oregon Trail; use prior knowledge to name forts and landmarks along the trail.

Materials: Oregon Trail PowerPoint presentation, “The Oregon Trail: Forts and Landmarks” worksheet, string, rulers, atlases, Oregon Trail Study Guide.

Procedure: View Oregon Trail PowerPoint presentation of sites you can visit today.

IP: Students will complete “The Oregon Trail: Forts and Landmarks” worksheet, tracing the trail, identifying landmarks, and using scale. Students will need atlases and a map of the Oregon Trail would be helpful.

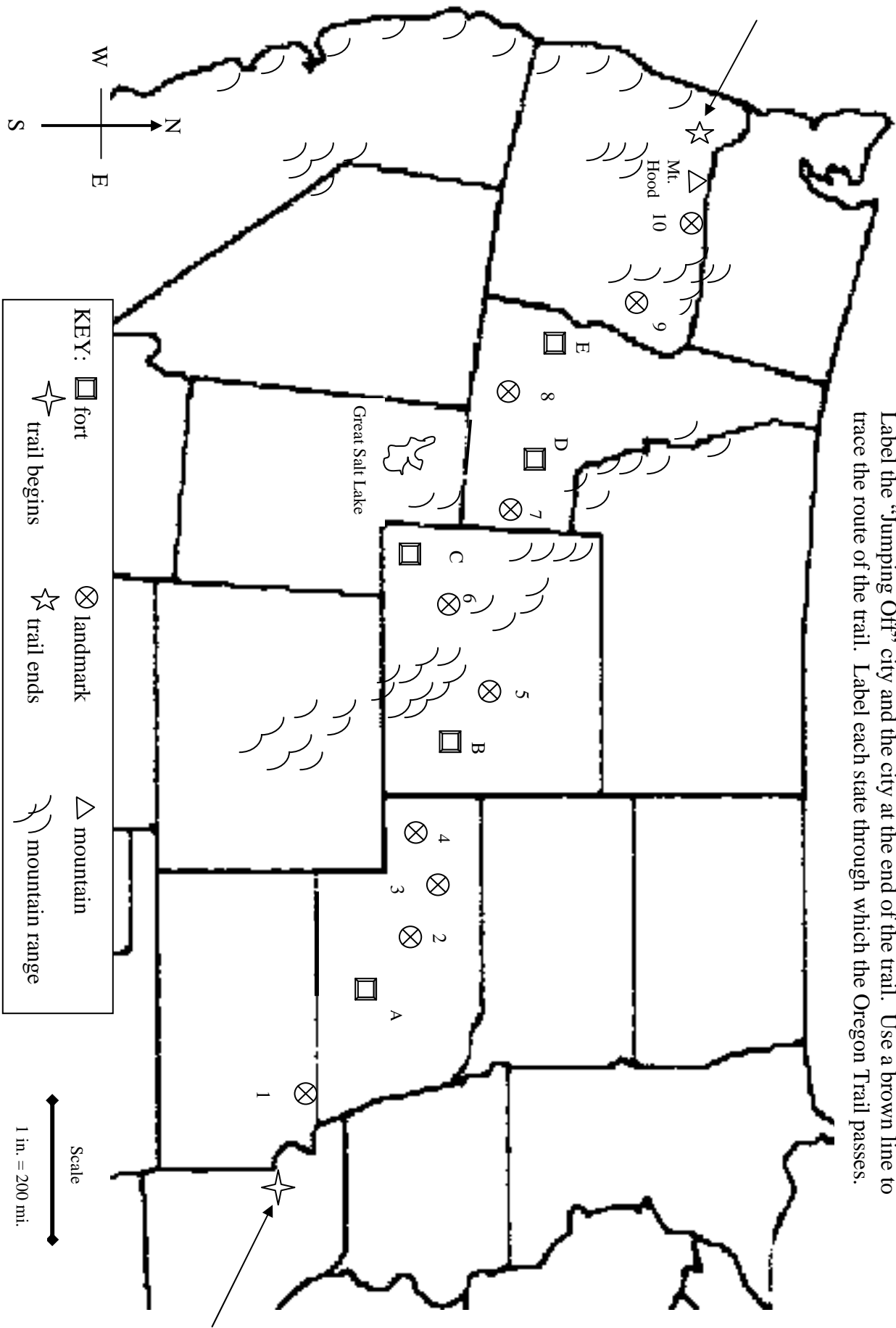
Answer Key page 85.

Teacher may send home study guide to complete as homework; then check in class on day 13. Study guide found on page 66. Study guide Answer Key page 87.

Name _____

THE OREGON TRAIL: FORTS AND LANDMARKS

Label the “Jumping Off” city and the city at the end of the trail. Use a brown line to trace the route of the trail. Label each state through which the Oregon Trail passes.



Name _____ Date _____

The Oregon Trail: Forts and Landmarks

| | | | |
|--------------|-------------------|-----------------------|----------------|
| Fort Bridger | Ash Hollow | Alcove Spring | Fort Boise |
| South Pass | Courthouse Rock | Fort Hall | Flagstaff Hill |
| Chimney Rock | Independence Rock | Fort Kearny | Soda Springs |
| The Dalles | Fort Laramie | Three Island Crossing | |

Use the words above to help you figure out the landmarks and forts pioneers used to find their way along the Oregon Trail.

- 1 ⊗ _____ This resting spot in northeast Kansas was a nice place for pioneers to picnic. The spring has never dried up to this day. Some pioneers scratched names into the rocks nearby.
- A □ _____ This fort in south-central Nebraska lies near the Platte river and was an important military outpost by 1848.
- 2 ⊗ _____ This was a nice, shady resting spot with many ash trees in central Nebraska where the pioneers could relax after descending the very steep Windlass Hill.
- 3 ⊗ _____ These two rock formations in western Nebraska were said to look like the jail and courthouse in St. Louis, Missouri.
- 4 ⊗ _____ This very tall, pointed rock could be seen over 30 miles away. It was the most mentioned landmark in pioneers' journals because of its tall, narrow column.
- B □ _____ This fort in eastern Wyoming was the first permanent settlement of white men on the great plains. Near the Platte and Laramie Rivers, it was first built in 1834.
- 5 ⊗ _____ This huge rock resembled a turtle or whale and pioneers often reached it around the Fourth of July. Here they would celebrate, picnic, and carve names on the "Register of the Desert."
- 6 ⊗ _____ This passageway provided a gentle slope through the Continental Divide and was the easiest place for pioneers to cross the dreaded mountains.
- C □ _____ This fort in dry, southwestern Wyoming was built by mountain man Jim Bridger and Louis Vasquez in 1843. Pioneers went out of their way to reach this fort near a river.
- 7 ⊗ _____ This area had naturally carbonated water, bubbling from the ground. Pioneers loved the cool, tasty treat and sometimes mixed sugar into the water for a special drink!
- D □ _____ This fort in southeastern Idaho was quite helpful and profitable until it was abandoned in 1855 and finally washed away in terrible flooding during 1863.
- 8 ⊗ _____ Crossing the Snake River was dangerous, but pioneers chose this spot because of the small islands in the center which would provide landing places as they crossed the river.
- E □ _____ First a trading post, then an army post, this fort near the Boise River helped many travelers.
- 9 ⊗ _____ When pioneers reached this hill in late September, they could see the beautiful Baker Valley of Oregon at last. They knew they had just one more mountain range to cross in their journey.
- 10 ⊗ _____ Pioneers here had to decide if they would ferry their wagon & supplies down the dangerous Columbia River for a high price, or take the overland route, the Barlow Toll Road, around Mt. Hood.

-
1. Use an atlas to help label the Platte, Blue, Snake, and Columbia Rivers on your map with blue lines.
 2. Shade in the Continental Divide and the Blue Mountains with light brown color.
 3. Lay a piece of string along the Oregon Trail; then lay the string along your ruler. Use the scale on the map. About how long was the trail?
- _____

Day 13: End of the Trail

Objective: TSW create a 3-D model of an Oregon homestead; list qualities of a productive Oregon homestead.

Materials: Oregon Trail Study Guide, “Build Your Home Here!” transparency, large white construction paper, Dinah Zike 3-D Foldable Display instructions, “Pioneer Life” article and questions (optional).

Procedure: Check the Study Guide given as homework or complete in class together. Answer Key page 96. Discuss what type of place a pioneer might choose for his homestead of one square mile. Use transparency “Build Your Home Here!” to discuss such things as resources available nearby, shelter, climate, distance from other settlers, landforms, water supply, trees, crops to grow, plants and animals in the area for food, etc. Have students create a 3-D homestead by using the attached Dinah Zike foldable instructions. Draw the home on the background, and the surrounding land and crops in the foreground and around the house. On the back of the display, have students write a paragraph describing why they chose this spot for their homestead. Write about the features discussed above that your homestead has. (This could take 2 days.)

Alternate activity: “Pioneer Life” article and questions for students to answer.
Answer Key page 87.

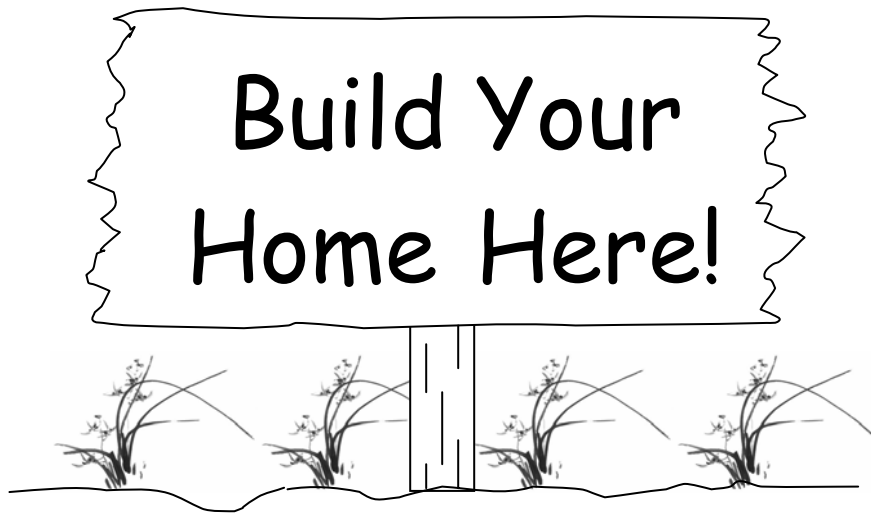
© Fun Activity: Create a log cabin with pretzels and milk cartons. Over several days, have students save milk cartons from lunch, rinse and dry them. Cover the milk carton with brown paper around the sides. Use stick pretzels as logs and glue them horizontally around the sides of the milk carton cabin. Students can even use “waffle” pretzels for windows. Create a roof with a folded piece of brown paper placed atop the milk carton. It can be covered with pretzels as well. Enjoy, but don’t eat it!

Name _____ Date _____

WESTWARD MOVEMENT UNIT STUDY GUIDE

Quiz date _____

1. Know the president who hired Lewis and Clark.
2. Know the Indian woman who helped Lewis and Clark.
3. Understand why the president wanted the United States to expand westward all the way to the Pacific.
4. Know some of the most important supplies pioneers needed in their wagon.
5. Know what the term "Jumping Off" means.
6. Know the town where most wagon trains began the journey to Oregon.
7. Know how long the journey to Oregon usually took.
8. Know what animals were best for pulling the wagons to Oregon.
9. Be able to name some of the landmarks pioneers passed along the way.
10. Be able to describe some of the hardships pioneers faced on the journey.
11. Be able to tell some of the reasons why emigrants moved to Oregon.



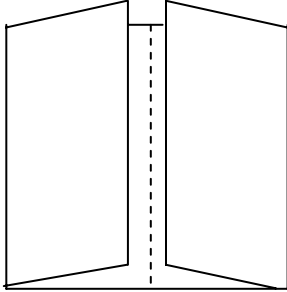
Once in Oregon, the pioneers had much to do. If you had enough time and had some money left, you would look for your homestead site to build your family's cabin. Where should you build? What kinds of features do you want nearby?

As you create your homestead site, write about the features near your home:

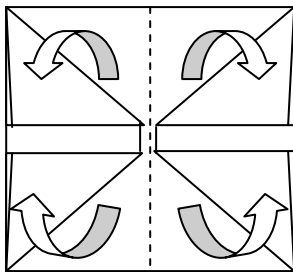
- What kind of home will you build?
- What kind of climate or weather would you like in the area?
- How far away from other settlers or a town do you want to live?
- What types of landforms are in the area you picked?
- What kind of water supply do you have?
- Are there trees on or around your homestead site?
- What kind of crops do you plan to grow and how much?
- What native plants are in the area?
- What wild animals are found nearby?

Dinah Zike 3-D Foldable Display

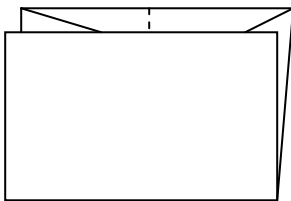
1. Find the center of the paper and fold the left and right sides of paper to meet in the middle in a "shutter fold."



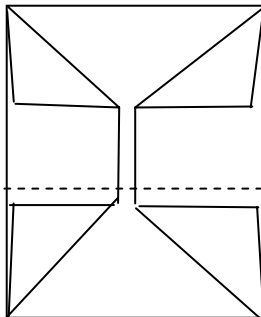
2. Fold the top and bottom corners to the outside edge making right angles, or "shirt collars" at the top & bottom.



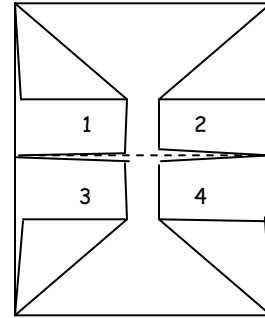
3. Fold the paper "hamburger" style with the folds to the inside.



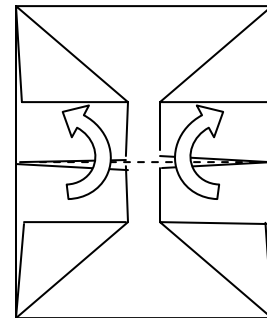
4. Unfold the "hamburger" fold just made.



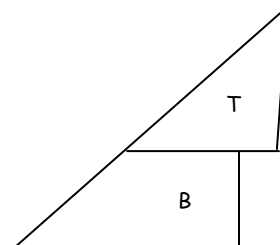
5. Cut down the hamburger fold on the left and right flaps. Be sure to stop at the crease on the left and right sides. Cut from the top of the flap down to the crease. You have 4 flaps now with triangles on each.



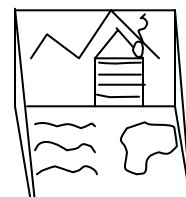
6. Bring the bottom flap up and tuck it underneath the triangle of the flap above it. Do this on each side.



7. This is what the display should look like from the side now.



8. This is the 3-D display view from the front. Have students draw their homestead on the background and their surrounding landscape on the foreground and sides. (They can make it flat again to draw, then make it 3-D when finished.) Write a description of the homestead site and its resources on the back.



Pioneer Life

The first settlers who arrived into the Oregon Country did not waste much time - they got right down to business. The pioneers chose sites in the wilderness to build their homes. A wilderness is an area of land that is not yet lived in or settled. They had to chop down trees, and using whipsaws, they sawed the trees in half. They then cut small pieces out near the end of the logs. These cuts held the logs in place when they stacked them to build their log cabins. The pioneers had to fill up the holes between the logs. Mud and dirt, as well as small sticks, were used to fill these openings. When the logs were being put in place, the settlers would cut openings for the doors and windows. The roof was made from the bark of trees. Sometimes the floors had wood planks laid down, but most of the time the early settlers simply had dirt floors.

The furniture in these log cabins was very simple. Tables and chairs were made from logs. Beds were stuffed with straw and corn husks and built into the corners of the cabin.

A homestead was where the pioneer lived as well as farmed. Everyone had to work on the homestead. The children fed the chickens, gathered eggs, milked the cows, and tended to (worked in) the garden. They also rode horses to drive the cattle to fields where they could graze. Wood had to be chopped for the stove and for long, cold winters. Girls usually helped their mothers make and mend clothes, do the wash, and clean the house. In their spare time, boys worked in the fields. Women and men both worked all day from morning until night on the homestead.

Read the questions and answer them in complete sentences.

1. What is the wilderness? _____

2. What kind of chores did children have on the homestead? _____

2. How did pioneers spend most of their time? Why? _____

3. What do you think pioneers on a homestead did in their spare time? _____

4. How is life different now? Do you think it was easier to live in pioneer times or today? Why?

Days 14 and 15: Test and/or Journal

Objective: TSW demonstrate mastery, 80%, of Westward Movement curriculum; students will use knowledge from the unit to create a comprehensive journal from a pioneer's point of view.

Materials: Oregon Trail Test, pioneer journal outline, Journal Covers (2 styles), blank paper for inside journal, twine/yarn.

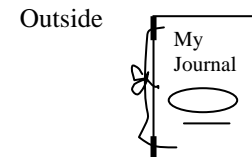
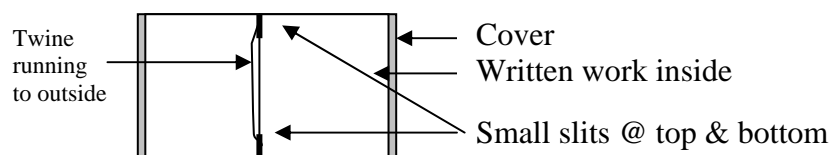
Procedure: Have students complete their Oregon Trail test. Answer Key page 87.

Afterward, students will then begin a journal describing their trip from a pioneer's point of view. Ideally, there would be time to create a rough draft and revise before putting into the final copy journal. This is a reflection of the whole trip as they reach Oregon. You may wish to coordinate this with the Language Arts teachers so the students can do some writing in Language Arts.

Things to include in the journal are included on the pioneer journal outline:

- why their family decided to head west
- who they are traveling with
- how are they getting there and what did they bring with them
- describe 3 hardships faced along the way
- describe 3 landmarks and the scenery
- describe their feelings as they reach the end of the trail

Xerox the journal covers on beige/tan tag board or parchment. There are 2 journal covers to choose from. Include blank white paper inside for final copies of journals. Cut a small slit on the fold at the top and bottom of the journal. Tie a piece of twine (or yarn) as a loop around the outside and inside of the journal, pulling the twine into the small slits previously cut so the pages stay in place. See diagram below. Students will write final copies of journals on blank white paper inside.



Name _____ Date _____

WESTWARD MOVEMENT UNIT QUIZ

1. What president hired Lewis and Clark to explore the Northwest?
 - a. George Washington
 - b. Abraham Lincoln
 - c. Thomas Jefferson
 - d. George Bush

2. What Native American woman was an interpreter and guide for Lewis and Clark?
 - a. Pocahontas
 - b. Sacagawea
 - c. Charbonneau
 - d. Shoshone

3. Meriwether Lewis' dog was named _____ .

4. Why did the president want the United States to expand all the way to the Pacific Ocean?

5. Name five of the **most important** supplies pioneers would have brought in their wagon:

6. What does "Jumping Off" mean?
 - a. jumping down from a rock
 - b. jumping rope
 - c. jumping off a horse
 - d. beginning the Oregon Trail journey

7. From where did most wagon trains leave to start their journey?
 - a. Portland, Oregon
 - b. Independence, Missouri
 - c. Houston, Texas
 - d. Fort Clatsop

8. About how long did the Oregon Trail journey take?

- a. 2-3 weeks
- b. 2-3 months
- c. 5-6 weeks
- d. 5-6 months

9. What animals were **best** for pulling wagons?

- a. oxen
- b. horses
- c. mules
- d. donkeys

10. What are three landmarks the pioneers looked for as they traveled?

11. Describe three hardships pioneers might have faced on the trail.

12. Discuss three reasons an emigrant might have decided to move to Oregon.

13. If you had lived in the mid-1800s, would you have "gone west" in a covered wagon? Why or why not? _____

PIONEER JOURNAL

Introduction

- Why did you decide to move west?
- Who are you traveling with?
- How will you get there?
- What did you bring with you?



Three Landmarks – one paragraph each

- 1.
- 2.
- 3.



Three Hardships – one paragraph each

- 1.
- 2.
- 3.

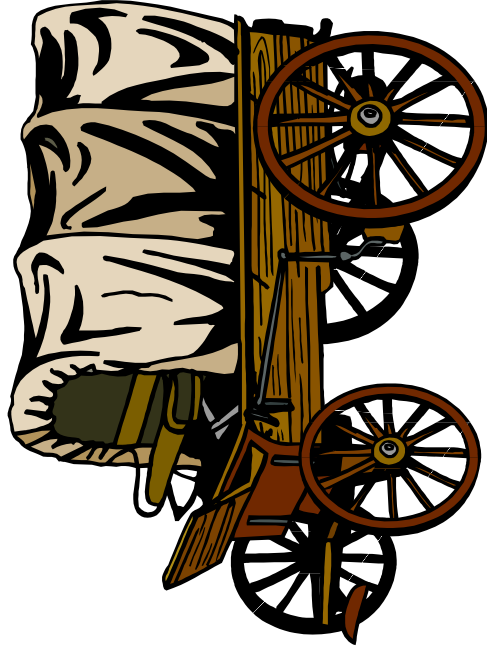


Conclusion

- Your feelings felt along the journey
- Your feelings as you reach Oregon

Published in _____ by

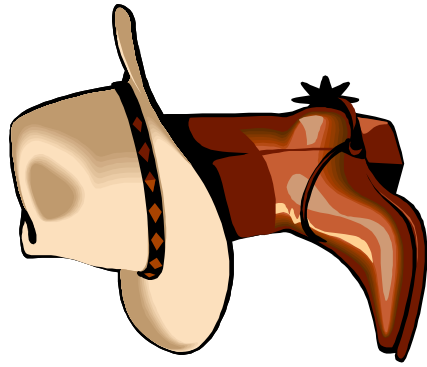
Western, Inc.



A Journal by Pioneer

Published in _____ by _____

Western, Inc.



A Journal by Pioneer

ADDITIONAL RESOURCES



Lewis & Clark

Lewis & Clark National Historic Trail
700 Rayovac Drive, Suite 100
Madison, Wisconsin 53711
608-264-5610

Lewis & Clark Trail Heritage Foundation, Inc.
P.O. Box 3434
Great Falls, Montana 59403

Fort Clatsop National Memorial
92343 Fort Clatsop Road
Astoria, Oregon 97103
503-861-2471

Lewis & Clark National Historic Trail
1709 Jackson Street
Omaha, NE 68102-2571
402-221-3471

www.lewisandclark.org
www.nps.gov/focl
www.pbs.org/lewisandclark
<http://lewisclark.geog.missouri.edu>
www.nps.gov/lecl/jr.htm



The Oregon Trail

Bureau of Land Management
Historic Trails Office
1701 East E Street
Casper, WY 82601

Bureau of Land Management
National Historic Oregon Trail Interpretive Center
P.O. Box 987
Baker City, OR 97850

National Frontier Trails Center
318 West Pacific
Independence, MO 64050

Oregon-California Trails Association
524 South Osage Street
P.O. Box 1019
Independence, MO 64051-0519

<http://www.isu.edu/%7Etrnmich/Allabout.html>
www.or.blm.gov/NHOTIC
<http://octa-trails.org>
www.pbs.org/opb/oregontrail
www.endoftheoregontrail.org



CORPS OF DISCOVERY MEMBERS



| | |
|--|--------------------------------------|
| Meriwether Lewis | captain of the expedition |
| William Clark | captain of the expedition |
| Sgt. John Ordway | expedition's top soldier |
| Sgt. Charles Floyd | woodsman, non-com. officer (died) |
| Sgt. Nathaniel Hale Pryor | non-commissioned officer |
| Pvt./Sgt. Patrick Gass | carpenter, promoted after Floyd died |
| Pvt. William Bratton | soldier |
| Pvt. John Collins | hunter, cook |
| Pvt. John Colter | hunter |
| Pvt. Pierre Cruzatte | boatman, musician |
| Pvt. Joseph Field | hunter, woodsman |
| Pvt. Reubin Field | hunter, woodsman, fastest runner |
| Pvt. Robert Frazer | budding linguist |
| Pvt. George Gibson | hunter, musician |
| Pvt. Silas Goodrich | fisherman |
| Pvt. Hugh Hall | soldier |
| Pvt. Thomas Proctor Howard | soldier |
| Pvt. Francois Labiche | hunter, interpreter |
| Pvt. Jean Baptiste Lepage | soldier |
| Pvt. Hugh McNeal | soldier |
| Pvt. John Potts | soldier, miller |
| Pvt. George Shannon | hunter |
| Pvt. John Shields | blacksmith, hunter |
| Pvt. John Thompson | cook |
| Pvt. Peter Weiser | cook |
| Pvt. William Werner | cook |
| Pvt. Joseph Whitehouse | tailor |
| Pvt. Alexander Hamilton Willard | blacksmith |
| Pvt. Richard Windsor | blacksmith |
| <u>Non-military members:</u> | |
| George Drouillard | interpreter, expert hunter, woodsman |
| York | slave, nurse, hunter, cook |
| Toussaint Charbonneau | interpreter, cook |
| Sacagawea | interpreter |
| Jean Baptiste Charbonneau | Sacagawea's baby boy ("Pomp") |
| Seaman | Lewis' Newfoundland dog |
| <u>Return Party:</u> Cpl. Richard Warfington | leader of return party |
| Pvt. John Boley | soldier |
| Pvt. John Dame | soldier |
| Pvt. John Newman | soldier, troublemaker |
| Pvt. Moses Reed | soldier, deserter |
| Pvt. John Robertson | soldier |
| Pvt. Ebenezer Tuttle | soldier |
| Pvt. Isaac White | soldier |

Oregon Trail History

The Oregon Trail became a passage to the "Land of Plenty" for many of the emigrants who traveled it. They hoped it would lead them to a better life, more fertile land, and dreams fulfilled, but for some the dream died. Though many found adventure and success on their journey, the trail was full of tragic encounters and testing times. The road to the West, known as the Oregon Trail, began as a series of trails used by Native Americans and fur traders. Its first real emigrant traffic came in 1843 when a wagon train of about 1,000 people left Independence, Missouri for Oregon. From that time on, the Oregon Trail saw hundreds of thousands of travelers until the late 1860's, when a transcontinental railroad offered new ways to reach the West.

The start of the journey basically followed the Platte River through present day Nebraska. To the northwest loomed the great Rocky Mountains, and to the south lay the desert. The Platte River offered a central corridor to those heading west. First, travelers journeyed up the Platte, to the North Platte, then to the Sweetwater River which led them to South Pass. From South Pass, their routes went either along the Snake and Columbia Rivers to Oregon, or the Humboldt River toward California.

Independence and St. Joseph, Missouri were common "jumping off" places. Large numbers of emigrants gathered there before heading towards the West. This was the place to make sure your "outfit" was fully assembled and equipped. A wagon, draft animals, food, tools and clothing were gathered together to sustain a family for up to five or six months of trail travel and camping out.

Oxen were the number-one draft animal of the migrations. About 80% of the wagons in 1850 were hauled by these beasts of burden. Why oxen instead of horses? Horses were expensive (about \$200 for a horse of medium quality) and their upkeep was demanding. Horses needed grain to supplement their diet, and were bothered by insects and bad water. Mules were also a popular choice as they were strong, tough, could move at a fairly fast pace, and were able to survive on grass available along the trail. But mules were expensive, in short supply, and sometimes had a contrary nature that made them difficult to control. Also, Plains Indians and rustlers sometimes stole horses and mules. Oxen were not so tempting to thieves. They were slow travelers, but very strong, adaptable and calm. They survived on the dry prairie grasses. Oxen were much cheaper, at \$50 to \$65 per head. And, if things got bad on the trail, an ox could be slaughtered for beef to feed hungry pioneers.

A wagon needed at least two span, or pair, of oxen to pull, and if possible, a spare pair would be taken. Oxen hooves required attention, and shoes were applied to their feet to protect them. If iron shoes were not available, emigrants nailed sole leather on the bottoms of the oxen feet or smeared the hooves with tar or grease and fastened on boots made of buffalo hide. Families had great affection for their oxen, often giving them names. When oxen died, the whole family grieved as though a family member had been lost.

Wagons used on the Oregon Trail were not the huge, boat-shaped Conestoga, but more of a reinforced farm wagon, capable of hauling anywhere from 1,600 to 2,500 pounds. Wagons were protected with bows reaching about five feet above the wagon bed and covered with some type of heavy, canvas-like material. Spare parts, tongues, spokes, and axles were carried, and were often slung underneath the wagon bed. Grease buckets, heavy rope (at least 100 feet was recommended), and chains completed the running gear accessories. When store-bought grease (necessary for wheels) was exhausted, boiled buffalo or wolf grease served the purpose.

In preparing supplies, a delicate balance was necessary, for hauling too much would wear down the animals, but not enough food could result in starvation. While some wild berries, roots, greens, and fish might supplement the diet, it was too risky to depend on these. It was also not a good idea to depend too much on success in hunting or foraging on the dry plains. In some places along the trail, emigrants might find Indians bartering

game, salmon, and vegetables for tools and clothing. Prior to 1849, there were few stores or trading posts along the routes and even after establishment of trading posts at Scott's Bluff, Ft. Bridger, Fort Kearny and Fort Laramie, supplies were meager and extremely high priced.

Early guide books recommended that each emigrant be supplied with 200 pounds of flour, 150 pounds of bacon, ten pounds of coffee, 20 pounds of sugar and ten pounds of salt. Basic kitchen equipment consisted of a cooking kettle (Dutch oven), fry pan, coffee pot, tin plates, cups, knives and forks.

Provisions were of vital importance to the emigrant. The most important factor in selecting food was to determine if it preserved well and would not spoil along the trail. Bread, bacon and coffee were the staple diet during the entire trip west. Most people extended their basic recommended list by adding dried beans, rice, dried fruit, tea, vinegar, pickles, ginger, mustard and saleratus (baking soda). While pioneer women were used to baking bread at home, it took some experimenting to bake bread in a Dutch oven or reflector oven under prairie conditions with a buffalo chip fire, blowing ashes, dust and insects. Corn meal and pilot bread or ship's biscuits were also common provisions to last the five-month journey. The food supply was the heaviest and most essential part of the covered wagon cargo. While the science of dietetics was not completely understood, there were many suggestions to help travelers ward off scurvy, dysentery and other ailments obviously directly related to an inadequate or unbalanced diet. Some pioneers brought a few chickens along in cages tied to the side of the wagon. Many, especially those with small children, brought milk cows. Milk was a health-giving supplement to a family diet made up of mainly meat and bread.

The standard date for departure from the jumping-off places was April 15, give or take a week or two. Any earlier, and the trail was too muddy; later the prairie grasses would be over-grazed and pioneers risked meeting winter weather at the end of their trip. Expected arrival in Oregon or California was mid-September to early October. An ideal crossing was 120 days for the 2,000 mile trip with a daily average of 15 miles per day. A more realistic crossing took two to four weeks longer than this estimate. On a good day, more than 15 miles could be covered at top oxen-speed of about two miles per hour. On a bad day with river crossings or rough weather - much less distance was made.

In many wide open places, wagon trains broke up into two or more columns, spreading out to relieve the pressure on the road. In many other places, it was "once in line, stay in line." Large herds of cattle often times accompanied the wagon trains, causing further crowding on the trail, and raising huge clouds of choking dust. The day usually started at sunrise and lasted until early evening with a one hour rest at noon. This "nooning" was essential because it gave man, woman and beast a much needed rest. The oxen were not unyoked, but they were allowed to graze if forage was available.

Emigrants were always on the lookout for the perfect campsite with water, firewood, and grass for grazing their animals. Good campsites were well known and well used. The first order of business at the end of the day was forming a corral by pulling the wagons into a circle. It was normally a circular or oblong shape with the tongue of one wagon chained to the rear of a neighbor's to form a fence. Originally designed to form a corral for some of the livestock, it became an institution, as much for companionship as anything else. An opening or two was left for passage of livestock and could be closed with the tongue of a wagon.

The evening campfire provided comforting warmth, a place to dry wet clothes, and to cook a hot supper. While river bottoms along the trail are thick with trees today, 150 years ago frequent prairie fires kept the trees from maturing. How did the emigrants keep warm, fry their bacon, or bake their bread? This was accomplished by cutting green willows when available, burning drift wood, breaking up the occasional abandoned wagon box, twisting dry grass into tight bundles, or when crossing buffalo country, using dry "buffalo chips", sometimes called prairie coal.

Water was important along the entire length of the trail, and the route followed rivers as much as possible. Along the Platte River, travelers described the muddy water as "too thick to drink and too thin to plow." Some tried to filter out sand and other particles found in river water by straining the water through fabric. Some boiled their water, not so much to ensure its safety, but to "kill the wiggle-tails". Drinking untreated water caused a lot of sickness and death on the trail. Springs also provided watering spots, but alkali springs were poisonous to man and animals, and were marked with warning signs. In some stretches of trail - especially through Idaho, eastern Oregon, or the Nevada desert - emigrants had to haul water for long stretches between rivers and springs.

The Oregon migrations were a family affair, sometimes with at least 50 percent women and children. There were courtings and marriages among the young and unmarried members of numerous wagon trains. There was also a high incidence of childbirth on the trail. Interestingly, those who kept diaries made no mention of an impending birth until a short entry announced the arrival of a new member of the family. Tragically, the chance of death for both mother and infant during childbirth was high. Poor nutrition, lack of medical care, poor sanitation, and the exhausting stress of pressing westward caused many of these deaths.

Sleeping arrangements were elementary and primitive. Sick persons or small children might sleep in the wagon, but the most common bed was a blanket, a piece of canvas or India rubber cloth or a buffalo robe on the ground. Some had tents, but they often blew away in the wind, or were so cumbersome to deal with that they were discarded along the way. Emigrants had no trouble falling asleep--fatigue and exhaustion made the ground seem soft and quite welcome to lay down upon after a long day on the trail.

Given the extremes which tested the emigrants to the limit of their endurance and fortitude, the evidence of crime among the travelers was low. Under the circumstances, the vast majority of folks behaved admirably. There were no civil laws, no marshals, sheriffs, or courts of law to protect those who crossed the plains. The military offered some protection near the forts, but that was limited. Wagon trains disposed their own justice and made their own laws.

Religion played a large role in the westward migration, for a majority of these pioneers were devout Christian churchgoers. While it was not practical to lay over every Sunday while traveling the trail, some sort of Sabbath observance was usually held. If the train rested on the Sabbath, the women washed clothes or did some extra cooking. The men repaired wagons, harnesses, etc.

While some people seemed to thrive on the excitement and adventure of the journey across the plains, for many it was simply an ongoing ordeal. After surviving untold hardships, there arose the threat of disease and death. Statistics on the number of emigrants and the number of deaths on the trail vary widely. Different historians have estimated between 200,000 and 500,000 people crossed the overland trail, and 20,000 to 30,000 deaths occurred along the 2,000 mile trail, averaging ten or more graves per mile.

Often the deaths occurred from poor sanitation practices in cooking and food storage, bad water, and bad living conditions. Some people suffering from "consumption" or tuberculosis, tried to make the trip because it was believed that outdoor exercise would overcome the disease. What better exercise than walking across the prairie! Pneumonia, whooping cough, measles, smallpox and various other sicknesses also caused many deaths. Cholera, a contagious bacterial disease, was the greatest killer on the trail.

Accidents associated with wagon travel also took their toll. Drowning, being run over by a wagon, accidental shootings and accidents from handling animals caused injuries, maiming, and deaths. Fatigue often resulted in carelessness and led to accidents.

The weather played a key role in trail life, and was one which simply had to be endured. April and May could be cold and wet, and since the emigrants traveled with a meager supply of clothes and bedding, many were uncomfortable. Later, heat and dust became the enemy. When it rained, low places became bogs where wagons could mire down, and rivers that had to be crossed became raging torrents.

After surviving the great prairies and Rocky Mountains, making their way along the Sweetwater and Snake Rivers, the Blue Mountains still had to be crossed. Many found the road through the Blues more difficult than crossing the Rockies. Travelers then journeyed across Northeastern Oregon to the Columbia. Some historians say the Oregon Trail ended at The Dalles, but most believe its true end is at Oregon City. After reaching The Dalles, wagons floated down the Columbia on rafts. In 1846 the Barlow Road was built around Mount Hood, giving travelers an alternative to river travel.

Finally, the Valley of the Willamette!! Located here was the land office where you could file your land claim. Here, hopes and dreams either blossomed and bore fruit--or died. Those who had endured the incredible hardships of the journey, now behind them, came to this valley to seize the land, settle it, come to terms with it, and to call it home.

Oregon Trail Glossary

Abandonment - Leaving possessions along the trail necessitated by weakening team, a common occurrence on the Oregon Trail.

Buffalo Chips - Dried buffalo dung gathered in treeless terrain and sometimes used for fuel by Oregon Trail emigrants.

Cholera - A deadly disease, probably of Asiatic origin, which ravaged the Oregon Trail during the mid-nineteenth century. The years 1849-50 were probably hard hit. Some trains lost two thirds of its party to disease.

Constitution - A document drawn prior to the departure of a party which regulated conduct and set laws the party would abide by in the wilderness.

Corral - Circling of the wagons at night to provide an enclosure for protection and to prevent stock from scattering. Ropes or chains were often tied between wagons to complete the enclosure.

Cut - A Shortcut or branch of a trail, often named after the first person who used it.

Dutch oven - A deep cast iron vessel on legs with a lipped lid used primarily for baking by placing coals under the base and on top of the lid.

Emigrant - A person leaving one area to move to another, as emigrants on the Oregon Trail leaving the Midwest for the west coast.

Emigrant Wagon - The animal-drawn wagon which brought emigrants to the west coast.

Gold Fever - A blind desire to discover gold. This craze for gold caused the 1849 rush of emigrants to Oregon and California. This was precipitated by the discovery of gold in those regions that same year.

Gold Rush - Large scale migration of prospectors to gold fields. California Gold Rush is the most famous, (but there were also gold rushes in Oregon, Colorado, Nevada, and South Dakota.)

Guidebook - Publications which gave advice to Oregon Trail emigrants as to provisions and equipment needed for journey and routes to follow. Some guidebooks gave bad advice.

Jumping Off (to Jump Off) - To leave the civilized world on a 2,000 mile journey through the western wilderness. Timing of departure was critical. The Missouri River towns from which emigrants "jumped off" were known as "jumping off towns." These were important supply points for emigrants.

Laying over (to Lay over) - To remain in camp for a day, sometimes laid over because of deaths or births: some parties laid over on Sundays. When laying over, emigrants tended to do jobs which required them to remain stationary, such as laundry.

Nooning it (to Noon) - To stop for a noon meal which was almost always cold. Parties stopped for about an hour and rested for the afternoon march.

Oregon Fever - A blind desire to migrate to Oregon Territory during the mid- nineteenth century, caused by its rich soil and healthful climate.

Outfit - The wagon and the animals that pulled it. The single most important element to the success of a trip on the Oregon Trail.

Party - The group of people traveling together on a westward migration, often held together by a constitution.

Provisions - The food and food preparation equipment carried in the wagon: the most important part of the cargo.

Spider - A frying pan on legs with a long handle originally designed for hearth cookery but also ideal for cooking over an open campfire.

Stampede - A sudden, frenzied rush of frightened animals often caused by lightning. Stampedes of emigrants' stock or buffalo herds could be disastrous to parties.

Team - Two draft animals hitched together form a team. Most emigrant wagons required two teams or four animals, usually oxen.

Train - The group of wagons traveling together on a westward migration.

Turnarounds - Emigrants who "turned around" for one reason or another to return home.

Viameter - A crude odometer using gears to count wheel revolutions and estimate mileage.

ANSWER KEYS



Mountain Men

1. (answers vary) They were known for helping to settle Oregon Country and the rest of the west. They both helped bring settlers to Oregon and guided wagon trains.
2. (answers vary) Wild animals, such as bears made it dangerous to be a trapper.
3. (answers vary) Mountain men made good guides because they were familiar with the west due to all the exploring they did in search of furs for many years. They saw more new land than any other white men.
4. Joe Meek's daughter died of measles during the Whitman Killings.
5. Joe Meek became the first U.S. Marshal of the new Oregon Territory.

Go West!

1. An emigrant means one who leaves his or her home to move to another.
2. The Great Migration was the first year a large number of emigrants traveled to the Oregon Country, and the first year they traveled the entire way by wagons. It was a large number of people moving west.
3. River crossings were dangerous because sometimes you had to turn your wagon into a raft and float across. If you crossed in a shallow spot, the wagon wheels might get stuck in the mud. Your animals could also drown.
4. (answers vary)

I Saw the Elephant!

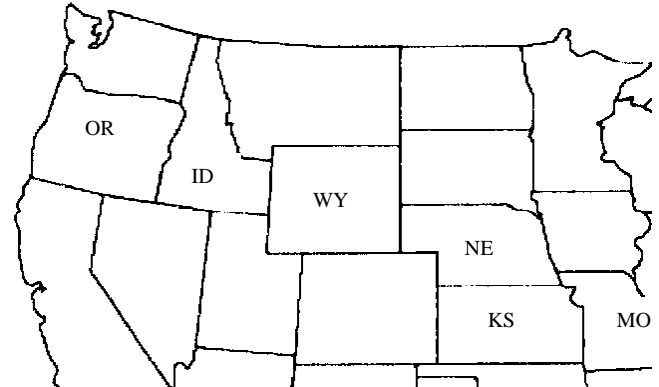
1. Answers vary, but can include any hardships such as river crossings, mountain crossings, disease, lack of food and water, injuries, death, Indian or wild animal attacks, accidents, etc...
2. answers vary
3. answers vary
4. answers vary

The Oregon Trail: Forts and Landmarks Map

Label Independence, MO at ✧

Label Oregon City, OR at ☆

Trace trail in brown



Forts and Landmarks (Fill in the Blank)

1. Alcove Spring
- A. Ft. Kearny
2. Ash Hollow
3. Courthouse Rock
4. Chimney Rock
- B. Ft. Laramie
5. Independence Rock
6. South Pass
- C. Ft. Bridger
7. Soda Springs
- D. Fort Hall
8. Three Island Crossing
- E. Ft. Boise
9. Flagstaff Hill
10. The Dalles

Box:

1. Estimate river routes in blue
2. Mountains shaded brown
3. 2,000 miles

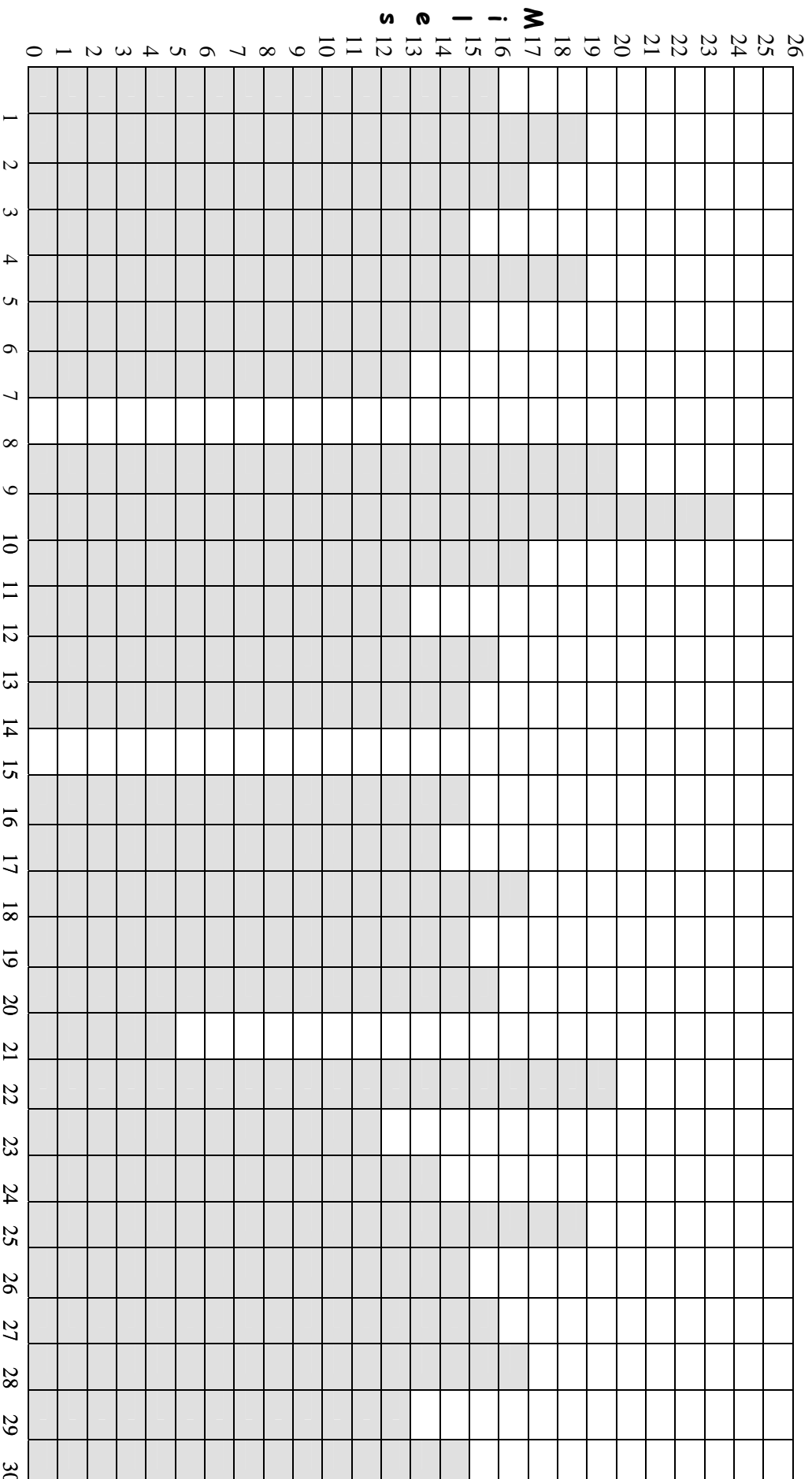
Name KEY to page 41

Miles and miles and miles...

Many pioneers walked the entire trail. Using the information below, fill in the bar graph to show how far they may have traveled in June.

| | | | | | |
|-----------------|------------------|------------------|------------------|------------------|----------------------|
| June 1 - 16 mi. | June 7 - 13 mi. | June 13 - 16 mi. | June 19 - 15 mi. | June 25 - 19 mi. | Find the total miles |
| June 2 - 19 mi. | June 8 - 0 mi. | June 14 - 15 mi. | June 20 - 16 mi. | June 26 - 15 mi. | walked for the month |
| June 3 - 17 mi. | June 9 - 20 mi. | June 15 - 0 mi. | June 21 - 5 mi. | June 27 - 16 mi. | of June: |
| June 4 - 15 mi. | June 10 - 24 mi. | June 16 - 15 mi. | June 22 - 20 mi. | June 28 - 17 mi. | |
| June 5 - 19 mi. | June 11 - 17 mi. | June 17 - 14 mi. | June 23 - 12 mi. | June 29 - 13 mi. | |
| June 6 - 15 mi. | June 12 - 13 mi. | June 18 - 17 mi. | June 24 - 14 mi. | June 30 - 15 mi. | |

442 mi.



June

June 8, June 15, or June 21: Resting on Sunday, bad weather, accidents... June 10: Good conditions, making up time...

Westward Movement Study Guide

1. Thomas Jefferson
2. Sacagawea
3. Jefferson wanted the U.S. to become more powerful with land. It would provide another passage to the Pacific for trade. Many resources.
4. Flour, water, bacon, beans, weapons, tools, cooking and eating utensils, clothing...
5. Starting the Oregon Trail journey
6. Independence, MO
7. 5-6 mos.
8. oxen
9. Chimney Rock, Independence Rock, Courthouse Rock, Devil's Gate, Soda Springs, Scott's Bluff...
10. Disease, death, bad weather, lack of food and water, river crossings, mountain crossings, oxen die, accidents, Indians, broken wagon...
11. Adventure, start a new life, seek gold or money, rich soil for farming, open a business, religion...

Pioneer Life

1. Children fed the chickens, gathered eggs, milked the cows, tended to/worked in the garden, rode horses to drive the cattle, chopped wood, helped mother make/mend clothes, do wash, clean house, and work in the fields.
2. They spend all day working from morning until night because there was much to do and everything took a long time.
3. (answers vary) In spare time they continued to work in the fields, play games, do lessons...
4. (answers vary) Life is different now because we have electricity and modern conveniences. Life was harder in pioneer times because they had to do everything themselves by hand.

Westward Movement Unit Quiz

1. C
2. B
3. Seaman
4. (answers vary) Jefferson wanted the U.S. to become more powerful with land. It would provide another passage to the Pacific for trade. The land had many resources.
5. D
6. B
7. D
8. A
9. (name 3) Pioneers looked for Chimney Rock, Independence Rock, Courthouse Rock, Devil's Gate, Soda Springs, Scott's Bluff...
10. (describe 3) Pioneers faced diseases such as cholera, death of loved ones, lack of food and water and serious accidents. Dangers included bad weather like thunderstorms, dust storms, snow and hail. Dangerous river crossings and mountain crossings; as well as Indian attacks, oxen dying, and a broken wagon were all hardships for the pioneers.
11. (tell 3) Emigrants may have gone west for adventure or to start a new life. Some emigrants were seeking gold or money. Many wanted rich soil for farming or to open a business. Some moved west for religious reasons.
12. (explain if they would have gone west)