Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 5	**English Language Arts-Reading**		**People of the Oregon Trail**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 lessons	Early Spring	K-W-L Charts, VENN Diagrams for comparing similarities and differences, Double and Triple Bubble Maps to compare and contrast, Comprehension of setting and time periods, Using the internet to research a topic, letter writing format

Unit Description: In this unit students will research actual experiences of 19th century pioneers, and use their research to write about personal experiences from the pioneers points of view. Students will analyze similarities and differences of the experiences of the emigrants of the Oregon Trail.

Standards: Common Core State Standards for ELA	**Strand:** Reading Standards for Informational Text **Cluster**: Craft and Structure **Standard**: #6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will read a variety of sample diary and letter writings from the perspectives of a variety of different people who experienced the Oregon Trail. Students will pick three people and create a triple bubble map to analyze the differences and similarities of their accounts of their Oregon Trail experiences.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Students must score a total of 80% (20 out of 25 points) on the summative assessment to demonstrate mastery.
Materials/Resources Needed *Include all items for the entire unit.*	*K-W-L Chart *sticky notes *Reading Journals **Life on the Oregon Trail* by Sally Senzell Isaccs teacher and student copies **If You Traveled West in a Covered Wagon* by Ellen Levine. *VENN Diagram Paper *Lesson Five Assessment *Diary and Letter paper *Double Bubble Maps *Computers with internet access for students and teacher http://www.america101.us/trail/Oregontrail.html

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Teacher will introduce to students that they will be learning about the pioneers experiences on the Oregon Trail and using the information to analyze the similarities and differences of the points of view and experiences of the pioneers. Teacher will begin the lesson exploring what students already know about pioneers. Teacher will begin with a K-W-L chart asking students to use sticky notes to record any information they already know about pioneers. Students will share information on sticky notes and post them on the K (knowledge) section of the K-W-L. Next teacher will ask students what are some things you would like to learn about the pioneers from the Oregon Trail? Teacher will ask will ask students to write down questions on sticky notes, share questions, and post under the W (Want to Learn) section of the K-W-L chart. Next teacher will set the stage for the unit. Teacher will explain to students that they are now going to imagine themselves as modern-day pioneers. Teacher will show students using a map a state far away from Arizona. (Using the EDSITEment-reviewed National Geographic Society Expeditions website. Atlas Section, North America) Teacher is going to explain that students need to imagine that they are going to move to this distant state one month from now. In groups teacher will have students brainstorm a list of questions about the trip and record them in their Reading Journals. Groups will share their questions with the class, as teacher records questions on a master list chart to refer to later. Teacher will introduce the book, *If You Traveled West in a Covered Wagon* by Ellen Levine. Teacher will guide students through a picture walk of the book, discussing pictures and asking students to compare what they see in the pictures compared to what it looks like in present day. Teacher will read the text. While reading teacher will ask questions and discuss events in	Teacher will being with reviewing "What was the Oregon Trail?" "Who were the People that were on the Oregon Trail?" Teacher will explain to students that they are now going to learn about the experiences of people who really did move across the country-the pioneers who traveled west on the Oregon Trail in the 1840s. Teacher will show students the map of the route the emigrants traveled on the EDSITEment website The Oregon Trail. (Teacher will click on Historical Sites on the Trail to show students the entire route, and then each state for close up views.) Teacher will show students photographic images on The Oregon Trail website (Digital Classroom link), showing re-enactments of the Trail experience. As students view each image, teacher will ask them what they notice about details such as people, clothing, transportation, and setting. What does each photograph reveal about the experiences of the pioneers who traveled west on the Oregon Trail? Teacher will introduce the book, *Life on the Oregon Trail* by Sally Senzell Isaacs. Teacher will have small groups picture walk through the text, discussing the different people in the pictures. Next teacher will have small groups read the texts and discuss how experiences on the Oregon Trail were different for people. Small groups will pick two people or groups of people and compare and contrast what they think the experience on the Oregon Trail was like for each person or group. Groups will complete a VENN Diagram comparing the experiences of the two people or groups. After completing teacher will ask each group to share their	Teacher will review lesson two's chart of students brainstorm "What are some things that could have made experiences different for people of the Oregon Trail?" Teacher will explain that today students will be exploring The Oregon Trail site. Students will pair up, and use the site to research two different people's experiences on the Oregon Trail. Teacher will demonstrate to students how on the website they can visit the "Trail Archive" section of the Oregon Trail website to access a selection of diaries, letters, and memoirs. Teacher will model with excerpts from the Harriet Scott Palmer's memoir, Chatherine Sager Pringle's Diary, and the journals of Narcissa Whiteman. Teacher will break students into partners and have the students independently browse the Oregon Trail website to pick two people and/or groups, find interesting information about the two groups and what made the two experiences the same and different. Students will record their information on the Double Bubble Map page. Teacher will walk around to help groups as students work in pairs to research two people or groups. After completing research and comparing and contrasting two different people and/or groups of the Oregon Trail, teacher will ask students to share their Double Bubble Map information with their table groups. Students will save Double Bubble maps to use in Lesson four.	Teacher will show students a teacher example of a double bubble map of her own information gathered from The Oregon Trail website about two people who experienced the Oregon Trail. Teacher will explain to students that today they will be working to create either letters or diary entries acting as each one of the people they researched. Teacher will model having students writing from that person's point of view. Teacher will have students work as a group to brainstorm, using the Double Bubble Map of information the teacher collected to create, one letter and one diary entry pretending to be the people the teacher researched. Teacher will record student ideas to create a sample letter and a sample diary entry for students to reference later. After completing the example as a group, teacher will have students work with their partners to create a letter or diary entry for each person they researched (one for each). Each letter or diary should be a reflection of that person's personal experience on the Oregon Trail. Teacher will remind students that letter and diary entries have to reflect some true experiences they learned about each one of their people. Teacher will walk around room to help guide students in the process of their writing pieces. After completing their writing pieces teacher will ask students to share their writing with their table groups. Teacher will then ask students to verbally discuss the multiple accounts of Oregon Trail experiences and identify the similarities and differences in the different people's view points of the Oregon Trail experience.	Teacher will review how in Lesson four partners wrote either a letter or diary entry for two people, explaining that person's experience on the Oregon Trail. Teacher will also explain that in Lesson Four students shared their letters with their table groups. Teacher will explain to students that today they will be taping their letter and diary entries up around the room for classmates to tour around the room and read. After all letters and diary entries are posted around the classroom, teacher will model to students how they will go around the room reading the different letters and diary entries. Teacher will have students get up out of their seats to walk around room to read and discuss the different letters. After fifteen minutes teacher will ask students to return to their seats. Teacher will instruct students that now they are going to pick three people's experiences from the letters and diary entries from around the room and use the information they learned in the last five lessons to analyze the similarities and differences of the people's experiences on the Oregon Trail. Teacher will instruct students that they will be able to walk around the room to look at letters and diary entries, they can use the books, and charts from throughout the week; however all questions will be answered independently. Teacher will go over assessment guidelines page with students to make sure students clearly understand what is expected. While students complete assessment, teacher will walk around to answer questions and keep students on task. After students complete the assessment, teacher will bind all letters and diary entries into a class

	the text with students to help with comprehension. After reading the teacher will ask, if any of the student questions were answered in the text. Teacher will star questions that were answered on K-W-L. Next teacher will ask students to share facts they learned in the text. Teacher will record them on the Learned section of the K-W-L. Next teacher will ask students, who were the people involved with the Oregon Trail and the territory the Oregon Trail went through. Teacher will chart students responses. Teacher will explain that over the next four lessons they will learn more about the individual people who were a part of the Oregon Trail experience and what their experiences were.	diagrams, and explain why they picked the two they did. Teacher will wrap up lesson asking students, "Did every person on the Oregon Trail have the same experience? What are some things that could have made their experiences different?" Teacher will record student responses on a chart and post for later reference.			book. Teacher will ask students as a group to review the K-W-L chart from the week. Teacher will ask students what have we learned about the people of the Oregon Trail this week. Teacher will record information on the L section of the K-W-L chart. Teacher will ask, "Did we get all of our questions answered from under the Want to Learn Section?" Teacher will start questions answered that students identify. Teacher will ask, "What can we do as learners if we want to learn more about people's experiences on the Oregon Trail." Teacher will have students share ideas of ways students can continue learning about the Oregon Trail.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	1. Students will brainstorm what they know about pioneers of the Oregon Trail, and record what they know on sticky notes, share what they know, and post it on K-W-L Chart. 2. Students will brainstorm what they want to learn about pioneers of the Oregon Trail, record on sticky notes, and post on K-W-L chart. 3. Students will listen as teacher sets the stage for the unit, and observe a map and pictures of the Oregon Trail. 4. Pretending to be pioneers of the Oregon Trail, students will brainstorm in small groups a list of questions about the trip on the Oregon Trail. Students will record questions in their Reading Journals. Groups will share questions with the class. 5. Students will picture walk through the book Life on the	1. Students will review, "What was the Oregon Trail?" "Who were the people who traveled the Oregon Trail?" 2. Students will observe map of the route the emigrants traveled on the Oregon Trail, and analyze pictures of re-enactments of the time. Students will discuss what they notice about people, clothing, transportation, and setting. Students will discuss what the photographs reveal about the travelers experiences. 3. In small groups students will picture walk and listen to the story Life on the Oregon Trail by Sally Senzell Isaacs. Small groups will read the text and discuss the different people the text explains and pictures. Small group will pick two people or groups of people from the text and compare	1. Students will review the question from Lesson Two "What are things that could have made experiences different for people on the Oregon Trail?" looking at posted chart. 2. Students will observe as teacher explains how to use The Oregon Trail website. 3. In pairs students will use The Oregon Trail website to research two different people's experiences on the Oregon Trail. 4. Students will record information about similarities and differences about both people and their experiences on a double bubble map. 5. After completing research and double bubble maps, in table groups students will share the information frm their double bubble maps with their table groups.	1. Students will observe teacher example of double bubble map comparing two people from the Oregon Trail and use that double bubble map's information to help brainstorm a class letter and a class diary entry from each person's perspective to use later as a reference. 2. After completing the group examples, students will work with partner from Lesson three to complete either a letter or a diary entry from each person on their double bubble maps perspective. Students need to use facts or experiences in their letters and/ or diary entries. 3. After completing diary and letter entries, students will share diary and/or letter entries with their table groups. Students will keep these for lesson five.	1. Students will review lesson four letter and diary entries. 2. Students will post letters and diary entries around classroom, and watch teacher model doing a read around. 3. Students will walk around classroom reading different letters and diary entries to gain knowledge of the different experiences of people on the Oregon Trail. 4. Students will take individual assessments, creating a triple bubble map analyzing the similarities and differences of three people's experiences on the Oregon Trail. 5. Students will review K-W-L chart to see if any questions from lesson one were answered throughout the week. Students will share any learned information about the people of the Oregon Trail for teacher to record learned

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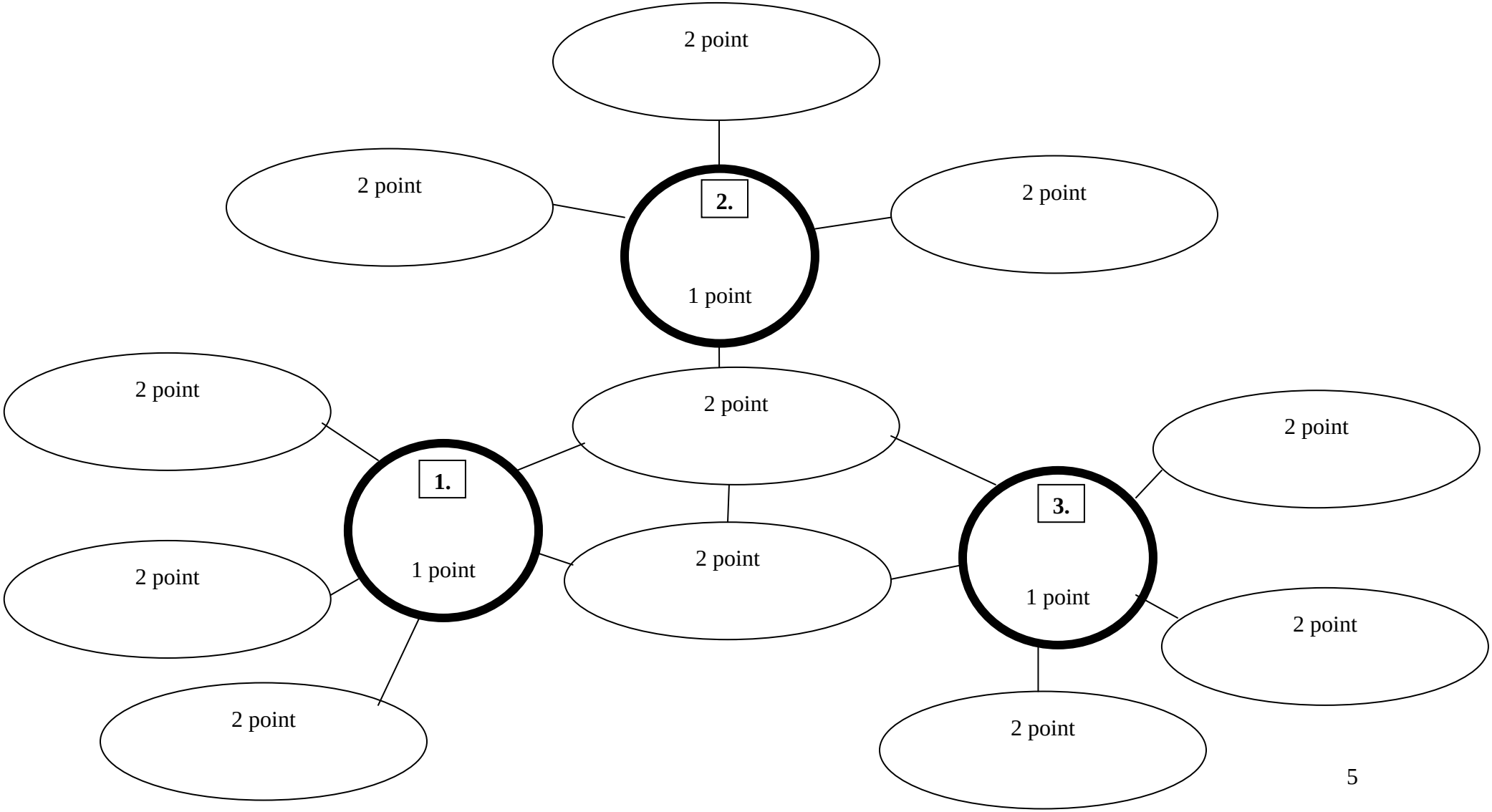
	Oregon Trail, looking at pictures discussing similarities and differences in the pictures/ illustrations and present day. 6. Students will listen to text Life on the Oregon Trail, discussing events throughout the text for comprehension. 7. After story is complete, students will share what they learned from the text and post it on the K-W-L Chart.	what they observe as their experiences on the Oregon Trail with a VENN Diagram. Groups will share VEIN Diagrams. 4. Students will brainstorm "What are things that could have made experiences different for different people on the Oregon Trail?" as teacher records shared ideas.			items on the K-W-L chart. 6. Students will share how they can learn more about the Oregon Trail outside of the Unit.

Name:_____

Assessment: **Reading Informational Text Standard**: #6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Comparing Similarities and Contrasting Differences in the Experiences of the People of the Oregon Trail.



Student Guidelines to Complete the triple bubble assessment for

Comparing Similarities and Contrasting Differences in the Experiences of the People of the Oregon Trail.

1. List one of the three people whose experience you will analyze in each of the dark main bubbles of your triple bubble chart. Make sure to capitalize each name and spell each name correctly. Each bubble telling the people's names is worth one point.

2. In the outside bubbles list three or more events each person experienced that made that person's experience unique from the others. Be specific and remember to use details and voice. Each comparing differences analyzing bubble is worth two points.

3. In the center bubbles tell two or more events that were similar for all three people's experiences on the Oregon Trail. Again, be specific and remember to use details and voice. Each similarity analyzing bubble is worth two points.

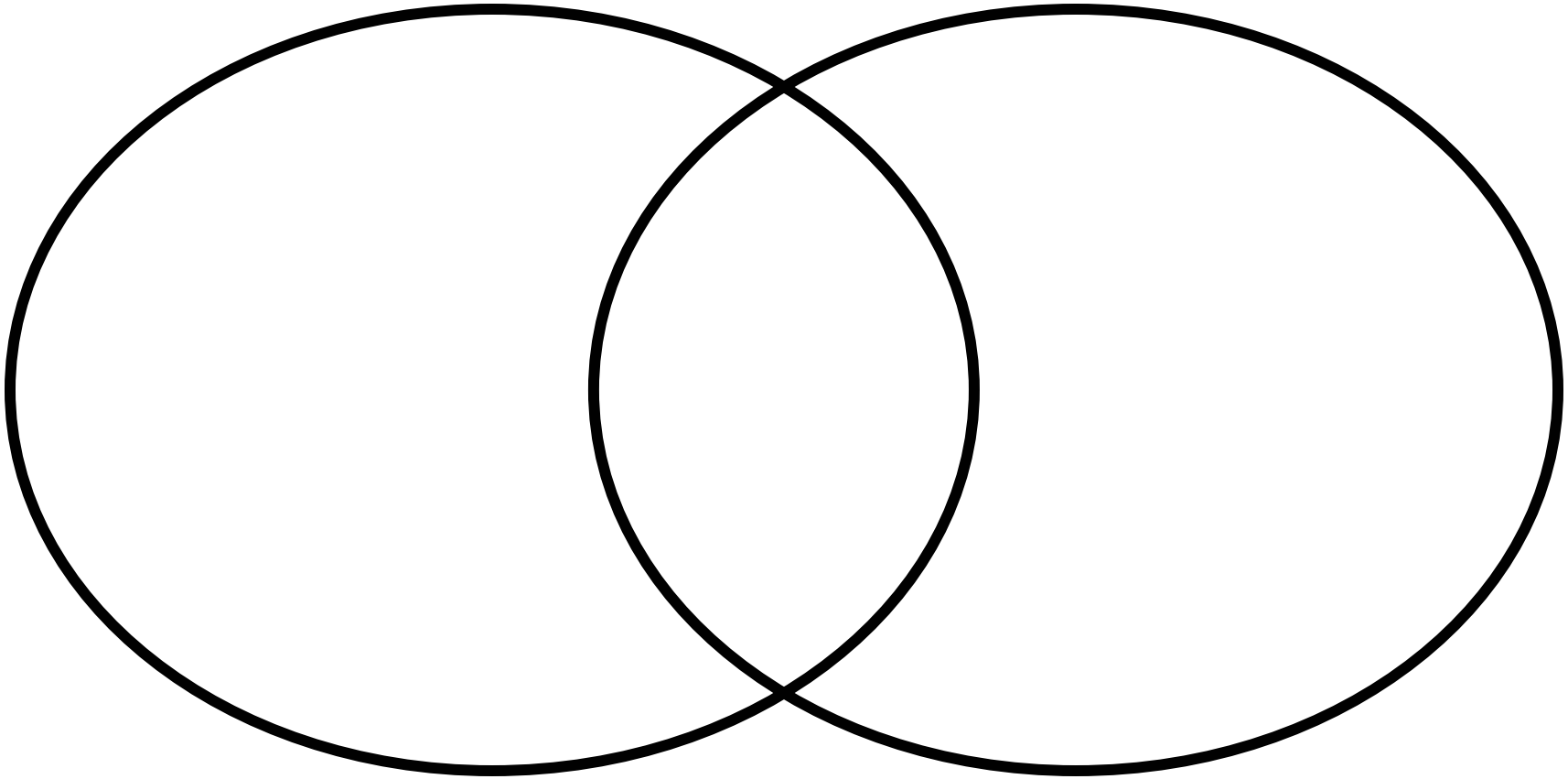
Total Points for Triple Bubble Assessment= 25 points

A score of 20 out of 25 points must be met to reach mastery of this assessment.

Name:_____

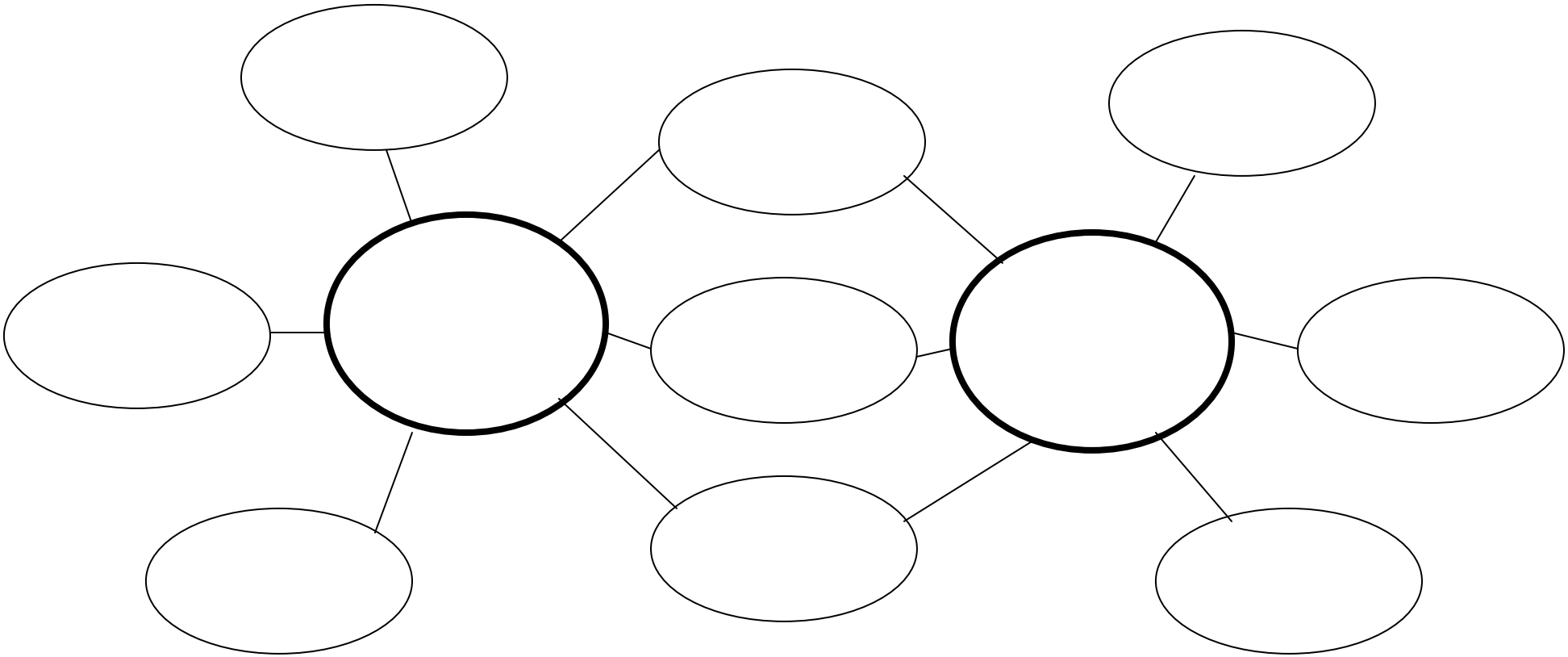
VENN Diagram (2 Circle)

_____ _____



Name:_____

Double Bubble Maps to Compare



Double Bubble Map for Comparing Similarities and Contrasting Differences.