

# Technology Integration Lesson Plan

Jennifer Jensen © 2002  
Coyote Creek Elementary – 5<sup>th</sup> Grade  
Douglas County School District  
Saturday Cohort V – Spring 2002

**Title:** Oregon Trail Journal

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**Grade Level/Discipline:** 5<sup>th</sup> Grade Social Studies – Westward Expansion

**Length of Lesson:** The unit of Westward Expansion will span over three (3) weeks. After the first week acquiring background knowledge on Westward Expansion, students will spend two (2) weeks, 40 minutes daily, on this specific lesson.

**Context:** Over the course of the school year, students have been studying the history of America. Their study began with the first colonists and will continue through the Civil War. During this particular time period, students will be working on a unit about Westward Expansion.

**Topic:** The Oregon Trail

**Instructional Goal:** Students will understand what it was like to travel on the Oregon Trail.

**Standards Addressed:** The following Douglas County Standards and Checkpoints will be addressed during this lesson:

<b>Social Studies</b>	<b>STANDARD</b>	<b>CHECKPOINT</b>
<b>Standard 1: Movement</b>	The student demonstrates an understanding of the concept of movement as the interaction across earth and space that connects places. This interaction occurs with flows of human phenomena such as goods, people, and ideas and with natural phenomena such as winds, rivers and ocean currents.	<b>1.1</b> Knows how the movement of ideas, products, and people can influence other world areas.
<b>Standard 3: Location &amp; Place</b>	The student demonstrates an understanding of location and place as related to people, environments and events in the past and present.	<b>3.1</b> Knows the location of the major physical and cultural features in the United States. <b>3.3</b> Knows how to read, use, and construct maps.
<b>Standard 4: Interaction</b>	The student demonstrates an understanding of interaction between people and groups, how they modify their environment, and the consequences of dependencies, adaptations, and modifications.	<b>4.1</b> Knows effects of interaction of people with resources. <b>4.4</b> Knows that choices people make in resolving conflict have consequences.
<b>Standard 7: Resources</b>	The student demonstrates an understanding of resources, their allocation and use.	<b>7.1</b> Understands the scarcity of resources.

Language Arts		
	STANDARD	CHECKPOINT
<b>Standard 3: Writing</b>	The student writes to communicate for a variety of purposes and audiences.	<p><b>3.1 (Process)</b> Generates topics, plans, composes, revises, and edits writing.</p> <p><b>3.2 (Purpose/Audience)</b> Uses varied forms of writing (e.g., essay, story, poetry) to address different purposes (e.g., reflect, entertain, inform) and audiences (e.g., familiar/unfamiliar).</p> <p><b>3.3 (Organization)</b> Organizes writing in a focused and logical manner (e.g., introduction, body, conclusion).</p> <p><b>3.4 (Content)</b> Develops and supports main ideas with relevant details in single- and multi-paragraph writing.</p> <p><b>3.5 (Style/Voice)</b> Uses stylistic elements (e.g., word choice, figurative language, sensory details, expression of feelings) to add clarity, interest, and variety to writing.</p> <p><b>3.6 (Conventions)</b> Produces a legible product and recognizes and uses conventions for writing such as punctuation, capitalization, spelling, and grammar (e.g., noun/verb agreement, indentation, quotation marks) using appropriate resources (e.g., dictionary, thesaurus) when necessary.</p>
<b>Standard 4: Reading</b>	The student demonstrates the ability to read and comprehend a variety of grade level/course appropriate text.	<p><b>4.2</b> Uses a variety of strategies (e.g., asking questions, drawing conclusions, using clues from text to support generalizations, distinguishing between fact/opinion and cause/effect) to comprehend narrative and expository text.</p> <p><b>4.4</b> Knows how literary elements (e.g., character, dialogue, figurative language) can be used to make sense of narrative text.</p> <p><b>4.5</b> Knows how text features (e.g., glossary, tables, graphs, diagrams) and text structure (e.g., cause and effect, compare and contrast, problem/solution) can be used to make sense of expository text.</p>

Math		
	STANDARD	CHECKPOINT
<b>Standard 5: Measurement</b>	The student demonstrates an understanding of measurement and uses a variety of tools and techniques to solve problems and communicates the reasoning used in solving these problems.	<b>5.4</b> Selects and uses appropriate tools (e.g. ruler, thermometer, scale) for taking measurements of familiar objects in problem solving situations. <b>5.5</b> Reads and interprets various scales based on the number line.

**Summary of Lesson:** After students have learned about the movement of people West, they will use an Oregon Trail simulation CD-ROM to travel along the Oregon Trail and reflect on their journey. Students will use the built-in diary to record and expand on their experiences along the trail. This diary will later be transformed into their own account of their Oregon Trail Journey. Students will also create a map depicting the following: their route, rivers, towns, forts, landmarks, and various problems encountered.

### Roles of Teacher/Student:

**Teacher:** I will provide students with the appropriate background information that will help them better understand why the early Americans traveled West. I will also facilitate the operation of the CD-ROM simulation.

**Student:** Each student will be responsible for collecting and organizing information that they feel is important to helping them understand the voyage of early pioneers. They will also need to be focused on their simulation and keep detailed notes.

**Integration of Technology:** During this lesson, students will use the Oregon Trail II CD-ROM as an avenue to explore life on the Oregon Trail. Through this simulation, students will travel through actual towns, forts, and rivers. They will also encounter actual trials and decisions that were faced by the original pioneers.

### Learning Objectives:

- ⊕ Students will learn about aspects of American History and U.S. Geography by traveling the Oregon Trail.
- ⊕ Students will be able to experience a period in time that forever changed the United States.
- ⊕ Students will enhance their decision-making skills by dealing with the hard choices faced by the pioneers.
- ⊕ Students will improve writing skills by using the program's built-in diary to record the people and events encountered en route to their final destination.
- ⊕ Students will use their daily diary to create an authentic journal of their experiences.
- ⊕ Students will record their route on a map and measure the distances they travel.
- ⊕ Students will use their map to display pictures of landmarks and important encounters from their travel.

## Resources & Materials:

### Teacher Materials:

- Oregon Trail II User Guide
- Class Textbook
- Projector (to use during whole class lesson on program overview)

### Draft Journal Work:

- Oregon Trail II CD-ROM (MECC Software)
- Class Textbook
- Writing Notebook
- Copy of Journal Topics (see *Daily Journal Work* in the **Procedures** section)
- Pencil

### Map Work:

- Large piece of poster board
- Overhead Map of the United States (that includes the Oregon Trail only) – copied onto a transparency
- Overhead Projector
- Class Textbook
- Atlas
- Hard copy of same U.S. map mention above
- White drawing paper
- Colored Pencils
- Pencil
- Ruler
- Glue
- Scissors
- Black Magic Marker

### Final Journal Work:

- White drawing paper
- Tea or coffee
- Jute or string
- Black ink pen

## Lesson Agenda:

*For a complete explanation of tasks in the agenda, see the noted areas of the Procedure that follows the Lesson Agenda.*

### Day 1:

1. Introduce student to the lesson. (See *Introduce the Lesson to Students*)
2. Introduce students to the CD-ROM. (See *Technology Overview*) Be sure that you have already explored the program! You may also want to have completed a simulation.

### Days 2 – 14:

1. One Time: Students will need to make their large map. (See *Setting Up The Map*)

2. Daily: Students will be working on the computer to take their simulated journey, record events in their diary, and trace their journey on the small map. (See *Daily Journal Work* and *Daily Map Work*)
3. Daily: Students will be working off of the computer to write their journal and work on their large map. (See *Daily Journal Work* and *Daily Map Work*)  
\*\*You will want to rotate students through on and off work time.\*\*
4. After completing their simulated journey and adding the final touches to the journals in their writer's notebooks, students will revise and edit their journal and then create an authentic, final journal. (See *Final Journal*)
5. Students will also need to do a final check of their large map. (See *Final Map*)

### **Day 15:**

1. Students will assess their own journal and map. (See *Assessment*)
2. Students will complete an evaluation of the technology aspect of this lesson. (See *Technology Evaluation*)
3. Also allow students to debrief their simulation experience. What might they do the same or differently next time?

## **Procedure:**

### **I. Introduce the Lesson to Students**

- A. After spending the first week of your unit exploring the big idea of Westward Expansion, let students know that they will now be taking on the roll of an early pioneer traveling on the Oregon Trail.
- B. In order to acquire this role, they will be using a CD-ROM simulation and recording various aspects of their journey in their writing notebooks.
- C. Students will spend a set amount of time on the computer each day. (You may have to experiment with this aspect of the lesson.) After their computer time is up, they will return to their desk and prepare their journal outlining that day's journey. They will also work on their map.
- D. Their final product will be an authentic pioneer journal and a detailed map, labeled with words and pictures showing various aspects of their journey.

### **II. Technology Overview**

- A. Give students an over view of the CD-ROM. (You may want to use the Program Overview on the CD to help with this part of the lesson.)
  1. Show students how to operate the introduction page.
  2. Give tips on choosing supplies for the trip.
  3. Introduce students to the built-in diary. Demonstrate how to add to the diary and how to print the diary.
  4. Show students how to save their game. (Each day they will have to return to their ending point from the previous day.)

### **III. Setting Up the Map**

- A. Using the map transparency and the overhead projector, students will trace the U.S. map and Oregon Trail onto their piece of poster board using a pencil. (Be sure to help them get started.)
- B. They will need to retrace the pencil outlines with a black magic marker.
- C. Using the CD-ROM's map, an early America map, or textbook, students will need to label the towns, forts, and rivers along the trail.
- D. Students can store their maps in a central location in the classroom.

#### **IV. Daily Journal Work**

A. During their daily computer time, students will journey on the Oregon Trail. They will be using the built-in diary to aide in the creation of their own “authentic” journal.

B. The built-in diary will automatically keep track of the places, people, and problems they encounter. During their daily journey, they will need to record some of their own thoughts and feelings in the diary. At the end of their computer time, they will need to save the game and print out their diary.

C. Students will then return to their desks and use the printed version of their online diary to write their own interpretation of their journey. This rough draft will be completed in their writing notebooks. (Tell students to hang on to their printed diary pages. They will be a part of their final assessment.)

D. Before and throughout the journey, students will need to address the following topics in their diary and journal:

1. Make a list of the supplies your family began their journey with.
2. What are your feelings as you begin this great adventure West?
3. What problems did you encounter along the way? How did you handle those problems?
4. What is the terrain like? Keep detailed descriptions that would give the reader a visual image of what it everything looks like.
5. Who were some of the people you encountered?
6. How did you know that you reached your destination?
7. What happened once you got there?
8. Compare and contrast your life in the East with your new life in the West.

#### **V. Daily Map Work**

A. During computer time, students need to record their route on the small copy of their map. This will give them a record of how far they have traveled.

B. Back at their desks, students will use the drawing paper and colored pencils, to draw small pictures of the landmarks and visual representations of various problems they may have encountered on their journey that day. (IE: buffalo stampede, severe weather, snake bits, etc.)

C. The drawings will need to be cut out and glued to the appropriate area on the map. (Students will have already labeled towns, forts, and rivers. They will need to add the landmark and event labels.)

#### **VI. Final Journal**

A. After students have completed their journey and have recorded all relevant information in their rough draft journal, they will need to revise and edit their writing (in their writer’s notebook).

B. After revising and editing, their final draft writing will be written in their “authentic” journal. Students need to follow the steps below to create this journal.

1. Estimate how many pages long their final journal will be. (Have them add on a few extra pieces to be safe.)
2. Wad up the determined amount of white paper
3. Dip these pieces in tea or coffee.
4. Un-wad and lay flat to dry overnight.
5. Using a black pen, students will rewrite their edited work.
6. When all pages have been recopied, students can bind the pages together with jute, string or yarn.

## VII. Final Map

A. The large map should show the following:

1. The route of the Oregon Trail. (Progress made daily – optional.)
2. A scale.
3. All towns, forts, rivers, and landmarks encountered on the journey.
4. Visual representation of significant events that occurred along the journey.

### Assessment:

The final products of this lesson will be the authentic journal and large map.

⊕ Students' journals will be assessed using the 6 + 1 Trait Scoring Guides. These guides can be found in PDF format on the NWREL's website:

<http://www.nwrel.org/assessment/pdfRubrics/6plus1traits.pdf>

(Your district may have a 6 + 1 Trait Rubric that you could also use.)

⊕ In order to assess the writing process, look at the following: daily printed journals, rough draft of journal in writer's notebook, and final "authentic" journal.

⊕ Students' maps will be assessed using the "Presentation" Rubric from the above website.

### Technology Evaluation:

**Teacher:** As the teacher, I would ask myself the same questions found on the student evaluation. Instead of focusing on them just at the end of the lesson, I would evaluate them throughout the lesson. Observation is key!

Another way I would evaluate the success of the lesson would be to log the various questions asked by students. This would show me the areas that I may need to improve on next time.

During and after the lesson, I would also need to address the possible concerns I found in this particular software. I would record these observations as well.

**Student:** On a daily basis, I would have students complete a short survey about their work for the day. This Daily Evaluation can be used in an individual student's final assessment, as well as in my evaluation of the technology integration. It can give the teacher more insight into the process aspect of the students' work. This survey can be found on the following page (page 8). I have placed more than one survey on the page for copying purposes.

After completing and evaluating their final journal and map, I would have students complete the questionnaire found on the final page of this lesson plan.

### Variations/Differentiation:

1. Students may work with a partner for this lesson.
2. Have students record their daily progress on the large map. This will help give them a better idea of how far pioneers traveled on a daily basis.
3. Students may also complete these activities for the California and Mormon Trails.
4. During these weeks of work, you may want to include a "Westward Expansion" read aloud in your day. These books are another avenue for your students to explore everyday life in the western frontier.

**Daily Evaluation**                      **Name** \_\_\_\_\_ **Date** \_\_\_\_\_

After cleaning up your work today, please take a few minutes and complete the following questions. Your feedback will help me plan for tomorrow's work time.

<b>What work did you do today? (Please be specific!)</b>		
Technology	Journal/Map	
<b>What were you successful at today?</b>		
Technology	Journal/Map	Behavior
<b>What do you feel you need help with to be more successful tomorrow?</b>		
Technology	Journal/Map	Other

**Daily Evaluation**                      **Name** \_\_\_\_\_ **Date** \_\_\_\_\_

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Technology	Journal/Map	Behavior
<b>What do you feel you need help with to be more successful tomorrow?</b>		
Technology	Journal/Map	Other



## Evaluation of Oregon Trail Journal Activity

Name \_\_\_\_\_

Date \_\_\_\_\_

You have just completed your Oregon Trail Journal Activity. Please take a few minutes and **honestly** answer the questions below. Your answers will help me improve this lesson and future lessons that use various aspects of technology. You will need to circle your answers.

1. As your teacher, did I provide enough direction on how to use the various aspects of the CD-ROM?

- |  |     |    |
|--|-----|----|
| -How to operate the introduction page? | YES | NO |
| -How to choose supplies for the trip?  | YES | NO |
| -How to use the built-in diary?        | YES | NO |
| -How to save your game?                | YES | NO |

If you answered "NO" to any of the above, please explain what I could have done differently to help you more.

2. Did you enjoy completing the Oregon Trail simulation? YES NO

What did you enjoy or not enjoy about the simulation? Please be specific.

3. If you had this assignment to do over, would you rather have read about life on the Oregon Trail and created your journal and map from that information? YES NO

Why or why not?

4. If I was going to teach this exact same lesson to next year's 5<sup>th</sup> grade class, what do you think I should do differently?

