



## A Lesson on Traveling West by Jeffrey Phillippe

**Grade Level:** Grade 4

**Subject Area:** English Language Arts

**Lesson Length:** 1 hour 45 minutes

**Lesson Keywords:** WestWard Expansion, Pioneer, Families

**Lesson Description:** The goal of this lesson is to give students the opportunity to use the reading and context clue skills to understand the lessons deep lessons from A passage on Traveling West. By reading and understanding the passage closely students will be able to answer a series of questions and discussion about the text, students will then be able to identify how and why the westward expansion impacted and lead to the development of the United States.

### Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-Literacy.RF.4.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS.ELA-Literacy.W.4.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.4.1b: Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.1c: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

CCSS.ELA-Literacy.W.4.2c: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

CCSS.ELA-Literacy.W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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## Lesson Content: Book/Story/Reading Passage

**Instructions:** Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

### Traveling West by

**Content:** Long ago, when people settled the United States, most people lived in the East. It was hard to travel west. There were no planes, trains, or automobiles. People traveled by wagon or boat.

In the 1840s, many people traveled far across the United States. They were traveling to the West. They were pioneers. They would settle in the western part of the country.

Getting to the west was very difficult. There were no roads. People traveled in groups. Each family would buy a covered wagon. That is a big wagon with a kind of tent on it.

Each family would pack the tools and supplies they needed to build a new home. They would have to fit all they took in their wagon. Then they would travel together. They made what was called a wagon train. It was a group of wagons all going the same way. They would meet with other families to plan their trip. They would choose a route.

When the families started the trip, they did not know each other. They met when the trip began. But they would spend more than a year together. So they got to know each other well. Sometimes they would borrow tools from each other. Sometimes they shared food. They had to travel in bad weather. It was a long trip.

It would take more than a year to reach the West. The families sometimes had babies along the way. The wagon train would stop for a few days to help the mother with the baby. Then they would keep going. They knew they had a long way to travel. They could not stay long.

When the wagon train got to the West, the families would settle there. They would build homes. They would start farms. They would build communities. Those communities would grow into towns and cities.

It was hard to get to the West in the pioneer days. Then people built roads. People built a railroad that crossed the United States. By 1900, there were many more people in the West. People came west by train. A trip that had taken months now took a few days. The railroad brought many changes.

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## Task 1: Vocabulary

**Instructions:** Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

**Q: 1 WordPhrase:** Pioneers **WordPhraseTier:** 2

**Question:** What makes a person a Pioneer?

**A:** a person who is among the first to explore or settle a new country or area.

**B:** A person who visits a monument or a theme park

**C:** A person who goes on vacation

**D:** Camping in the woods

**Question:** Which answer best highlights a Pioneer?

**A:** We went on vacation to the Keys and it was a nice getaway from our normal lives.

**B:** My great-grandfather was one of the first people in my hometown and our family has been living here since.

**C:** Today our class went on a Indian Reserve and we got to see how Native American's used to live.

**D:** Next year Ill be going to Spain for Study abroad.

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**Q: 2 WordPhrase:** Traveling West **WordPhraseTier:** 3

**Question:** How long did it usually took to travel Westward before the invention of the Railroad?

**A:** A week

**B:** A Day

**C:** A Decade

**D:** A little over a year

**Question:** Before 1840 Was the West side of the United States well developed?

**A:** All uncharted Land

**B:** More developed then the East.

**C:** Small communities not very well developed.

**D:** Well developed and thriving.

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**Q: 3 WordPhrase:** Railroad and Communities **WordPhraseTier:** 3

**Question:** Did the invention of Railroads make it easier to find communities and it easier to find and start new cities for pioneers?

**A:** It made it easier for communities to receive supplies fast from different parts of the country.

**B:** It made it harder for people travel westward on wagons because all the roads had tracks

**C:** It stayed the same.

**D:** It became dangerous to travel westward

**Question:** How are communities formed?

**A:** After a year

**B:** After exploring a certain area

**C:** When a railroad is built

**D:** When a bunch of families start living around each other and more people populate a area.

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**Q: 4 WordPhrase:** Wagon, Travel **WordPhraseTier:** 3

**Question:** What is a covered wagon?

**A:** a big wagon with a kind of tent on it

**B:** A small car

**C:** A bus

**D:** A wagon without a tent on it

**Question:** Did families stop during the westward expansion and babies were born.

**A:** No, They kept traveling night and day babies went't allowed.

**B:** Only to eat

**C:** Only to sleep

**D:** Yes, Babies were born during these expansions but they didn't say long

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## Task 2: Forum Discussion

**Instructions:** This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and and two peer responses for each topic.

### 1 - The move westward

What lead people to move westward?

### 2 - Wagons and the Journey

Did people only had?supplies from the starting of the jounery west or did they buy them during the expadiation.

### 3 - Families and supplies

Where families required to share there supplies with other families?

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Task 3: Writing Activity

**Instructions:** In 2 Paragraphhs ( minimum 450 words) Explain how the invention the railroad system made it eaiser for communités, farms and cities?to thrive during the 1900s and after.?

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