

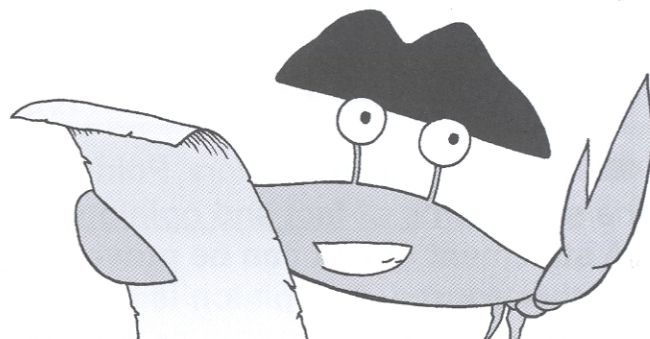


THE OREGON TRAIL

READING STRATEGY SUGGESTIONS

SKILLS

Fact and Opinion	Main Idea
Predicting Outcomes	Noting Details
Story Vocabulary	



1. INTRODUCE THE STORY

➤ **Read** the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

➤ **SAY:** “**This is a comic book narrated by Chester the Crab. It is about America’s push to settle the western half of North America. Do you know**

what river divides America in half from east to west?”

➤ **Take** a picture walk through the first story in this comic, “The Oregon Trail,” to see what Chester is learning. **Point** to the parts of a comic: title, timeline, panels, word balloons, and characters.

2. INTRODUCE THE STORY VOCABULARY

➤ **Write** the story vocabulary and content phrases (presented below) on a classroom board. Use color as a way to build memory by writing the proper nouns in a different color. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

➤ **Tell** students on which page to find each word. Have students read the sentence that has a given vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

bison (p. 2) – large four-legged North American mammal with hump and shaggy mane-

need (p. 3) – a good or service essential to survival: clothing, food, shelter

want (p. 3) – a good or service that would be nice to have but is not essential to living

Rocky Mountains (p. 3) – largest mountain range on the North American continent

soil (p. 2) – the surface layer of Earth, made of rock particles and supporting plant life

Oregon Trail (p. 3) – 1,900-mile path from Missouri River to Oregon on Pacific coast

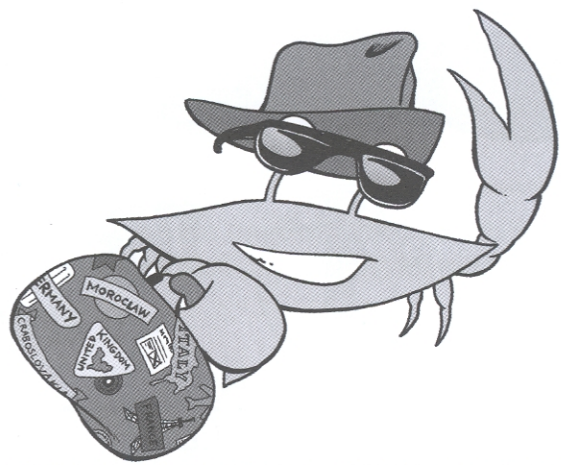
barter (p. 5) – direct exchange of goods and services without use of money or credit

Lewis and Clark (p. 5) – explorers who traveled from the Mississippi River to the Pacific Ocean in the early 1800s to map the United States’ claim to the Louisiana Territory

(VOCABULARY, continued from previous page)

latitude (p. 7) – imaginary lines that run parallel around the globe, marking distance north or south of the equator; the lines never touch

Manifest Destiny (p. 7) – belief that God meant for the United States to expand across the North American continent



3. TEACHING POINT

➤ **Read** a page in the story. **Point** out the statements of fact and opinion. **SAY:** “A statement of fact can be proven by another source. An opinion is a belief that cannot be proven true or false. Can you find examples in Chester’s story?”

➤ Examples in this story are: (p. 3) “I’m playing this CD-ROM where I try to get to Oregon” vs. “The best way to learn is to do!!” (p. 5) “We go only 15 miles a day” vs. “Forget coins. Out here barter is best” (p. 6) “Some families lose all their oxen” vs. “The trail gets harder as it goes.”

4. READ THE STORY FOR WRITING PROMPTS

➤ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

➤ **SAY:** “As we read the story, we will look for the main, or most important, idea and supporting details. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.”

➤ **Read** a page. **ASK:** “What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.”

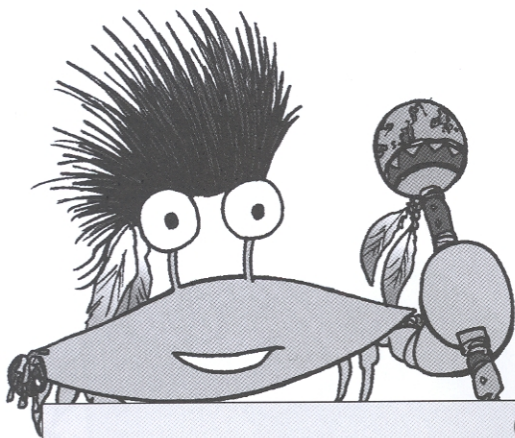
➤ **Give** students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next and/or write the prediction on their sheet.

➤ **SAY:** “A prediction is a guess about what happens next, based on what you have already learned from picture clues and the text.” Point to the phrase in the lower right corner by the word “Next.” **ASK:** “How does this clue help you make a prediction about the next page?”

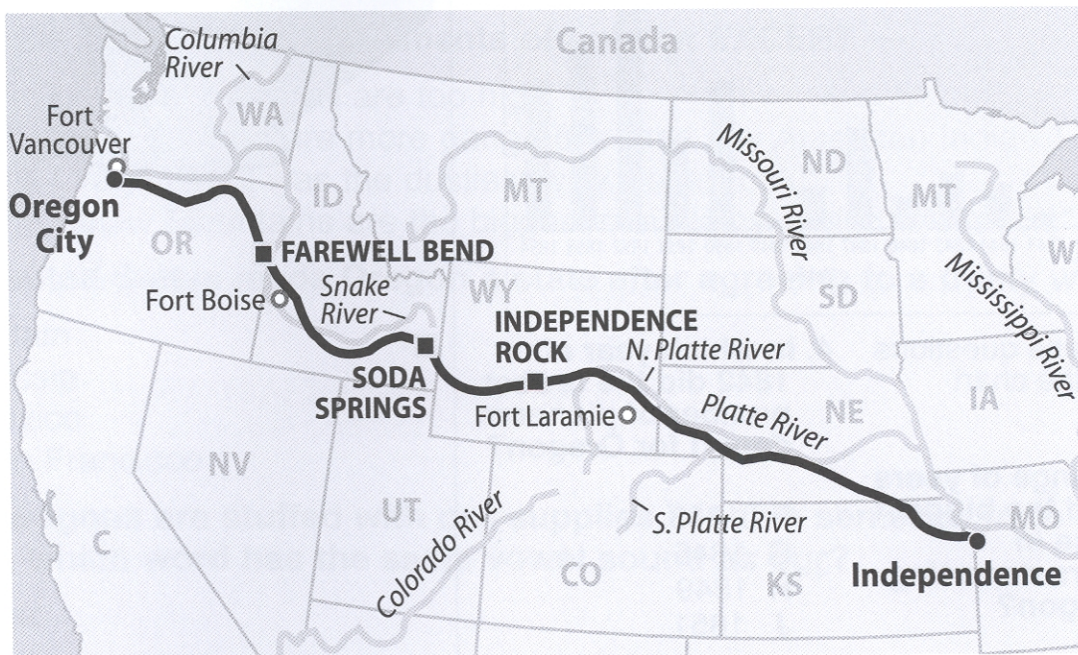
➤ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

5. RESPOND/ASSESS

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 7 of this guide.



GEOGRAPHY ACTIVITY

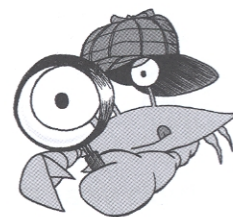


Go WEST!

The main route of the Oregon Trail stretches from Independence, Missouri, to Oregon City, Oregon. That's almost 2,000 miles!

For these questions, use the map showing the current path of Oregon Trail provided.

1. How many states are crossed by the trail?
2. Put a star on Independence, Missouri, and Oregon City, Oregon.
3. Put a triangle on Fort Laramie.
4. Mark a blue circle on every river the trail crosses.
5. Mark the Rocky Mountains with brown zig-zag lines.



TEACHERS!

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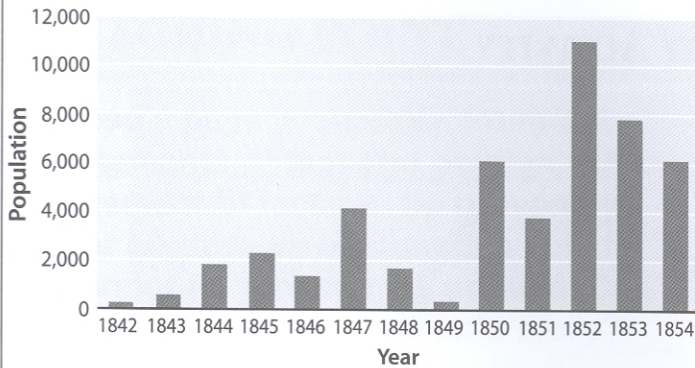


ANSWERS:
1. 5

MATH ACTIVITY

HIT THE ROAD

Estimated number of pioneers departing for Oregon



Answer these questions based on the chart above.

1. What range of years showed the biggest increase in pioneers departing for Oregon?

- A 1846 - 1847
- B 1851 - 1852
- C 1849 - 1850
- D 1852 - 1853

2. Which year shows the first decrease in pioneer departing for Oregon?

- F 1846
- G 1843
- H 1848
- J 1851

3. In which year did the most pioneers depart for Oregon?

- A 1847
- B 1842
- C 1852
- D 1854

4. In which year after 1842 did the fewest number of pioneers depart for Oregon?

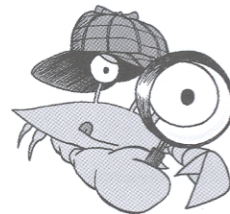
- F 1843
- G 1846
- H 1849
- J 1851

5. What happened during that year to cause the decrease?

- A Civil War
- B California Gold Rush
- C American Revolution
- D Drought and the Dust Bowl

6. How many pioneers left for Oregon in 1847?

- F 4000
- G 5500
- H 6000
- J 3500



TEACHERS!

Cover this corner when you copy this page for your students!

ANSWERS: 1. B, 2. F, 3. C, 4. H, 5. B, 6. F

THE OREGON TRAIL QUESTIONS

1. What is a term that can be used to describe Chester's story about the Oregon Trail?
 - A folktale
 - B myth
 - C non-fiction
 - D autobiography
2. All of the following are statements of opinion EXCEPT —
 - F "The prices at Fort Hall are too high."
 - G "Stampeding bison are more dangerous than any American Indian."
 - H "The Oregon Trail was the dustiest walk I ever took!"
 - J "The Rocky Mountains are the biggest mountains in North America."
3. The United States made Oregon a state after agreeing to a treaty with —
 - A Britain
 - B Russia
 - C Mexico
 - D San Francisco
4. "The wagons are stuffed with our supplies." In this sentence from the story, which word has the same vowel sound as our?
 - F pear
 - G flour
 - H swore
 - J poor
5. "The 120 wagons in the migration must cross many rivers as they approach the mountains." Which word below has the same meaning as the word "migration?"
 - A retreat
 - B movement
 - C modification
 - D implication
6. What would be another good title for Chester's story?
 - F Cooking and Camping
 - G Early American Forts
 - H The Long Way West
 - J Dust: The Little Rock Cycle