



MANIFEST DESTINY

The Oregon Trail

-Red fonts = Assessments

-Purple fonts = Words from Bloom's Taxonomy

-Teacher "Think-Aloud"

Overview of Procedures:

1-Students will view a skit performed by their teachers

2-Students will review the monologues and participate in a guided notes activity

3-The students will break into pairs/groups and construct a budget based on the information from the "Oregon Trail Budget" activity sheet

4-Students will participate in a "lottery-ranking" exercise and defend their item choice in context of the Oregon Trail

5-Students will complete a "Twitter exit slip" and tweet one challenge they learned of and use the "#" to write how they would overcome it.

Hook: 10 minutes

1-Teacher will perform a skit for the students in class and present monologues at various times in the performance

Teacher Input: 10 minutes

T- One of our essential questions for today is "What is a monologue?" We are going to go through a guided note sheet to help build our understanding of what a monologue is. First, can anyone tell me what a monologue is?

S - (Student responses)

Based on what you know about monologues so far, can you provide an example of one? *Students respond.*
Ok, a monologue is...

S - (Students fill in guided note sheet on Elmo and discuss monologues)

T- A *monologue* is a speech performed by an actor/actress that is only spoken to the audience. The speaker expresses their internal thoughts aloud. Monologues are often used in plays. These inner thoughts can expose conflicts and illuminate things about that character and other characters as well.

Check for Understanding: Fist to Five, Fist-meaning I have no idea, five- I completely understand it, 4- I understand it fairly well, 2-sort of, and 1-not really

T- Your task is to recall the monologues performed today and illustrate one conflict/struggle that each character talked about in their monologue. For each illustration discuss how you would have handled the challenge/struggle. Feel free to consult with your neighbor.

S - (Students work on the graphic organizer)

T - It looks as though most everyone is done. Now, I would like you to **turn-and-talk** with your partner. In the turn-and-talk, discuss how each of you thought you would have handled the challenges/struggles.

T - Ok, let's come back, finish up your thought. We learned a lot of information from the monologues we heard today, right?

S - *Student responses.* Nicely done! Now, we are going to transition into an activity about what it would entail to plan for a trip on the Oregon trail.

Individualized /Guided Practice: 20 minutes

T - We are going to break into pairs or small groups and work together to **create a budget using the directions and information provided on the "Oregon Trail Budget" activity sheet.** Let's take a look at the directions quickly. You have a budget of \$150.00 and the sheet says to plan for 4 family members and 4-5



months. On the back it tells you how much food the average person eats a day and how much an animal eats too. Make wise decisions! You may have to defend your choices! Here's a quick tip and question; would you chance finding food along the way? What goods might you possess and trade along the way?

T - In 10 minutes we're going to come back and do another activity with this. As you're working we're going to be coming and checking on your progress, asking some questions, and see if we can get you to **review your decisions** based on some curveballs we throw at you.

TT - The instructors will offer their thoughts to students based on what they are seeing/hearing as they walk around. They will try to present different viewpoints or obstacles to the projected thoughts of the students.

Example: S - "We should bring a lot of food. The animals need to eat or we won't make it." The teacher might interject and say "That's good, but its expensive. Do you think you might take a chance on the existence of fields with grass for animals to eat along the way? Could you hunt and invest in a rifle or fishing kit instead?"

-Introduce concept of trade posts

-Native American trade

-Debunk myth of Native Americans as a huge threat

-Seasonal Problems

T - OK, let's finish up our final thoughts here and have a **group discussion**. Now, here's the catch; we're going to pick one item at a time to talk about. I need one person from every team to come up and choose a number. When I call your team's number you're going to tell us about your #1 item and explain why you think it's important. As we move along, each team has to pick a new item; no repeats, so be ready to explain your #2, or #3 if it comes down to it.

S - (Students present ideas)

TT - The teachers will ask the presenters questions and make them defend their choices. Students will also have the opportunity to debate with their peers. Various scenarios may be presented where the pros and cons of the chosen item may change.

Closure: 3 minutes

T - Alright everyone, here is a "**Twitter**" slip." You know what these are. Today we are going to write a challenge down that travelers might face on the Oregon Trail then use the "#" symbol to offer a resolution or way to overcome the problem.

TT - Teacher example: @MsPhelpsMeow Rained last night and the ground turned to mud. Broke an axle tryin to pull it out #ShouldHaveSplurgedOnANewAxle #10DaysToTheTradingPost

T - Who would like to share?