



## **MANIFEST DESTINY**

### The Oregon Trail

-Purple fonts = Words from Blooms' Taxonomy

#### **Main NYS Learning Standards:**

CCL7. 1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' idea and expressing their own clearly.

3. Oregon territory (pg 62)

3. To describe historic events through the eyes and experiences of those who were there (pg. 59)

**Performance Indicators:** Students will be able to accurately **describe** the challenges Americans faced when travelling the Oregon Trail. They will be able to **compare and contrast** alternative motives, preparations, and decisions travelers may have had during the years of 1800 - 1870. Students will **synthesize** reasonable predictions based on observations and discussions in regards to the fate of the family in the skit.

**Objective:** Students will **formulate** a hypothesis about the fate of the family in the skit and **explain** their reasoning behind their inference. They will role-play small families in groups and be able to **calculate** a budget and **defend** their preparations to the class. S

The class will **define** the term "monologue" and **breakdown** information from listening to passages from a skit.

#### **Understandings:**

SS - The motives people felt for taking up the Oregon Trail.

SS - The challenges faced from preparing for the trail until (hopefully) reaching their goal.

SS - The role of "Manifest Destiny" on Americans between 1800 - 1870.

ELA - How characters reveal information and traits through monologues.

#### **Essential Question:**

SS - What was the Oregon Trail?

ELA - What is a monologue?

#### **Topical Questions:**

SS - Why did people decide to take the trail to the Pacific coast?

SS - How did people prepare to travel the Oregon Trail?

SS - What challenges did travelers face on the journey?

ELA - How can monologues reveal feelings?

ELA - How do monologues develop characters in stories?

#### **Assessment Evidence:**

- Oregon Trail Budget activity and ranking exercise
- Group discussions and teacher prompts for re-evaluation
- Student Q & A Opportunities
- Turn and Talk

#### **Performance Tasks:**

- Students will complete the guided notes on monologues based on the performance.
- Students will break into pair and create a budget using the Oregon Trail budget sheet.
- Students will have to rank their items and defend their decisions to the teacher and class.



### **Differentiated Instruction (Based on time allotted and need from DDI results)**

- Reading/Constructing Maps (Oregon Trail)
- T-Charts (Pros and Cons)
- Writing Monologues
- Close Read based off primary or secondary resources

### **Resources:**

- Materials for skit (Prairie Schooner)
- Costumes for actors
- Oregon Trail budget activity
- Monologue guided notes activity

### **Optional Products/Performances:**

- "What Oregon Trail Blazer Are You?" personality quiz
- Video on the Oregon Trail
- Ghost Stories of the Oregon Trail

### **WHERE TO**

#### **W: Where are we going & what is expected?**

This lesson will help students understand the motives people had when deciding to take a chance on the Oregon Trail. Students will be introduced to the challenges and decisions settlers faced along the way. Students are expected to identify the hardships, possible rewards, and recognize how the Oregon Trail is representative of Manifest Destiny.

#### **H: How will we hook and hold student interest?**

Students will be hooked by viewing a skit performed by their teachers. The teachers will write monologues and improvise throughout the skit and possibly break the "fourth wall" at times to engage students.

#### **E: How will we equip students for expected performances?**

Students will view a skit that supplements textbook readings. They will participate in group discussions and construct their own ideas and re-evaluate their learning through conversation and feedback. Students will be given guided notes and an activity that helps build understanding of the Oregon Trail.

#### **R: How will we help students rethink and revise?**

Students will need to re-evaluate their thoughts through a ranking activity and several discussions with the whole class. While there is no truly correct answer or formula for planning a trip on the Oregon Trail, there are many considerations that may be overlooked that the teachers will point out and revisit.

#### **E: How will students self-evaluate and reflect on their learning?**

Students will work in groups and partners throughout the lesson to formulate responses.

Students will write a monologue of their own in a chosen role within the scope of the Oregon Trail.

#### **T: How will we tailor learning to varied needs, interests, and styles?**

Students will view a live skit, have guided notes, construct answers with peers, and participate in discussions where questions can be answered by the teacher. Students with special needs may have partially (or fully) completed guided notes and transcripts of the skit.

#### **O: How will we organize and sequence the learning?**

-Targeted Intelligences: audio, visual, writing, interpersonal, intrapersonal

-Learning Modalities: audio, visual

The lesson will alternate between teacher led instruction and partner/group discussions.

### **Materials:**

"Oregon Trail" Budget Activity, Paper + Pencil, Props for Items, Guided Notes (monologues)