

MOVING WEST PROJECT MENU

PROJECT BASED
LEARNING

ENGAGING AND FUN
MENU OPTIONS

GRAPHIC ORGANIZERS &
RUBRICS INCLUDED

COMMON CORE
ALIGNED

MAP OF THE OREGON TRAIL



Visit the following site to learn about the different landmark along the Oregon Trail:

<http://www.historyglobe.com/ot/otmap1.htm>

<http://www.america101.us/trail/Sites.html>

PROJECT PROPOSAL

What specific topic are you going to research?

What artifact or visual will you create?

Write a detailed description of your project:

Where will you find the information needed to research your topic?

What materials will you require from the teacher?

What criteria will you use to determine if your project is successful or not?

Why do you want to create this project?

MOVING WEST PROJECT MENU



<p>Research</p> <p>Research the history of the Oregon Trail. Find out how long it took to travel, what the conditions were like, and what the challenges were. Write a report on your findings.</p>	<p>Map</p> <p>Draw a map of the Oregon Trail. Label the major landmarks and the route. Write a legend for your map.</p>	<p>Journal</p> <p>Write a journal entry from the perspective of a pioneer traveling the Oregon Trail. Describe the challenges and the beauty of the landscape.</p>
<p>Story</p> <p>Write a story about a pioneer traveling the Oregon Trail. What challenges did they face? How did they overcome them?</p>	<p>Art</p> <p>Draw a picture of a pioneer traveling the Oregon Trail. Show the landscape and the challenges they faced.</p>	<p>Video</p> <p>Make a video about the Oregon Trail. Show the route and the challenges. Interview a pioneer or a historian.</p>
<p>Model</p> <p>Build a model of a pioneer's wagon. Show how it was used to transport goods and people.</p>	<p>Play</p> <p>Write and perform a play about the Oregon Trail. Show the challenges and the triumphs of the pioneers.</p>	<p>Podcast</p> <p>Record a podcast about the Oregon Trail. Interview a pioneer or a historian. Share your findings with the world.</p>

MOVING WEST PROJECT SCORING RUBRIC

CATEGORY	Exceeds &	Mastery	Approaches	Emergent
Project/Process	Student demonstrates exceptional understanding of the project and process. The project is completed on time and with high quality.	Student demonstrates a solid understanding of the project and process. The project is completed on time and with good quality.	Student demonstrates a basic understanding of the project and process. The project is completed with some delays and lower quality.	Student demonstrates minimal understanding of the project and process. The project is not completed on time and with low quality.
Research	Student provides extensive and accurate research. The research is well-organized and clearly presented.	Student provides solid and accurate research. The research is well-organized and clearly presented.	Student provides basic and accurate research. The research is somewhat disorganized and unclear.	Student provides minimal and inaccurate research. The research is disorganized and unclear.
Map/Art/Video	Student's map/art/video is highly detailed and accurate. It shows a deep understanding of the Oregon Trail and the challenges.	Student's map/art/video is solid and accurate. It shows a good understanding of the Oregon Trail and the challenges.	Student's map/art/video is basic and somewhat inaccurate. It shows a limited understanding of the Oregon Trail and the challenges.	Student's map/art/video is minimal and inaccurate. It shows a very limited understanding of the Oregon Trail and the challenges.
Story/Play/Podcast	Student's story/play/podcast is highly creative and engaging. It shows a deep understanding of the Oregon Trail and the challenges.	Student's story/play/podcast is solid and engaging. It shows a good understanding of the Oregon Trail and the challenges.	Student's story/play/podcast is basic and somewhat unengaging. It shows a limited understanding of the Oregon Trail and the challenges.	Student's story/play/podcast is minimal and unengaging. It shows a very limited understanding of the Oregon Trail and the challenges.

MAP OF THE OREGON TRAIL LANDMARKS GRAPHIC ORGANIZER

Picture of Landmark	Descriptive Description

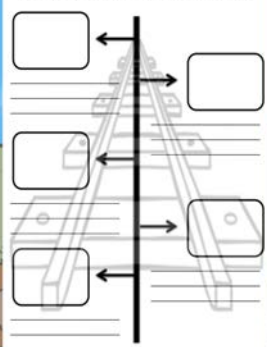
TIMELINE OF MID 1800S

Visit the following sites to learn more about the major events of the 1800s:

<http://www.american-historama.org/1841-1850-westward-expansion/westward-expansion.htm>



TIMELINE OF MID 1800'S GRAPHIC ORGANIZER



PONY EXPRESS



Visit the following sites to learn more about the Pony Express:

http://www.ducksters.com/history/westward_expansion/pony_express.php

<http://www.nps.gov/poes/learn/historyculture/index.htm>



MOVING WEST PROJECT MENU

Name

Date

MOVING WEST PROJECT MENU



Thousands of men, women, and children decided to seek their fortunes out west in the mid 1800s along the Oregon Trail. Create a map of the Oregon Trail. Include major cities, landforms, and other important landmarks that travelers would have encountered moving west. Accuracy, neatness, and creativity are essential! Don't forget to include a compass rose, title, and key.

The Pony Express was a mail service which used horses and relay stations to deliver mail, packages, and newspapers from St. Joseph, Missouri to Sacramento, California. The route went across the Great Plains, through the Rocky Mountains and over the Sierra Nevada. Research the history of the Pony Express and create a cloud of important words and phrases. On another sheet of paper, describe why you chose each word or phrase in well-written and grammatically correct sentences.

www.wordle.net

Many important events occurred from 1840 - 1870. Create a digital timeline to show ten of these events. Each event must have a date, well-written description, and image. You can either chose to create a hand drawn timeline or create one using the link below.

http://www.readwritethink.org/files/resources/interactives/timeline_2/

Families who moved west in the 1800's often never saw their loved ones back east again. Write a letter to a love one describing your new life on the frontier. Include descriptions of the town, reasons why you moved west, roles of men and women, daily challenges, and your hopes for the future.

Lewis and Clark were hired by Thomas Jefferson to explore the Louisiana Territory and find the Northwest Passage. Along the way, they wrote in a journal the amazing animals and plants they encountered. Pretend that Lewis and Clark had Facebook when they traveled west. Create a Facebook page with their pictures, friends list (important people to their journey), pictures (plants and animals they encountered on the trail), and 10 status updates detailing the major events of their trip.

Imagine you had a camera and could capture the fashion of the travelers moving west in the 1860s. Draw and research the clothes men, women, and children wore (materials, durability, construction) and write a descriptive paragraph under each hand-drawn "photograph."

Travelers relied on forts along the trail to provide them with necessary supplies and information. Research one of the forts travelers would have visited and create a diorama. Label the important buildings, people, and features of the fort. Write a paragraph detailing the history of the fort and its importance to Westward Expansion.

Travelers going west often interacted with Native Americans. Research a tribe pioneers would have met along the trail and create a Prezi or PowerPoint describing the food, art, roles of women and men, religion, and clothing. Include pictures and other visuals in your project.

www.prezi.com

Not interested in doing any of the projects here? Create your own project using the project proposal form and present it to your teacher.

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MAP OF THE OREGON TRAIL LANDMARKS GRAPHIC ORGANIZER

Picture of Landmark

Descriptive Description



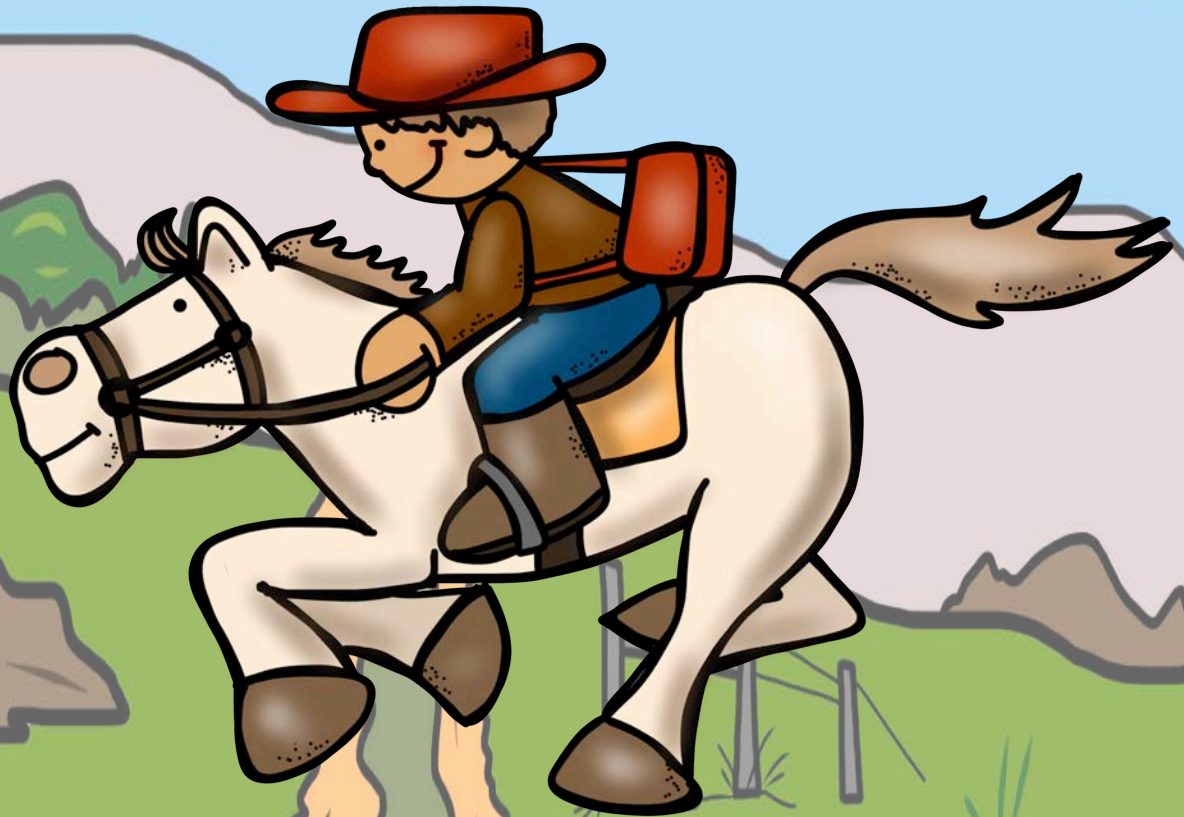








PONY EXPRESS

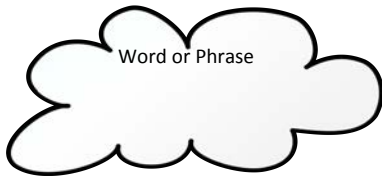


Visit the following sites to learn more about the
Pony Express:

[http://www.ducksters.com/history/
westward_expansion/pony_express.php](http://www.ducksters.com/history/westward_expansion/pony_express.php)

[http://www.nps.gov/poex/learn/historyculture/
index.htm](http://www.nps.gov/poex/learn/historyculture/index.htm)

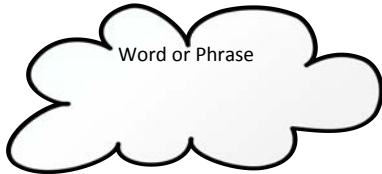
PONY EXPRESS CLOUD GRAPHIC ORGANIZER



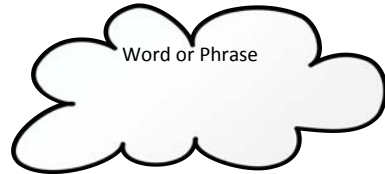
Explanation



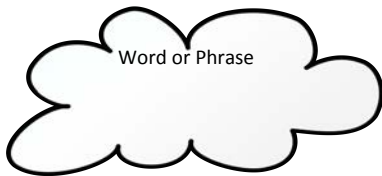
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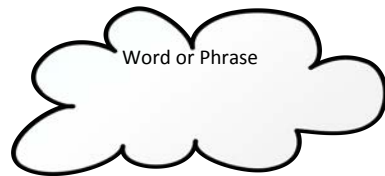
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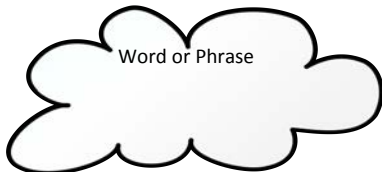
Explanation



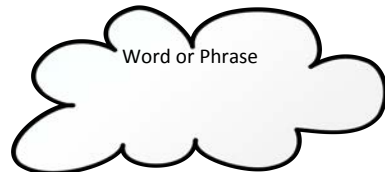
Explanation



Explanation



Explanation



Explanation

TIMELINE OF MID 1800S

Visit the following sites to learn more about the the major events of the 1800s:

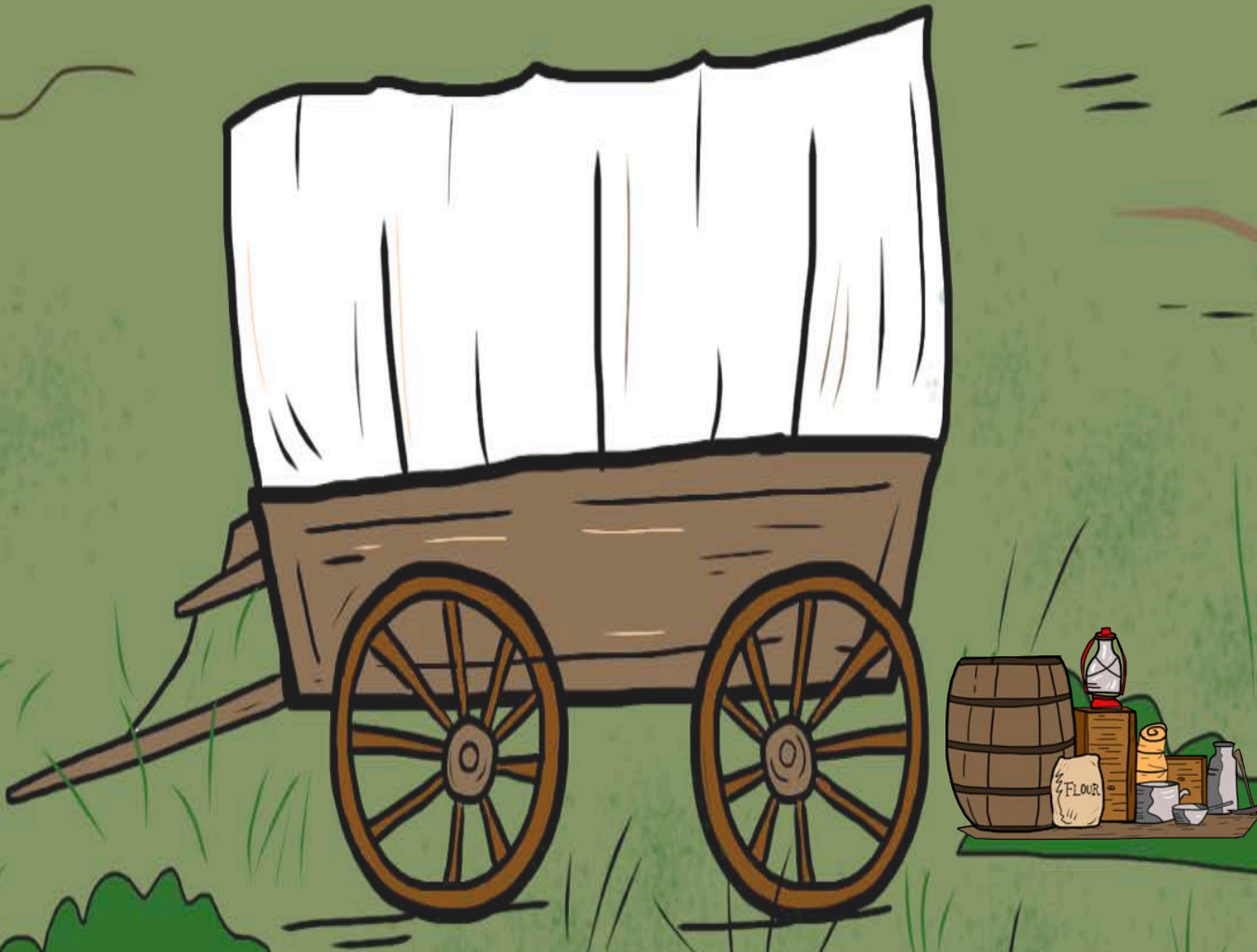
<http://www.american-historama.org/1841-1850-westward-expansion/westward-expansion.htm>



TIMELINE OF MID 1800'S GRAPHIC ORGANIZER

A graphic organizer for a timeline of the mid-1800s. The central vertical line is flanked by six boxes, three on each side. Each box is connected to the central line by an arrow pointing outwards. The boxes are arranged in three pairs, with the top pair being the largest and the bottom pair being the smallest. Each box is followed by three horizontal lines for writing.

LIFE ON THE FRONTIER

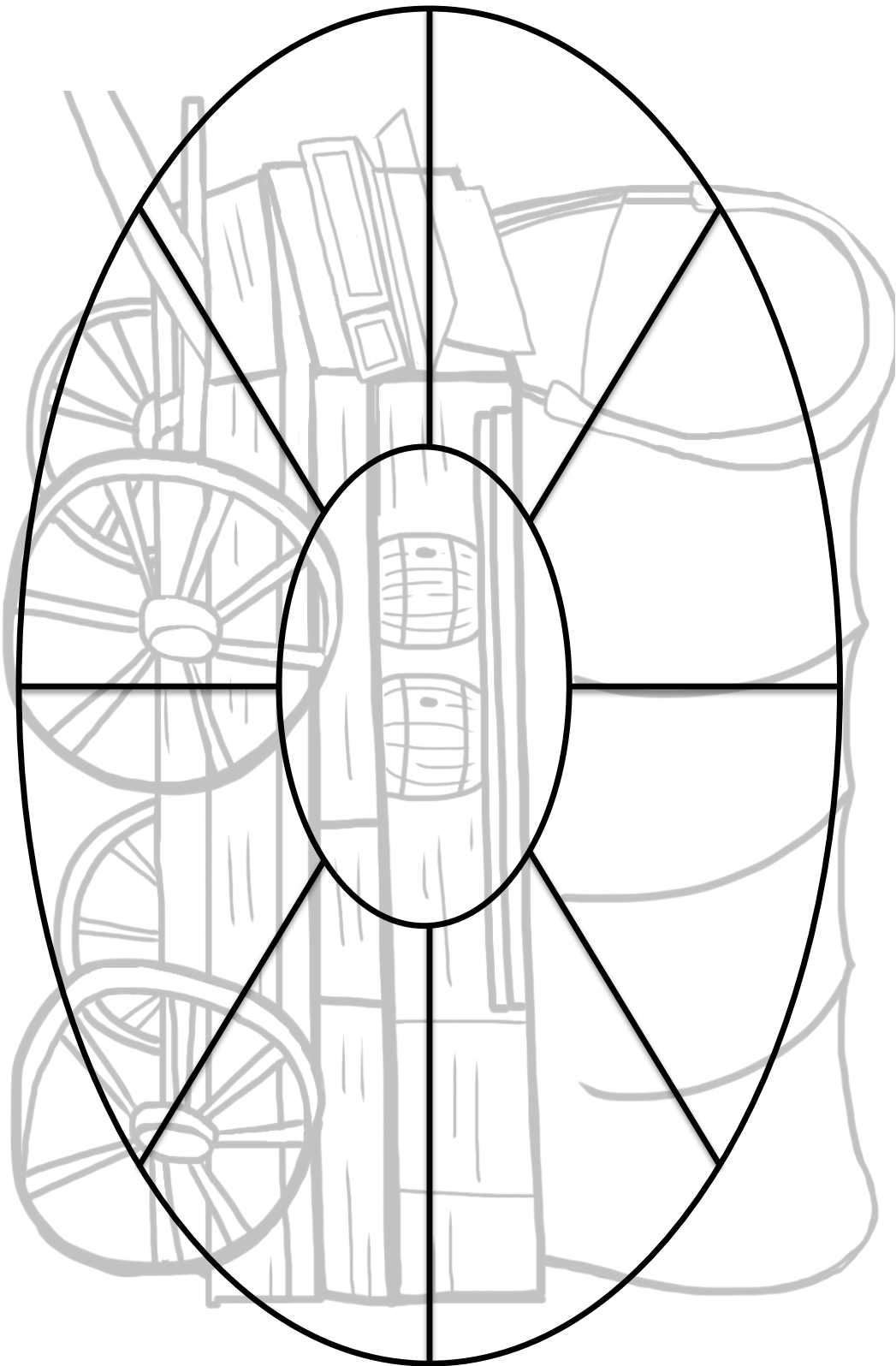


Visit the following sites to learn more about the life on the frontier:

http://www.ducksters.com/history/westward_expansion/daily_life_on_the_frontier.php

http://www.factsfornow.scholastic.com/article?product_id=nbk&type=0ta&uid=10676833&id=a2023250-h

LIFE ON THE FRONTIER



LEWIS AND CLARK

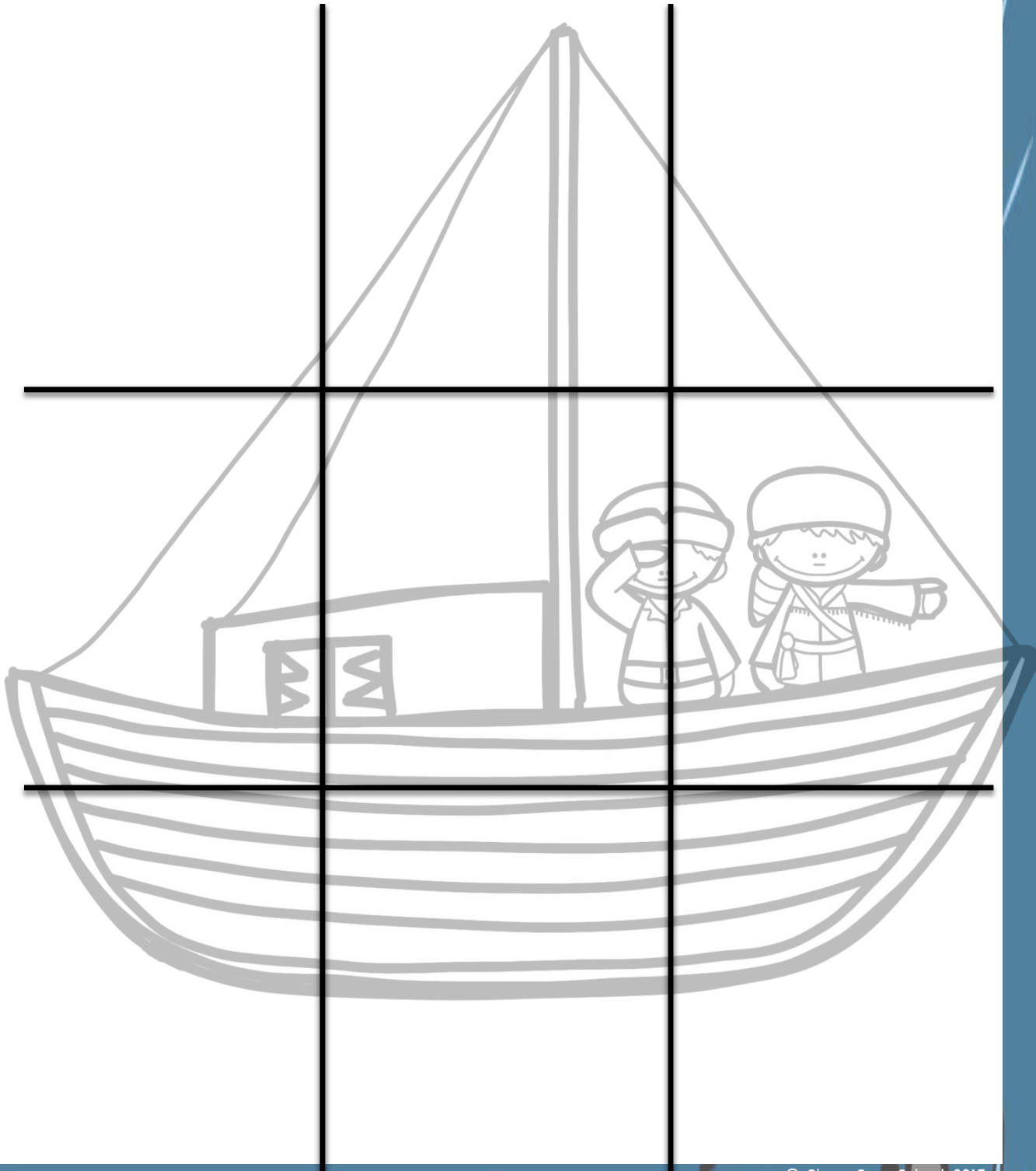


Visit the following sites to learn more about Lewis and Clark:

http://www.ducksters.com/biography/explorers/lewis_and_clark.php

http://teacher.scholastic.com/activities/lewis_clark/prepare.htm

LEWIS AND CLARK



FASHIONS OF THE 1860S

Visit the following sites to learn more
about the fashions of the 1860s:



[http://www.maggiemayfashions.com/
americanfrontier.html](http://www.maggiemayfashions.com/americanfrontier.html)

[http://pioneerthinking.com/home/
pioneer-children-and-their-clothing](http://pioneerthinking.com/home/pioneer-children-and-their-clothing)



FASHIONS OF THE 1860S

GRAPHIC ORGANIZER

Question	Answer
What information do you need to know? Turn it into a question?	Write your answer to the question you just created using bullet points and paraphrasing.
	

FORTS ON THE OREGON TRAIL



Visit the following sites to learn more about forts
on the Oregon Trail:

<http://www.america101.us/trail/Sites.html>

OREGON TRAIL FORTS GRAPHIC ORGANIZER

Topic:

NATIVE AMERICANS

Visit the following sites to learn more about the history of the Nez Perce, Cheyenne, and Paiute:

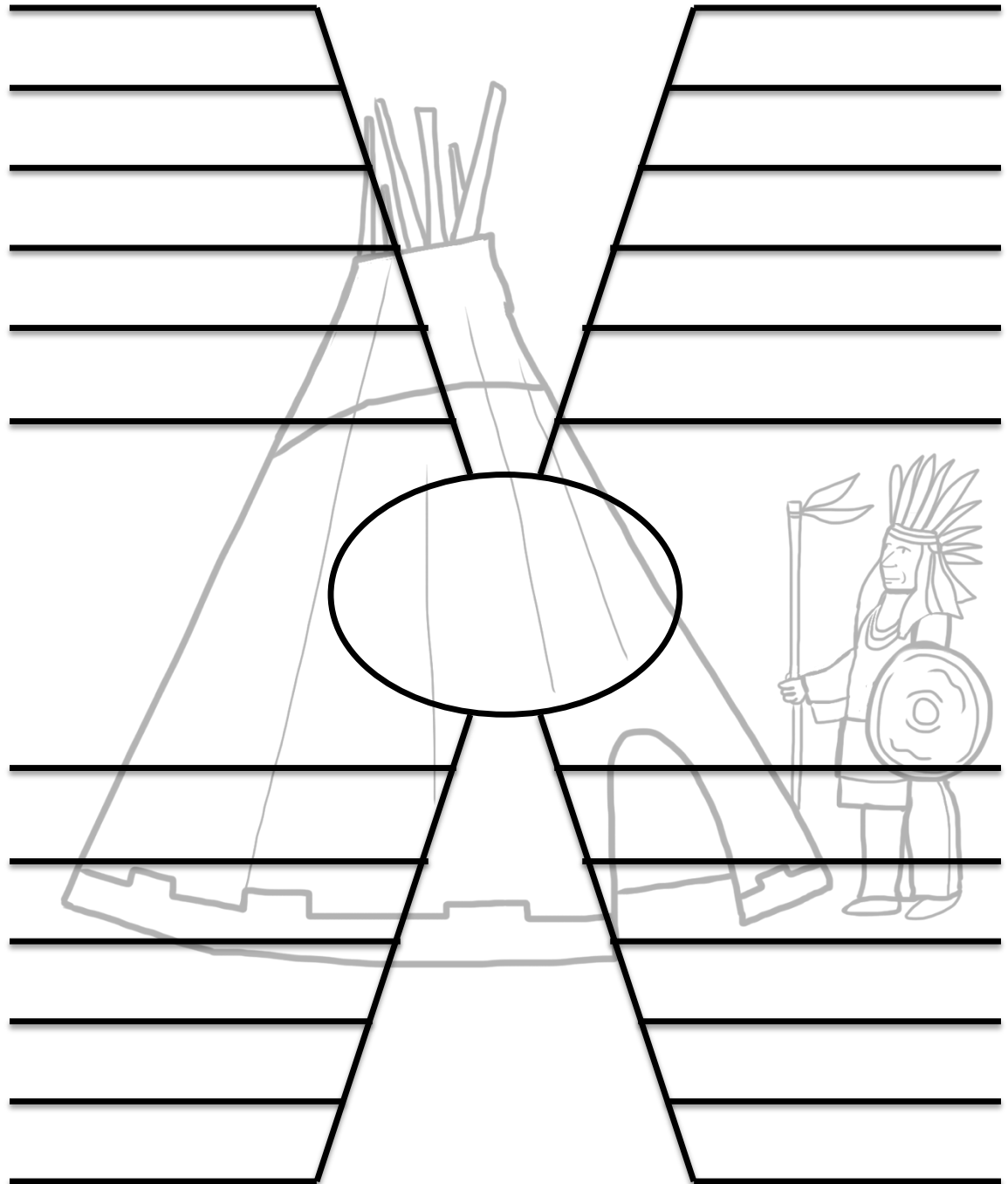
http://www.ducksters.com/history/native_americans/nez_perce.php

http://www.ducksters.com/history/native_americans/cheyenne_tribe.php

<http://factcards.califa.org/cai/paiute.html>



NATIVE AMERICANS GRAPHIC ORGANIZER



MOVING WEST PROJECT SCORING RUBRIC

CATEGORY	Exceeds 4	Meets 3	Approaches 2	Emergent 1
Required Elements	Students included more information than what was necessary. Additional details and/or components were added.	Student included all of the information that was required.	Almost all of the information that was required is included. One part or element is missing or incomplete.	Student included some information that was required but several important components are missing.
Accuracy	All information is accurate and complete. More than one source was used to ensure information was correct.	All information is accurate and complete	Most of the information is accurate. Some information may be unclear and/or incorrect.	Some of the information is incorrect but there are many errors.
Displays an Understanding of Topic	It is obvious that the student has an in-depth and extensive understanding of the topic. The student can accurately answer all questions and explains their understanding in great detail.	The student has a strong understanding of the topic. The student is able to answer all questions posed accurately.	The student has a minimal understanding of the topic or unable to answer all of the questions asked by his/her fellow classmates.	The student does not understand the topic very well and cannot answer the majority of questions satisfactorily.
Mechanics	The student uses a variety of sentence structures and types. No grammatical, spelling or punctuation errors are present.	No grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Visuals	Visuals are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the history of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the history of the topic.
Originality	The project shows an exceptional degree of creativity and divergent thinking.	The project reflects strong student creativity.	The project shows some creativity but parts were inspired by the designs or ideas of others.	The project lacks creativity.
Neatness & Attractiveness	The project is exceptionally attractive in terms of design, layout, neatness, and overall appearance.	The project is attractive in terms of design, layout, neatness, and overall appearance.	The project is somewhat attractive. More time could have been spent on the overall appearance and presentation of the project.	The project lack attractiveness and the overall presentation is lacking.

MOVING WEST PRESENTATION SCORING RUBRIC

CATEGORY	Exceeds 4	Meets 3	Approaches 2	Emergent 1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all the time, and mispronounces no words.	Speaks clearly and distinctly most the time, and/or mispronounces a words.	Speaks clearly and distinctly some of the time and/or mispronounces many words.	Often mumbles or cannot be understood.
Stays on Topic	Stays on topic all of the time.	Stays on topic most of the time.	Stays on topic some of the time.	It was hard to tell what the topic was.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Use of Visual Aid	Student explains and seamlessly integrates visual aid into the presentation and uses it to make the presentation better.	Student explains and integrates visual aid into the presentation and uses it to make the presentation better.	Student refers to visual aid during presentation but it does not add to the presentation.	Student never refers to the visual aid OR the visual aid chosen detracts from the presentation.

CLIPART AND FONTS

