

NYS STANDARDS FOR SOCIAL STUDIES

Standard 1 – United States History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.

Standard 3 – Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent worlds in which we live - local, national and global - including the spatial distribution of people, places and environments over the Earth's surface.

Grade Level of Unit 7th or 8th

Social Studies Standard 3: *Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent worlds in which we live - local, national and global - including the spatial distribution of people, places and environments over the Earth's surface.*

Key Idea of the Unit. (What is the big idea we are trying to teach similar to the content understandings)

The students will become more aware of how the setting can strongly affect the story. They will discuss how different this story would be if in another different setting. They will become accustomed to including the place and time in their discussions of readings.

Topic

How many people were in the big cities, and how many were traveling the Oregon Trail? You now live in New York. What is the population in New York? Would you prefer to live in a highly populated place with many resources, or would you prefer a quieter, more private place? What are the advantages and disadvantages of each?

Description

Parkman's life could have been very different. He had enough money to live independently. He was a gentleman and a scholar. Why did he choose to go to the wilderness? Do you, or have you ever had a passion for something, or beginning of one? Parkman made a contribution to this country by recording these early times so well. If you were going to make a contribution, what would it be?

Skill Objectives - Students will be able to:

Locate specific places on a map: They will find a map of the original Oregon Trail. They will note the states that the trail covers. They will specifically locate some places Parkman covered.

Grasp the harshness of journeying by pioneers on horseback or in wagons with limited supplies: They will find out how long the Oregon Trail is. How long did it take Parkman to cover this distance? How long would it take you today on a plane?

Content Objectives - Student will know:

The past did not have the same electrical or technological advances that we do today. Their life was more difficult physically. Content can only be understood by noting the place and the time.

Unit Aims: By this point in the narrative, the men have already spent many hours and days on horseback. They still have a long way to go. What would it have felt like to spend two weeks going in the wrong direction? As the story progresses, the students now will be alert to how the setting is going to affect the men, their attitudes, and their decisions. From this lesson, they will be responsible to respond to descriptions such as these and asked to point out any of these areas.

Background (Give the teacher some background knowledge about the topic)

The Oregon Trail has been called an exuberant document of Francis Parkman's 1846 expedition into the American wilderness. Observed with a reporter's eye and recorded in detail, the whole panorama of life on the Great Plains comes forth against the cruel indifference and majesty of the vast land itself – the immigrants with their “broad-brimmed hats, thin visages, and staring eyes” whose days were filled with hardship, and the Indians and buffalo whose demise Parkman foresaw. In his introduction David Levin compares Parkman's literary methods and attitudes about nature and American civilization to those of Herman Melville, Henry David Thoreau, and Ernest Hemingway.

Writing component (Each activity must have a writing activity)

Required vocabulary (Key terms and Names)

Words describing the weather and the characters reaction to it: languid – sultry - interminable - fetlock – shrouded – accompaniment - quivering - hobbles – shrouded – cataract – surliness – saturated - accumulating – indifferent – verge – prismatic – prostrate – saturated – delusive – tumult - firmament - reverberation – palpable.

Students will be expected to use at least one of these words in their notebook, their essay, and , of course, ten of them in their homework.

Assessment of Unit

Students will be able to write an essay of at least a page that encompasses their understanding of setting in a story. The first section will state why Parkman was going on this exploration. What did Parkman hope to accomplish? They must also understand why all the immigrants were traveling on the Oregon Trail to a new place. The second paragraph will include knowledge of the setting. Where was Parkman coming from?

Where did the immigrants come from? Why were they leaving? What did they hope to find? How difficult was this trip?

The third section must state how the setting, the time and the place, of this story affected the happenings. They will compare this to another book that had a very different setting.

Library of America Resources

See attached list.

Additional Teacher Resources; (books web sites etc.).

See attach book list and website list.

Grade: 8th Grade

Topic: This unit focuses on the Oregon Trail, a subtopic within the broader topic of Westward Expansion, which is required teaching in the 8th grade curriculum.

Content Areas: American History, Geography, Language Arts, Art

Objectives:

- Students will make a map that traces the Oregon Trail
- Students will read expository text, paraphrase the information and report to fellow group members
- Students will explore Internet Web sites for information pertaining to the Oregon Trail
- Students will play an interactive computer game and compare its accuracy with facts they researched
- Students will create a flyer that outlines advice for helping travelers survive the trail

Timeframe: The length of the lessons vary with different classes. There is a lot of time expected to be given for online and project work. Since the students are working in cooperative groups, they must do most of the work in class, so that time needs to be provided. The timeframe for this unit also depends on the availability of computers and the Internet. I estimate this unit to take between 5-6 days for the lessons and up to 2 or 3 additional days for the flyers to be completed at minimum. The Web sites will be bookmarked for the students.

Lessons relating to the Oregon Trail Game

Lesson #1 - *Make a map and trace the trail*

1. Mixed-ability groups are formed with four students per group. Roles may be assigned: Facilitator, Materials Manager, Graphic Designer, Harmonizer, Editor, etc.
2. A "Round Table" activity assesses what the students already know about the Oregon Trail
 - A piece of paper is given to each group
 - One student writes one thing (s)he knows about the Oregon Trail and passes the paper to the next student. That student reads what's been written and adds a new bit of knowledge about the Oregon Trail. This continues for several rounds. They are not expected to know very much.
 - Teacher facilitates a classroom discussion using the round table information

OR

A K-W-L may be given to students about what they already Know and what they

Want to learn about the Oregon Trail. The teacher facilitates a classroom discussion. At the end of the unit, students return to their K-W-L chart and complete the "L" column, which is what they Learned.

3. Students use The Oregon Trail Junction as a preview activity for the main site of The Oregon Trail.
4. Either the teacher provides a map of the United States or students may create one from the online atlases. A site that will help them is:
<http://fermi.jhuapl.edu/states/>
The 1895 maps will help for this assignment. Also, the students may use traditional book atlases and/or encyclopedias. This information is also available in the Social Studies student textbook.

Lesson #2 - *Continue research on main Web site and other sites*

<http://www.isu.edu/~trinmich/Oregontrail.html>

<http://www.discoverychannel.com>

<http://www.historychannel.com>

Jigsaw variation:

1. In their groups, students decide which topics from the main Web site they will be reading, paraphrasing, and reporting on. There are nine to choose from, all must be covered:
 - o Introduction to the Trail
 - o Discoveries & Explorers
 - o Jumping Off
 - o The Route West (Historic Sites)
 - o Power
 - o Hardships
 - o Camping
 - o Buffalo
 - o Native Americans
2. When ready, students meet with the students who read and paraphrased the same topics, they discuss, compare notes and prepare what to present to their home group.
3. Students return to their home groups and teach each other the information they studied. Students use these notes for final project.

Lesson #3 - *Playing the game*

1. Students, in pairs, play the computer game, THE OREGON TRAIL. They take notes of their journey as they go through the game.
2. Students will examine the accuracy of the game against the information they researched.

Lesson #4 - Do's and Don'ts Flyers [From TCI (Teacher Curriculum Institute) materials]

1. Students compile all their notes from the previous lessons. They work in their groups to create a flyer which tells would-be travelers of the Do's and Don'ts on the trail to help them survive.
2. A rubric is used to peer evaluate the flyers.

Lesson #5 - Wrap up

1. Students reflect on how well they did as a group.
 - o What were the group's weaknesses/strengths?
2. Hold a class discussion on these two questions:
 - o What are the most important "do's" for travelers on the Oregon Trail?
 - o What are the most important "don'ts"?
3. Teacher should record the class's definitive list on a piece of butcher paper for display.

Lessons related to *THE OREGON TRAIL*, by Francis Parkman, Jr.,

45 MINUTE SOCIAL STUDIES MODEL LESSON PLAN

Teacher's name: Charles Duthu

Aim of the lesson: Understand that the setting, the place and the time, greatly influences the story's characters and plot.

WHOLE GROUP	PLAN FOR LESSON
<p>CONNECTION (5 minutes)</p> <p>How does this lesson connect with previous learnings?</p>	<p><u>Connecting past pleasant locations with new unknown locations.</u></p> <p>Parkman wanted to explore the wilderness. When he first started out, he thought the prairie was beautiful. What did he say that made us think that? Would you like to visit such a place? Would you like to travel on a horse? How long do you think you could ride? How long did these men ride in a day? Where did they sleep at night, and what did they sleep on? If you went exploring, where would you choose to go? Would you expect that all parts of your exploration would be enjoyable? What would you expect?</p>
<p>MINI LESSON (10-12 minutes)</p> <p>Content/skill points related to aim</p> <p>Model content/skill point</p> <p>Set purpose for document focus</p>	<p>American History, Language Arts, Geography: <u>Realizing the setting affects the story.</u></p> <p>Reading involves the <u>setting</u> of the people involved. The weather of the <u>place</u> can influence a story a great deal. It depends on what the situation is and in what circumstances the people are. These men were outside when the weather became stormy. They found a way to be inside but how much did this help? Part of good reading is to put yourself in the place of the person speaking. Parkman voluntarily went into the wilderness. This is what he had to face. Let's talk about the <u>setting</u> of Oregon Trail. How different would this story be if he were exploring Florida? How different would it be if he were exploring Africa? The <u>time</u> makes a difference. How did they get heat if they were cold or wet? Did they have many changes if the clothes they brought with them got wet? How important would a compass or a telescope be in exploring?</p>
SMALL GROUP	
<p>ACTIVE ENGAGEMENT (18-20 Minutes)</p> <p>Students in pairs or groups read documents independently</p>	<p><u>Documents and materials to be used in the lesson:</u></p> <p>The temperature in New York today and the weather report. The temperature in Oregon today and the weather report. Lists of camper places in New York.</p> <p>Students in groups will read two versions of a segment of the story.</p> <p>They will discuss if any of them have ever seen such weather.</p>

<p>Students engage in accountable talk about the documents</p> <p>Teacher monitors group process</p>	<p>Have they ever been outside in such weather? What would they do today if they were caught outside in such a storm? They will make a plan to go camping outside in a place in New York. What will they take with them? They will drive to the place in a car, but they will stay in a tent overnight. What can they do to help them get through such a night as in the story in the best way they could? What if it happened today? Teacher will look for connections between setting and actions.</p>
WHOLE GROUP	
<p>GROUP SHARE (10-15 minutes)</p> <p>Learnings are shared out by groups</p> <p>Learnings are summarized and written in notebook</p> <p>Homework connection</p>	<p>Each group will choose a speaker to tell of the location they chose for camping out and the preparations they made for their trip. Then all the groups will vote on the best plan. Following their choosing, they will pool their ideas to make a common and better plan.</p> <p>They will relate this to a description of the setting of the journal, including the place and time.</p> <p>They will write three reasons why this was a difficult journey that many did not want to make and that many who did, did not finish.</p> <p>They will address their reaction to personal danger and survival.</p> <p>For homework, they will write ten sentences choosing any of the underlined words in the second version of the story.</p>

45 MINUTE SOCIAL STUDIES MODEL LESSON PLAN

Teacher's name: Charles Duthu

Aim of the lesson: Demonstrate cross-cultural knowledge and sensitivity in communications with others of varied social, cultural, and linguistic backgrounds. Increase knowledge and understanding of Western Expansion. Reflect on the closing, or turning point, of an important period in a country and in a life.

WHOLE GROUP	PLAN FOR LESSON
<p>CONNECTION (5 minutes)</p> <p>How does this lesson connect with previous learnings?</p>	<p><i>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.</i></p> <p>Parkman had need of a guide because he was going into territory unknown to him. He made a splendid choice. This was very fortunate because he would have to trust his guide in many difficult and dangerous situations. He met many people along his journey. How many of them could earn the respect that he gave to Henry Chatillon? How many people in a lifetime would you expect to find of such fine character?</p>
<p>MINI LESSON (10-12 minutes)</p> <p>Content/skill points related to aim</p> <p>Model content/skill point</p> <p>Set purpose for document focus</p>	<p><i>Students will demonstrate cross-cultural knowledge and sensitivity in communications with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. culture and practices in their interactions with others in their new cultural environment.</i></p> <p>Teacher will read aloud the selection from Chapter 27. There will be a pause to reflect silently on this reading. Teacher will then describe any personal incidents that might in some way be comparable to Parkman's leaving for home: the end of elementary, middle, or high school; the end of college; the end of playing on a sports team; the end of being in a club; or the end of contact as you or friends moved away.</p>
SMALL GROUP	
<p>ACTIVE ENGAGEMENT (18-20 Minutes)</p> <p>Students in pairs or groups read documents independently</p> <p>Students engage in accountable talk about the documents</p> <p>Teacher monitors group</p>	<p><u>List Documents and materials to be used in the lesson</u></p> <p>Selection from Oregon Trail Chapter Twenty-seven</p> <p>Pictures or mementos of any place or people that you have been separated from that you may or may not meet again.</p> <p>Reread the selection read by teacher. Meet with your groups. Finish reading the selection by yourself. At the end of this book, would you agree with those who say that Parkman is a gentleman and a scholar? He certainly was an explorer and a writer. How would you personally describe Parkman and his journey? Discuss this with your group and arrive at the best sentence the group can come up with to describe Parkman. Then write the best sentence the group can come up with to describe his journey. Each one in the group will then write</p>

process	one sentence that describes something that is no longer in his or her life – could we perhaps call this an era in your life? Write one sentence to describe your feelings and thoughts about the closing of this period in your life.
WHOLE GROUP	
<p>GROUP SHARE (10-15 minutes)</p> <p>Learnings are shared out by groups</p> <p>Learnings are summarized and written in notebook</p> <p>Homework connection</p>	<p><i>As speakers and writers, students will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</i></p> <p>One person from each group will give the group summary of the two sentences describing Parkman and describing his journey. The class will then agree (perhaps with a combination of parts of different groups' sentences) on the best descriptions. Students will be encouraged to share any personal recollections they desire.</p> <p>Students will write in their notebooks the two descriptions about Parkman and his journey that they like best. They will then write the two personal recollections that they made in their notebooks.</p> <p>They will ask friends and families about a period of their life that has ended, such as what was life like before your parents married; what was life like before someone got a special job they liked; what kind of a relationship did they have with an animal that is no longer there, etc. They will write two very brief descriptions of such partings.</p>

45 MINUTE SOCIAL STUDIES MODEL LESSON PLAN

Teacher's name: Charles Duthu

Aim of the lesson: Increase knowledge and understanding of Western Expansion.

Understand that the physical labors that were necessary increased the length and the difficulty of the journey. The 19th century had more physical demands.

WHOLE GROUP	PLAN FOR LESSON
<p>CONNECTION (5 minutes)</p> <p>How does this lesson connect with previous learnings?</p>	<p><i>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.</i></p> <p>There was only so much that could be placed in a covered wagon. People often took as much as they could – or as much as they had. This would make the wagon extremely heavy. They did not have the same tools available to them as we have today. They didn't have the same technology. How many tools can you describe that they did not have then?</p>
<p>MINI LESSON (10-12 minutes)</p> <p>Content/skill points related to aim</p> <p>Model content/skill point</p> <p>Set purpose for document focus</p>	<p><i>Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</i></p> <p><i>A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</i></p> <p>Space was limited, and so was the type of things they could carry. They had to be pulled by mules or horses. As you read, look for tools they had or that they had to make for themselves. How safe were they? What are things that we think are necessary today that they did not have? Would you travel without a first-aid kit? What was theirs?</p>
SMALL GROUP	
<p>ACTIVE ENGAGEMENT (18-20 Minutes)</p> <p>Students in pairs or groups read documents independently</p> <p>Students engage in accountable talk about the documents</p> <p>Teacher monitors group</p>	<p><u>List Documents and materials to be used in the lesson</u></p> <p>Selection from Oregon Trail Chapter Four Part One</p> <p>Pictures of covered wagons</p> <p>Pictures of utensils that they used to cook with.</p> <p>Pictures of tools that they needed to make their living.</p> <p>Meet with your groups. Finish reading the selection by yourself. Then mark with your pencil anything they had for a tool and what they made for themselves. Would a weapon be a sort of a tool?</p> <p>Discuss what you would have packed for this trip. What would your job be? Farmer, hunter, toolmaker, blacksmith, cowboy, dressmaker, etc.?</p> <p>After you pick a job, figure out with your group what kind of</p>

process	tools each would need. Next discuss with your group whether you could put all the supplies and tools your group needed in one covered wagon. If you had to leave behind one thing you thought you needed, what would it be?
WHOLE GROUP	
<p>GROUP SHARE (10-15 minutes)</p> <p>Learnings are shared out by groups</p> <p>Learnings are summarized and written in notebook</p> <p>Homework connection</p>	<p><i>As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</i></p> <p>One person from each group will give the group summary of the choosing and packing of those tools necessary for a new life on the frontier. We'll list all these on the board.</p> <p>Next, everyone will make two lists in your notebook of your chosen occupation and what you want and what you absolutely have to have. Remember, they all have to have been available in the 19th century.</p> <p>Design by hand an advertisement that you will post at the closest well- populated town of what you have to offer in your job and the equipment you have available. List what they will gain from what you have to offer.</p>

45 MINUTE SOCIAL STUDIES MODEL LESSON PLAN

Teacher's name: Charles Duthu

Aim of the lesson: Increase knowledge and understanding of Western Expansion.

Understand that the tone of the writing influences the effect, particularly when it is humorous. Tone gives an indication of the speaker's character.

WHOLE GROUP	PLAN FOR LESSON
<p>CONNECTION (5 minutes)</p> <p>How does this lesson connect with previous learnings?</p>	<p><i>SS Standard: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.</i></p> <p>We discussed before Parkman's great longing to go to the frontier. But until you've been there – you don't know what it's really like. Have you ever been to some place that surprised you when you actually got there? Was it better or worse? What about the trip to get there? Have you wanted to go to Disney World? Have you thought about getting to the airport, how long the plane ride would be, and then a taxi to the hotel? What if you drove all the way there; how long would that take? But this is the 21st century. Let's go back to the 19th century.</p>
<p>MINI LESSON (10-12 minutes)</p> <p>Content/skill points related to aim</p> <p>Model content/skill point</p> <p>Set purpose for document focus</p>	<p><i>ELA Standard: As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria.</i></p> <p>Analyze this trip. Many of the times on the Oregon Trail were boring. Some were irritating. Some were dangerous. We'll read some of the next selection. Try to get an overall view of the trip to this point. Think of the word "difficult." What does that mean to you? What adjectives would you also use to describe this trip? Look for key words in the selection that would describe some of these experiences.</p> <p>As you finish reading this, think of how you would sum up this selection.</p>
SMALL GROUP	
<p>ACTIVE ENGAGEMENT (18-20 Minutes)</p> <p>Students in pairs or groups read documents independently</p> <p>Students engage in accountable talk about</p>	<p><u>List Documents and materials to be used in the lesson</u></p> <p>Selection from Oregon Trail Chapter Four Part Two</p> <p>Pictures of covered wagons</p> <p>Map of the Oregon Trail</p> <p>Meet with your groups. Finish reading the selection by yourself. Then mark with your pencil words that describe and that explain what it felt like to be there. Look particularly for adjectives and adverbs.</p> <p>Did Parkman mean every word he said? What does sarcastic mean? Think of an example of something someone said that</p>

<p>the documents</p> <p>Teacher monitors group process</p>	<p>was sarcastic.</p> <p>Next discuss with your group words you thought were descriptive.</p> <p>Each one will separately describe the experience in his or her own words.</p> <p>Then you will try to come up with an agreed upon summary for a description of this passage.</p>
<p>WHOLE GROUP</p>	
<p>GROUP SHARE (10-15 minutes)</p> <p>Learnings are shared out by groups</p> <p>Learnings are summarized and written in notebook</p> <p>Homework connection</p>	<p><i>ELA Standard: As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</i></p> <p>One person from each group will give the group summary of the experience. I'll write all adjectives and verbs on the board. Everyone will have a chance to ask questions or comment on the summaries.</p> <p>Next, everyone will take notes in notebook of words and sentences they thought were most accurate. Remember you are trying to describe Parkman's whole experience up to this point. Think of the big picture –not just one day, but all the days at this point. If the judge of the accuracy of your summary were Parkman himself, would he agree with you? Write a two paragraph letter responding to Parkman as if he had written this selection in a letter to you</p>

BOOKS ABOUT EXPLORATIONS

The Oregon Trail, by Francis Parkman, Jr., Non-fiction

The Oregon Trail: Yesterday and Today, (A Brief History and Pictorial Journal Along the Wagon Tracks of Pioneers), by William E. Hill, Non-fiction

Overland in 1846: Diaries and letters of California-Oregon Trail, by Dale Lowe, Non-fiction

Traveling the Oregon Trail, by Julie Fanselow, Non-fiction

Fantastic Facts about the Oregon Trail, by Michael Trinklein, Non-fiction

Roughing it on the Oregon Trail, by Diane Stanley, Fiction, Ages 4-8

How Would You Survive in the American West? by Jacqueline Morley, David Dalsriya, Non-fiction

Bound for Oregon, by Jean Van Leuwen, Fiction, Ages 9-12

Daily Life in a Covered Wagon, Paul Erickson, Non-fiction

Who Was Sacagawea?

by Dennis Brindell Fradin, et al

How We Crossed The West: The Adventures Of Lewis And Clark

by Rosalyn Schanzer

Despite All Obstacles: La Salle and the Conquest of the Mississippi (Great Explorers)

by Joan Elizabeth Goodman, Tom McNeely

In Search of the Grand Canyon : Down the Colorado with John Wesley Powell

by Mary Ann Fraser

Explorers Who Got Lost

by Diane Sansevere-Dreher, Ed Renfro

Beyond the Sea of Ice: The Voyages of Henry Hudson

by Joan Elizabeth Goodman, Fernando Rangel

Going Along with Lewis and Clark

by Barbara Fifer

Meriwether Lewis : Boy Explorer (Childhood Of Famous Americans)

by Charlotta M. Bebenroth

Great Explorers

by David Angus, Kerry Shale, Dam Dastor, Francis Jeater

The Incredible Journey of Lewis and Clark

by Rhoda Blumberg

Westward Ho: Explorers of the West

by Charlotte Foltz Jones

Explorer

by Dk Eyewitness Books Publishing

You Are the Explorer (Great Decisions)

Nathan Aaseng

The Gold Rush (Life in the Old West)

by Bobbie Kalman

The Pioneers Go West

by George Stewart

Explorers: From Columbus to Armstrong (Famous Lives)

by F. Everett

The Usborne Book of Discovery: Inventors/Scientists/Explorers

by Struan Reid, Patricia Fara

Explorers of North America (True Books: American History)

by Brendan January

LIBRARY OF AMERICA RESOURCES

Theodore Roosevelt: The Rough Riders/An Autobiography (Library of America) -- by Theodore Roosevelt, Louis Auchincloss (Editor)

Benjamin Franklin: Writings (Library of America) -- by Benjamin Franklin, J.A. Leo Lemay

Louisa May Alcott: Little Women, Little Men, Jo's Boys (Library of America)
by Louisa May Alcott, Elaine Showalter (Editor)

Hamilton: Writings (Library of America)
by Alexander Hamilton, Joanne B. Freeman (Editor)

Jack London : Novels and Social Writings (Library of America)
by Jack London, Donald Pizer

Mark Twain: Collected Tales, Sketches, Speeches & Essays, 1891-1910 (Library of America)

George Washington : Writings (Library of America)
by George Washington, John H. Rhodehamel (Editor)

Henry David Thoreau : A Week on the Concord and Merrimack Rivers / Walden (Library of America)

by Henry David Thoreau

Abraham Lincoln: Speeches and Writings 1859-1865 (Library of America)
by Abraham Lincoln, Don E. Fehrenbacher (Editor)

American Sermons: The Pilgrims to Martin Luther King Jr. (Library of America)
by Michael Warner (Editor)

Thomas Jefferson : Writings : Autobiography / Notes on the State of Virginia / Public and Private Papers / Addresses / Letters (Library of America)

by Thomas Jefferson, Merrill D. Peterson

W.E.B. Du Bois : Writings : The Suppression of the African Slave-Trade / The Souls of Black Folk / Dusk of Dawn / Essays and Articles (Library of America)

Narrative of the Life My Bondage and My Freedom Life and Times (Library of America)
by Frederick Douglass

Reporting Vietnam: American Journalism 1959-1975 (Library of America)

Thomas Paine : Collected Writings : Common Sense / The Crisis / Rights of Man / The
Age

of Reason / Pamphlets, Articles, and Letters (Library of America)

by Thomas Paine, Eric Foner (Editor)

Oregon Trail Websites

The Official Web Site of the National Oregon/California Trail ... [☐](#) Preserving, perpetuating and promoting the heritage of the Oregon Trail and Bear Lake Valley Pioneers: National Oregon/California Trail Center, Inc. <http://www.oregontrailcenter.org/>

[Oregon Trail History: Historic Trails: Old West Kansas ☐](#) - Oregon Trail History. It was called the Oregon Trail, the California Trail, the Platte Trail, and the Mormon Trail by people who traveled it. <http://www.ku.edu/kansas/seneca/oregon/mainpage.html>

[Oregon National Historic Trail \(National Park Service\) ☐](#) - Oregon Trail Photo Gallery Downloadable images of Oregon Trail sites and points of interest. As the harbinger of America's westward ... <http://www.nps.gov/oreg/>

[Oregon Treasure Trail Society ☐](#) - ... The Oregon Treasure Trail Society was formed in 1982 as a Non-Profit Organization. We are dedicated to. ... 2003-2004 Oregon Treasure Trail Society. <http://otts.org/>

[Oregon Trail: The Great Migration: 1843 Pioneer Wagon Train to ... ☐](#) - The Oregon Trail Website with pictures and history of the Trail, based on the PBS documentary; a "complete compendium" and well worth a visit. ... <http://www.peak.org/~mransom/pioneers.html>

[Museum--The Oregon Trail ☐](#) - The Oregon Trail is the best known of all the many historic routes used by Americans in the settlement of the West. ... Oregon Trail. <http://www.odot.state.or.us/ssbpublic/fleet/museum/OT/>

Oregon Trail [☐](#) - Oregon Trail. **Middle School students** travel West with the Oregon Trail II CD. ... To complement their trip, they also go on an Oregon Trail Internet Scavenger Hunt. <http://www.pineriver.k12.mi.us/ms/otrail/ot.htm>

[OREGON TRAIL: The Trail West, revised 6/30/96 ☐](#) - Following the Oregon Trail west from Missouri, through Nebraska, Wyoming, and Idaho to Oregon, this site provides links to historical sites discussing frontier ... <http://www.nde.state.ne.us/ss/oregon.html>

[Oregon Trail Tour ☐](#) - The Oregon Trail Tour Attractions Along the Way: ... Highlights along this 111.3 mile route include Bear Lake State Park, Minnetonka Cave and the Oregon Trail. ... <http://www.visitid.org/assets/downloads/OregonTrailTour.pdf>

[The Oregon Trail-Last updated 05/01/02 ☐](#) - GENERAL INFORMATION. All about the Oregon Trail; Are We There Yet? ... "End of the Oregon Trail" Interpretive Center in Oregon City, Oregon. ... <http://www.over-land.com/trore.html>

[Oregon - Oregon Trail Covered Wagon with Hidden Trails. ☐](#) - ... pursuit of their dreams. We follow a small section of this trail over this Oregon Trail week. We visit lonely graves, memorials ... <http://hiddentrails.com/usa/wt/trains-main.htm>

[Oregon Trail History Library - Main Menu ☐](#) - Free educational resources for teachers and students studying the Oregon Trail and the history of the Pacific Northwest. Oregon Trail History Library. ...

<http://www.endoftheoregontrail.org/histhome.html> [More results from www.endoftheoregontrail.org]

National Geographic Magazine @ nationalgeographic.com [☐](#) - Gibbons, Boyd. "Life and Death on the Oregon Trail: The Itch to Move West." National Geographic, Aug. 1986, 147-177. <http://www.nationalgeographic.com/ngm/0009/feature2/>

Introduction to the Oregon Trail - The Oregon Trail was much more than a pathway to the state of Oregon; it was the only practical corridor to the entire western United States. <http://www.isu.edu/~trinmich/Introduction.html>

Audio CD

Voices in the Oregon Trail

Video - VHS

The Story of the Oregon Trail, Steve Boettcher (Director)

Oregon Trail, Ford Beebe (Director)