**Survivor: The Oregon Trail**

* A WebQuest for 5th Grade (Social Studies)

Designed by Laurie Zatkowsky, Rebecca Cook, Steve Alnwick

rebecca.cook.680@csun.edu

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**Introduction**

The Oregon Trail was the only practical way for settlers to reach the west. The states we now know as Oregon, Washington, California, Nevada, Idaho and Utah would probably not be part of the United States today were it not for the Oregon Trail.

The journey was extremely difficult. 1 in 10 died along the way. Many had to walk the entire 2,000 miles. In Around the 1840's the first covered wagon made the trip. Over the next 25 years more than a half million people traveled west on the trail. Think about our school of 1000 students and multiply it by 500! Imagine!

**How are you and your group going to survive the Oregon Trail?**
Standards:

NETS: 5 Technology research tools

Students use technology to locate, evaluate and collect information from a variety of sources.

History and Social Studies Standard 5.8 Westward Expansion.

Students track the colonization, immigration, and settlement patterns of the American people from 1780 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportations systems.

Task

Students will be assigned to cooperative groups with three students each. You will pick your rolls. Each roll will complete individual research documented on a graphic organizer included in the webquest, including your sources or information.

Based on your research, the group will create a storyboard illustrating your experiences surviving the Oregon Trail. A storyboard is a set of sketches that a screenwriter creates to show the important action in the scene of a movie. Create a scene that will include why your group is going on the journey, a difficult situation that you overcame and how your preparations helped you survived. As a group, you will discover the hardships and challenges pioneers faced along the 2000 mile journey.

Individually, you each will create a journal of your experiences based on primary sources of pioneers’ diaries.

Process

Student rolls: Each student must answer the following essential questions for their task.

Trail Boss: The job of the Trail Boss is to motivate his group to embark on the journey. He will answer the questions: Why are we going West? What are we looking for, what awaits us at the end of trail? He will also plan the route using maps and information he has gathered.

Scout: Your task is to ride out early in the morning before your group is ready to ‘break camp’. What are the dangers that lie ahead? How do you think your group can survive these dangers? Report back to your group.

Wagon Master: Your task is to find the necessary survival tools for the journey. Remember: you cannot take too many items; you have a limited budget and limited space. How can you be sure to have enough food and supplies to cover the journey within your budget? You will need to predict any challenges that may delay or hinder your journey.
**Schedule**

Day 1: Introduction and begin research

Day 2: Research, begin journals

Day 3: Journals, organize research

Day 4: Create your storyboards

Day 5: Presentations

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**Conclusion**

Upon completion of the project students will be able to answer many or all of the following questions:

- **Knowledge** - Who, When, How.
- **Comprehension** - Why did early pioneers take the trip?
- **Application** - What is significant about the journey?
- **Analysis** - What are the parts or features of the Journey?
- **Synthesis** - How could you predict a traveler's chances of success or failure?
- **Evaluation** - Knowing what you know now would you have traveled the Oregon Trail?

**Credits & References**

Houghton Mifflin’s Education Place.
K-8 resources teachers and students.
Excellent US outline map showing the path of the Oregon Trail.
Selection of about 50 Graphic Organizers.

National Geographic.
Excellent selection of historic maps showing sections of the Oregon Trail at it existed in the early 1800’s.

Emigrant Road, “An Oregon Trail Adventure.”
An Illustrated guide to things to see and do along the Oregon Trail.
Includes pictures and descriptions of various sections of the Oregon Trail including sections titled: Jumping Off cities, the Great American Desert, Rocky Mountains, Parched Land, A Land of Fracture, Out of the Blues and End of the Trail.

http://www.isu.edu/~trinmich/Oregontrail.html
The Oregon Trail
Perhaps the best single site about the Oregon Trail. Includes extensive information about the trail, historic sites, fantastic and fun facts about the Oregon Trail and an archive of primary sources (diaries, journals, letters) from actual pioneers. It also includes a section about the Oregon Trail experiences of minorities.

http://www.mapquest.com/
Mapquest.
Students can plot a modern journey along the Oregon Trail and compare and contrast travel today with travel in the early 1800s.

http://www.endoftheoregontrail.org/histhome.html
End of the Oregon Trail
This is a wonderfully informative, easy to navigate website. It contains supply lists and prices, wagon information, who, what, when, where and why. This website is dedicated to preserving the culture and educating the public about the history, heritage and spirit of the people who traveled the trail.
**Evaluation**

Your grade will be based on your individual journals, independent research and your cooperative storyboards.

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**Survivor Elementary School**

**Survivor: The Oregon Trail**

Name: ________________________  Teacher: Mr. Zatkowski-Alnwick-Cook

Date Submitted: ____________  Title of Work: ___________________

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<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Research/Graphic Organizer</td>
<td>4</td>
</tr>
<tr>
<td>All essential questions were answered completely and rationales for the answers were clearly stated.</td>
<td>3</td>
</tr>
<tr>
<td>All essential questions were answered completely, but rationales for the all the answers were not clearly stated.</td>
<td>2</td>
</tr>
<tr>
<td>Not all essential questions were answered completely, or greater than 2 rationales for the all answers were not clearly stated.</td>
<td>1</td>
</tr>
<tr>
<td>All essential questions were not answered completely.</td>
<td>____</td>
</tr>
</tbody>
</table>

| Task: journals | 4 |
| All areas of the task were addressed and handled with a high degree of sophistication. The plan followed by the team demonstrated a great deal of thought. | 3 |
| At least one area of the task was not addressed. The plan followed by the team demonstrated a great deal of thought. | 2 |
| At least two areas of the task were not addressed. The plan followed by the team demonstrated a moderate level of thought. | 1 |
| The task is incomplete and/or it is apparent that little effort went into the development of the task. | ____ |

| Process: Teamwork | 4 |
| It is evident that a mutual effort and cohesive unit created the final product. | 3 |
| The team worked well together, but could have utilized each other’s skills to a better degree. | 2 |
| The team had problems working together. Little collaboration occurred. | 1 |
| The final product is not the result of a collaborative effort. The group showed no evidence of collaboration. | ____ |

| Process: Originality / Storyboard | 4 |
| The ideas expressed by the storyboard demonstrate a high degree of originality. | 3 |
| The ideas expressed by the storyboard are mostly original. The group may have improved upon a previous idea. | 2 |
| The ideas expressed by the storyboard demonstrate a low degree of originality. | 1 |
| There were no original ideas expressed in this project. | ____ |

| Technology Skills | 4 |
| The students successfully used technology resources | 3 |
| The students used technology resources with some success. | 2 |
| The students used technology resources with limited success. | 1 |
| Students did not use technology resources. | ____ |

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Total----> ____