

FRSD Distance Learning: 4th Grade May 25-29



Hello FRSD K-5 families! As we move forward with our new distance learning format, we hope to partner with you to make this transition as smooth as possible. We know that this is a stressful time for our students and we want to be sensitive to their (and your) needs. As such, at this time distance learning at the K-5 level is being rolled out slowly, with all of our families being considered.

A paper packet will be available via the links below, each Monday which will include a weekly lesson plan as well as work from both our ELA and Math curricula. Alternately, packets will be available for pickup on Mondays at the school. Teachers will be reaching out to you at least once weekly regarding the progress of your student in their classwork. Also available to families are the online supplemental resources linked to via the COVID-19 link on the FRSD webpage under "Supplemental Learning". Please reach out to your teacher with any questions, concerns, or feedback going forward. If the school closure is extended beyond the current timeline, we will reassess our plans as needed. Thank you for your continued partnership in your child's education!



Contact Information:

1. Teachers will be available from 8:00-2:30 each weekday.
2. If you are unable to reach a teacher for some reason, leave a message or send an email and they will get back to you within 24 hrs.
3. Please know that many of our teachers will be using Google Voice- this number may look unfamiliar when they call you

Differentiation/Extension/Supports:



1. We understand that you may need to provide your child with extra support or extension activities during this time.
2. If you are unable to access the online Differentiation/Extension document online, please communicate with your child's teacher for more ideas



FRSD Meal Plan:

1. FRSD is providing free meals (sack lunch & breakfast) to **anyone** 18 years or younger at the following locations in our community:
2. **VES Parking Lot:** Drive through from 11:00-12:30
3. There are 13 bus routes for meal delivery with a few stops per route. The stops/routes are listed here.
4. If you cannot make it to one of these locations and need meals delivered to your house please contact

your school office by 8:00 AM of the day you need them delivered and let us know how many kids need a meal, your address and a phone number where you can be reached.



Stay Informed:

Please remember to check the Fern Ridge School District webpage for updates.
<https://www.fernridge.k12.or.us/>

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WEEKLY MESSAGE from grade level teams: Welcome to week 7 of learning from home!

"You always pass failure on the way to success." – Mickey Rooney

Monday - Holiday 5/25/2020	Tuesday - Day 1 5/26/2020	Wednesday- Day 2 5/27/2020	Thursday - Day 3 5/28/2020	Friday - Day 4 5/29/2020
<p>Math:</p> <p>MEMORIAL DAY HOLIDAY</p> <p>NO ASSIGNMENTS TODAY!</p> <p>*Extra: What is Memorial Day all about? Watch this video at :https://opb.pbslearningmedia.org/resource/87a8f1c1-a555-448a-9aae-78a7b9110375/memorial-day-all-about-the-holiday-s/ or search for PBS learning media Memorial Day to learn more.</p> <p>Share what you learned with an adult. Was there anyone in your family who you could honor on Memorial Day?</p> <p>For math help, go to Embarc Online Grade 4 Module 7</p> <p>*Anything titled "Extra" is an option! It does not have to be completed!</p>	<p>Math:</p> <p>1st: Module 7 Lesson 3, pg. 14 in your work packet. 2nd: Complete ENTIRE Rocket Math Multiplication Sheet</p> <p>*Extra: IXL N. Measurement 4-16</p> <p>Reading: Read pgs. 740-753 in Journeys Text. Read: Vocabulary, Target Skill, Target Strategy and the Topic in Lesson 25. Then read The Fun They Had.</p> <p>Writing: Create a Venn Diagram to compare and Contrast school today with school from The Fun They Had.</p> <p>PE Log 30 minutes of activity</p> <p>*Extra: Design a pair of SUPER SHOES! "People wear different kinds of shoes for different reasons. They might like the way they look or how they feel. They could keep their feet safe or make them better at sports. What can you add to a pair of shoes to make them different or better? What kinds of materials can you use?" (from pbs kids Design Squad).</p>	<p>Math:</p> <p>Module 7 Lesson 4 pg. 18 in packet.</p> <p>*Extra: IXL N. Measurement 4-16</p> <p>Reading: Complete pages 327, 328 and 330 of the reading materials in your packet. *Extra: Read Toys on pages 758-762 in Journeys Text.</p> <p>Writing: List 3 Questions you have about the Oregon Trail. Your questions should ask for an explanation (no Yes/No questions) You will answer your questions as you read about the Oregon Trail over the next two days.</p> <p>*Extra: Use your Venn Diagram from yesterday to complete the Write About Reading prompt on page 757 in the Journeys Text.</p> <p>PE Log 30 minutes of activity</p> <p>*Extra: Keep working on your SUPER SHOES design. In your final draft, draw a diagram and label the important features of your shoes. Write a paragraph describing what your shoes are for and the special features of your shoes below. Check for punctuation, capitals and spelling in the right places. Present your idea to a friend or family. Take a picture and share with your teacher!</p>	<p>Math:</p> <p>2nd: Module 7 Lesson 5, pg 21 in your work packet.</p> <p>*Extra: IXL N. Measurement 4-16</p> <p>Reading: Read the vocabulary words, definitions and A Brief History of the Oregon Trail. Underline any vocabulary words/phrases as you read.</p> <p>*Extra: Edit and revise your Write About Reading response from Wednesday.</p> <p>Writing: Answer any of your 3 questions about the Oregon Trail based on what you read today in A Brief History of the Oregon Trail. Be sure to give a complete answer with details for each question. Remember to reframe the question (Example- Question: Why do I have to answer these questions? Answer: <u>I have to answer these questions because</u> it shows what I have learned). As usual, check for capitals, spelling and punctuation.</p> <p>PE Log 30 minutes of activity</p> <p>*Extra: Explore this interactive 1843 Oregon Trail Map. http://www.historyglob.com/ot/otmap1.htm Choose 3 locations and write why you think each place was important on the Oregon Trail.</p>	<p>Math:</p> <p>1st: Finish any work from week , then complete entire Rocket Math Division Sheet</p> <p>*Extra: IXL E.Division 6-16</p> <p>Reading: Reread your Oregon Trail Vocabulary and Text. Answer 10 questions on the BINGO task page to create 2 "Bingos." A Bingo is 5 in a row, column or diagonal line.</p> <p>*Extra: Answer all the questions in BINGO for a "Bingo Blackout!"</p> <p>Writing: Finish answering any of your three questions from Wednesday. Remember to check for capitals, spelling and punctuation.</p> <p>Re-write a final draft of your questions and answers, and add an illustration to your final product of your writing or write a final draft using Google Docs and share with your teacher and someone in your family.</p> <p>PE Log 30 minutes of activity</p> <p>*Extra: ART! Arrange natural or household objects (with adult permission) into a pleasing pattern and take a picture. Clean up when done! Google Search: <i>Adam Hillman, Paula Brett, and/or Emily Blincoe Art</i> for ideas. Send pictures to your teacher!</p>

Math Focus: I can convert units of length, weight, capacity and time to solve measurement problems.

Reading Focus: Determine the Author's Purpose as you read the story. Ask questions before, during and after you read text.

Writing Focus: I can write questions and provide complete answers. I can compare and contrast.

Spelling words: Words with VCCV (Vowel Consonant Consonant Vowel) Pattern: 1. poster 2. secret 3. whether 4. author 5. rocket 6 bushel 7. agree 8. bucket 9. ticket 10. declare 11. chicken 12. clothing 13. apron 14. whiskers 15. degree 16. gather 17. achieve 18. rather 19. bracket 20. machine

Vocabulary: 1. progress 2. calculated 3. dispute 4. centuries 5. superior 6. insert 7. wasted 8. inspector 9. mechanical 10. average
Also, refer to **Oregon Trail Vocabulary** in learning packet.



Physical Education

ACTIVITY LOG

Kindergarten - 5th Grade

Use this activity log to track your physical activity minutes for 1 week. Have an adult put their initials next to each day that you complete 30 - 60 minutes. Do the warm-up, pick a fitness activity from the list, and do the cool down. (An example day is done for you).

Day	Warm-up	Fitness Activity	Cool Down	Total
Example Day	Warm-up 5 Minutes	Family Hike 25 Minutes	Cool Down 5 Minutes	35 Minutes
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Warm-up Routine

1. Hop on one foot around the house once or down the hall 4 times. (switch legs as needed)
2. Crab Walk down the hall 3 times or around the house.
3. Frog Hop around the house or 4 times down the hall.

Cool Down Routine

1. Sit, knees bent, feet together, butterfly stretch. Slowly push your knees down with your elbows.
2. Cross your legs, keep them straight, slowly reach for your toes and hold for 10 seconds. (switch and repeat)
3. Arm straight, reach in front, use the other arm to slowly pull in across your chest, count to 10. (both arms).

Fitness Activity Choices

Family Walk
 Jog Around The House
 Badminton
 Family Hike
 HIIT Workout (YouTube)
 Cosmic Kids Yoga (YouTube)
 Jump Rope
 Cup Stacking
 Bike Ride/ Scooter Ride
 Beach Body for Kids(online)
 Fit Boost Activity (online)
 Hopscotch

Tag Game
 Basketball Game
 Frisbee
 Yard Work
 Walk The Dog
 Soccer
 Zumba Kids (online)
 Build an Obstacle Course
 Outdoor Scavenger Hunt
 Playworks at Home(online)
 Four Square

Dance Party
 Croquet
 Play Catch
 Stack Wood
 Go Noodle (online)
 Wiffle Ball
 Jogging
 Build a Fort
 Juggling
 Bean Bag Toss Game
 Wall Ball

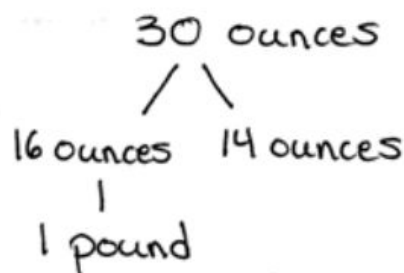
Chalk Obstacle Course on the sidewalk

Make a target, throw at it overhand and underhand (move farther back and repeat)

Exploring Measurement with Multiplication

In this final module of Grade 4, students build their competencies in measurement as they relate multiplication to the conversion of measurement units.

Throughout the module, students explore multiple strategies for solving measurement problems involving unit conversion.



A number bond decomposes 30 ounces to make a mixed unit of 1 pound 14 ounces

Pounds	Ounces
1	16
2	32
3	48
4	64
5	80
6	96
7	112
8	128
9	144
10	160

A pound-ounce conversion table like those students create and use in Module 7

What Came Before this Module:

Students explored decimal numbers and their relationship to decimal fractions. They learned to express a given quantity in both fraction and decimal forms and compared decimal numbers using the place value chart.

New Terms in this Module:

Customary system of measurement: measurement system used in the United States that includes such units as yards, pounds, and gallons

Customary unit: e.g., foot, ounce, quart

Cup (c): customary unit of measure for liquid volume

Gallon (gal): customary unit of measure for liquid volume

Metric system of measurement: base ten system of measurement used internationally that includes such units as meters, kilograms, and liters

Metric unit: e.g., kilometer, gram, milliliter

Ounce (oz): customary unit of measure for weight

Pint (pt): customary unit of measure for liquid volume

Pound (lb): customary unit of measure for weight

Quart (qt): customary unit of measure for liquid volume

+ How You Can Help at Home:

- As often as possible, notice and discuss customary units like ounces and pounds with your student (in the grocery store, at home, etc.).
- Review time by asking questions such as “How many more minutes until the next hour?” or “How many hours until the next day?”

Key Common Core Standards:

- Use the four operations with whole numbers to solve problems.**
 - Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.
 - Multiply or divide to solve word problems involving multiplicative comparison.
 - Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations.
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**
 - Know relative sizes of measurement units within one system of units.
 - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.

Name _____ Date _____

1. Complete the following conversion tables and write the rule under each table.

a.

Hours	Minutes
1	
2	
5	
9	
12	

The rule for converting hours to minutes is

_____.

b.

Days	Hours
1	
3	
6	
8	
20	

The rule for converting days to hours is

_____.

Use RDW to solve Problems 2-3.

2. Jeffrey practiced his drums from 4:00 p.m. until 7:00 p.m. How many minutes did he practice? Use the number line to show your work.



3. Isla used her computer for 5 hours over the weekend. How many minutes did she spend on the computer?

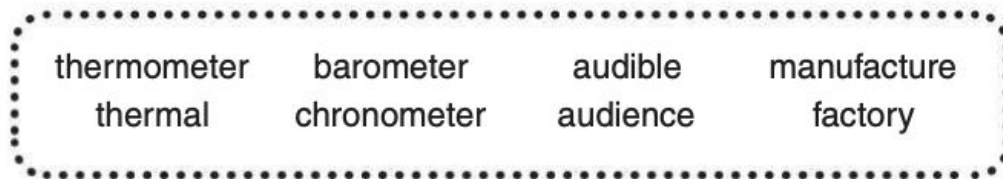
Name _____ Date _____

Greek and Latin Word Parts

meter, therm, aud, fac

The Fun They Had
Vocabulary Strategies:
 Greek and Latin Word Parts:
meter, therm, aud, fac

The words in the box each have a part that comes from Greek or Latin. In Greek, *therm* means “heat” and *meter* means “measure.” In Latin, *aud* means “to hear” and *fac* means “to make” or “to do.”



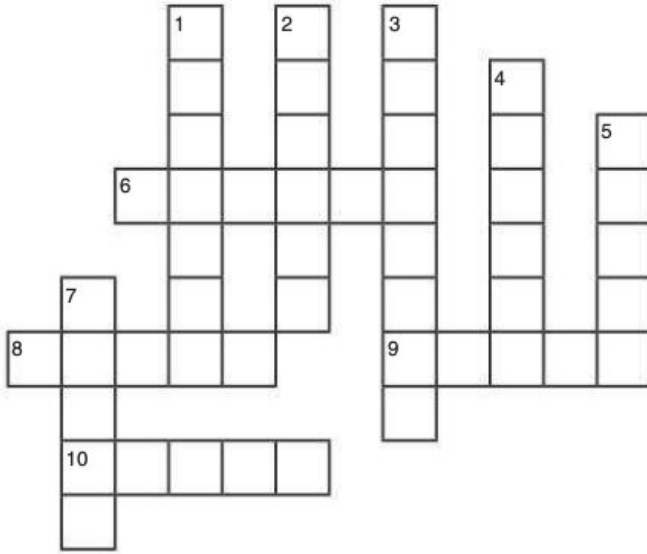
1–8 Write the correct word from the box to complete each sentence.

1. When the concert ended, the orchestra stood and bowed to the _____.
2. The captain used a _____ to help determine the ship's time of departure.
3. The automobile plant will _____ cars.
4. Check the _____ outside to see if you need a sweater.
5. Mr. Wilson makes chocolate candy at his _____.
6. The weather forecast predicts rain, because the _____ reading shows a drop in air pressure.
7. The park ranger wears his _____ winter to keep warm.
8. With everyone talking at once, Solomon's voice was barely _____ above the noise.

Name _____ Date _____

Words with VV Pattern

Basic 1–10. Write the Basic Words that fit the clues to complete the crossword puzzle.



Across

- 6. piece of rock flying through space
- 8. tape that records TV programs
- 9. where cowhands show skills
- 10. equipment used to receive signals

Down

- 1. study of natural things
- 2. food made from grain
- 3. second month of the year
- 4. punctuation mark
- 5. large musical instrument
- 7. daily written record

Challenge 11–14. You are asked to be student teacher for your geography class today. Give instructions to the class about a writing assignment in which they describe the features of the region in which they live. Use four of the Challenge Words. Write on a separate sheet of paper.

The Fun They Had
Spelling: Words with VV Pattern

Spelling Words

- 1. idea
- 2. lion
- 3. usual
- 4. radio
- 5. liar
- 6. poem
- 7. India
- 8. piano
- 9. January
- 10. quiet
- 11. poet
- 12. science
- 13. diary
- 14. violin
- 15. period
- 16. February
- 17. cereal
- 18. video
- 19. meteor
- 20. rodeo

Challenge

- variety
- gradual
- geography
- diagram
- punctuate

Name _____ Date _____

Proofreading for Spelling

The Fun They Had
 Spelling: Words with VV Pattern

Find the misspelled words and circle them. Write them correctly on the lines below.

It was in Janeary that Talia got the idear to enter the Galactic Music Contest. She wrote a composition for her violen using a pome for inspiration. It was early Febuary when she heard.

“Mamma, guess what?” said Talia, smiling. “I placed in the contest. I have to go to Indea for the final competition. I may get to see a lyn there!”

“That’s wonderful news,” said Mrs. Simms as she handed Talia the sereal.

Talia left the next morning on the shuttle. Everyone was quiat and focused on the captain’s vidio. She explained that in the usueal way, after blast-off, they would shut off the engines to conserve fuel and switch to solar power. As Talia looked out the window, she saw a metear streak past her. To her, that was a sign of good luck!

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Spelling Words

1. idea
2. lion
3. usual
4. radio
5. liar
6. poem
7. India
8. piano
9. January
10. quiet
11. poet
12. science
13. diary
14. violin
15. period
16. February
17. cereal
18. video
19. meteor
20. rodeo

Challenge

variety
 gradual
 geography
 diagram
 punctuate

Oregon Trail Vocabulary

Abandonment – leaving possessions along the trail when necessitated by a weakening team; a common occurrence on the Oregon Trail.

Bison – North American Bison, also called buffalo, were one of the most iconic animals emigrants encountered on the Great Plains.

Buffalo Chips – dried buffalo dung was gathered in treeless terrain and sometimes used for fuel by Oregon Trail emigrants.

Cholera – a deadly infectious disease which ravaged the Oregon Trail during the mid-19th century. It spread by contaminated water, caused severe diarrhea, and sometimes death within a few hours. The years 1849, 1850 & 1853 were hard hit; some trains lost two thirds of their party to this disease.

Constitution – a document drawn prior to the departure of a party which regulated conduct and set laws the party would abide by in the wilderness.

Corral – circling of the wagons at night to provide an enclosure for protection and to prevent stock from scattering. Ropes or chains were often tied between wagons to complete the enclosure.

Cut – a shortcut or branch of a trail, often named after the first person who used it.

Dutch Oven – a deep cast iron vessel on legs with a lipped lid, used primarily for cooking & baking by placing coals under the base and on top of the lid.

Emigrant – a person leaving one area to move to another, such as emigrants on the Oregon Trail leaving the Midwest for the West coast.

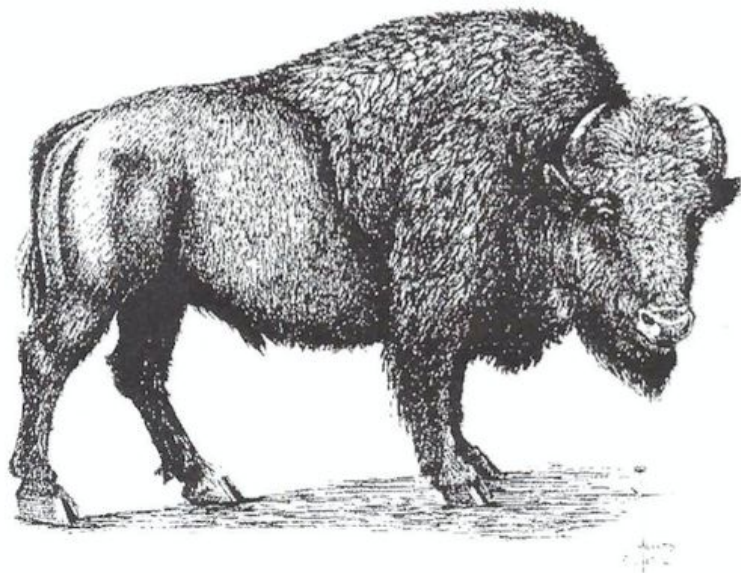
Frontier – the part of a settled country that lies next to a region that is unsettled.

Great Basin – the region between the Sierra Nevada and Wasatch Mountains including most of Nevada and parts of California, Idaho, and Utah.

Gold Fever – a blind desire to discover gold. When gold was discovered out West, this craze caused the 1849 rush of emigrants to Oregon and California.

Gold Rush – large scale migration of prospectors to gold fields. The California Gold Rush is the most famous, but there were also gold rushes in Oregon, Colorado, Nevada, and South Dakota.

Guidebook – publications which gave advice to Oregon Trail emigrants as to provisions and equipment needed for journey and routes to follow. Some guidebooks gave bad advice.



Oregon Trail Vocabulary

Jumping off – to leave the civilized world on a 2,000 mile journey through the western wilderness. The Missouri River towns from which emigrants departed were known as “jumping off towns.” These were important supply points.

Laying over– to remain in camp for a day; sometimes because of deaths or births, some parties laid over on Sundays. When laying over, emigrants tended to do jobs which required them to remain stationary, such as laundry.

Nooning – to stop for a noon meal which was almost always cold. Parties stopped for about an hour and rested before the afternoon stretch.

Manifest Destiny – the belief that expansion of the United States was justifiable and inevitable.

Migration – the act of moving from one region or country to another.

Oregon Fever – a desire to migrate to Oregon Territory during the mid-19th century, for its rich soil and healthful climate.

Outfit – the wagon and the animals that pulled it; the single most important element to the success of a trip on the Oregon Trail.

Oxen – common domestic cattle used especially for hauling loads. An ox (or oxen, the plural) is an adult, castrated male of any breed of cattle. They are trained to pull vehicles and plows, and in North America they were the most widely used draft animal up to about the 1850s.

Party – The group of people traveling together on a westward migration, often held together by a constitution.

Pioneer – a person who goes into unknown areas, opening up the way for others to follow.

Propaganda – an organized spreading of ideas to promote a cause.

Provisions – the food and food preparation equipment carried in the wagon: the most important part of the cargo.

Stampede – a sudden, frenzied rush of frightened animals often caused by lightning. Stampedes of emigrants’ stock or buffalo herds could be disastrous to parties.

Team – two draft animals hitched together form a team. Most emigrant wagons required two teams or four animals, usually oxen.

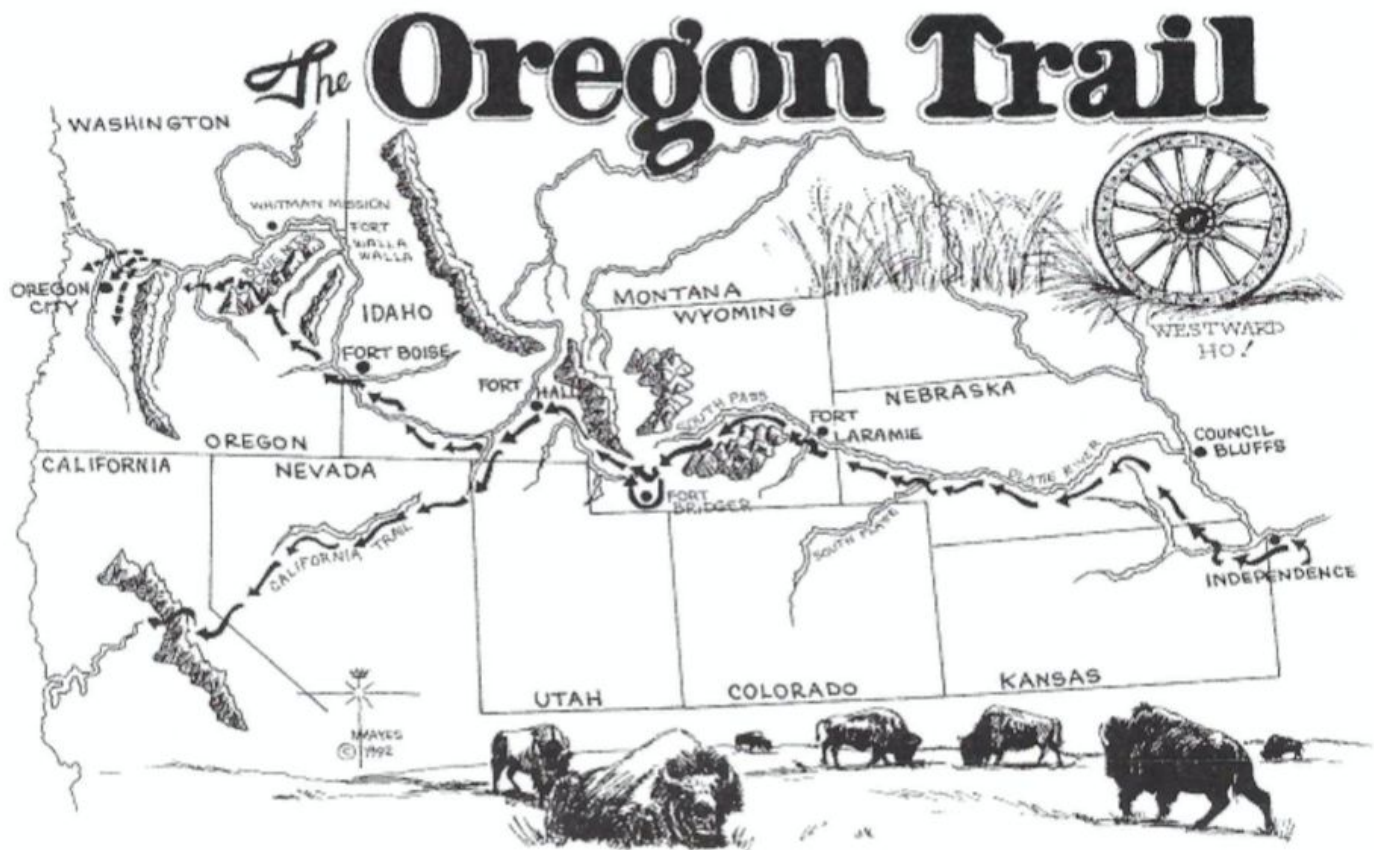
Train – the group of wagons traveling together on a westward migration.

Turnarounds – emigrants who “turned around” for one reason or another to return home.

Viameter – a crude odometer using gears to count wheel revolutions and estimate mileage.



A Brief History of...



The Oregon Trail was a major migration across North America in the mid-1800s. It was a 2,000-mile journey that became a passage to the "Land of Plenty" for many of the emigrants who traveled it. They hoped it would lead them to more freedom, good farm land, better health, or to escape poverty. Dreams drove their journey, but for some the dream died.

During this era, nearly 1 of every 20 Americans relocated west of the Missouri River. Though many found adventure and success on their journey, the trail was full of tragic encounters and testing times. The road to the West, known as the Oregon Trail, began as a series of trails used by Native Americans and fur traders. Its first real emigrant traffic came in 1843 when a wagon train of about 1,000 people left Independence, Missouri, bound for Oregon. From that time on, the Oregon Trail saw hundreds of thousands of travelers until the late 1860's, when a transcontinental railroad offered new ways to reach the West.

The start of the journey basically followed the Platte River through present-day Nebraska. To the northwest loomed the great Rocky Mountains, and to the south lay the desert. The Platte River offered a central corridor to those heading West. Much of this land was already occupied by Native Americans. Pawnee, Kansas, Cheyenne, Arapaho, Lakota-Sioux, Shoshone, Bannock, Nez Perce, Cayuse, Walla Walla, Umatilla, and Chinook were some of the nations populating this vast area.

Pioneers were called emigrants, as they were relocating out of the United States into frontier territory. They journeyed up the Platte, to the North Platte, then to the Sweetwater River which led them to South Pass. From South Pass, their routes went either along the Snake and Columbia Rivers to Oregon, or the Humboldt River toward California.

Independence and St. Joseph, Missouri were common "jumping off" places. Large numbers of emigrants gathered there before heading towards the West. This was the place to make sure your "outfit" was fully assembled and equipped. A wagon, draft animals, food, tools and clothing were gathered together to sustain a family for up to five or six months of trail travel and camping out.

Draft Animals

The Oregon Trail migrations happened before the invention of automobiles, or the existence of railroad lines in the west. Draft animals provided the power. Oxen were the number-one draft animal of the migrations. About 80% of the wagons in 1850 were hauled by these beasts of burden. Why oxen instead of horses? Horses were expensive and their upkeep was demanding. Horses needed grain to supplement their diet, and were bothered by insects and bad water. Mules were a popular choice as they were strong, tough, could move at a fairly fast pace, and were able to survive on grass available along the trail. But mules were expensive, in short supply, and sometimes had a contrary nature that made them difficult to control. Plains Indians and rustlers sometimes stole horses and mules. Oxen were not so tempting to thieves. Oxen were slow, but very strong, adaptable and calm. They survived on the dry prairie grasses. Oxen were much cheaper. And, if things got bad on the trail, an ox could be slaughtered for beef to feed hungry pioneers.



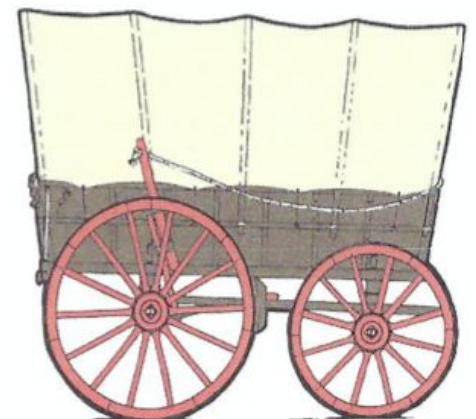
It was best to have at least four oxen to pull each wagon, and if possible, a spare pair would be taken along. Oxen hooves required attention, and shoes were applied to their feet to protect them. If iron shoes were not available, emigrants nailed sole leather on the bottoms of the oxen feet or smeared the hooves with tar or grease and fastened on boots made of buffalo hide. Families had great affection for their oxen, often giving them names. When oxen died, the whole family grieved as though a family member had been lost.

Wagons

Wagons used on the Oregon Trail were not the huge, boat-shaped Conestoga, but more of a reinforced farm wagon, capable of hauling anywhere from 1,600 to 2,500 pounds. Cargos were protected with bows reaching about five feet above the wagon bed and covered with some type of heavy, canvas-like material. Spare parts, tongues, spokes, and axles were carried, and were often slung underneath the wagon bed. Grease buckets, heavy rope (at least 100 feet was recommended), and chains completed the running gear accessories. When store-bought grease (necessary for wheels) was exhausted, boiled buffalo or wolf grease served the purpose.

Supplies

In preparing supplies, a delicate balance was necessary. Hauling too much would wear down the animals. Too little could result in starvation or deprivation. Food was the most important supply.



Wild berries, roots, greens, and fish might supplement the diet, but it was risky to depend on these. Hunting or foraging on the dry plains was good some days, but yielded nothing on other days. In some places along the trail, emigrants bartered with Indians for game, salmon, and vegetables in exchange for tools and clothing. Prior to 1849, there were few stores or trading posts along the route. Even after establishment of trading posts at Scott's Bluff, Ft. Bridger, Fort Kearny and Fort Laramie, supplies were meager and extremely high priced.



Early guide books recommended that each emigrant be supplied with 200 pounds of flour, 150 pounds of bacon, ten pounds of coffee, 20 pounds of sugar and ten pounds of salt. Basic kitchen equipment consisted of a cooking kettle (Dutch oven), fry pan, coffee pot, tin plates, cups, knives and forks.

Provisions were of vital importance to the emigrant. Food had to be preserved so it would not spoil along the trail. Preserved food included drying, smoking or pickling. Bread, bacon and coffee were the staple diet during the entire trip west. Dried beans, rice, dried fruit, tea, vinegar, pickles, and saleratus (baking soda) were frequent supplies.

Camping supplies such as tents, rain tarps, blankets and bedrolls were included. Each emigrant needed some sturdy clothing and a hat to shield themselves from harsh weather and burning sun. Many carried a firearm for hunting and protection, and basic tools for cutting wood and making minor repairs. There was only a little room for non-essential supplies. Favorite books, a musical instrument, art supplies, fancy clothes, or tools for setting up a new home in the west had to be squeezed in any available space. Many goods were discarded along the trail when heavy wagons needed to be lightened to save exhausted draft animals.



While pioneer women were used to baking bread at home, it took some experimenting to bake bread in a Dutch oven outdoors with a buffalo chip fire, blowing ashes, dust, insects, rain and wind. Dried hardtack biscuits were also a common provision to last the five-month journey. The food supply was the heaviest and most essential part of the covered wagon cargo. Some pioneers brought a few chickens along in cages tied to the side of the wagon, but otherwise, there were no eggs. Many, especially those with small children, brought milk cows. Milk and butter were a health-giving supplement to a family diet of mainly meat and bread.

Traveling Along the Trail

The standard date for departure from the jumping-off towns was April 15, give or take a week or two. Any earlier, and the trail was too muddy; later the prairie grasses would be over-grazed and pioneers risked meeting winter weather at the end of their trip.

Expected arrival in Oregon or California was mid-September to early October. An ideal crossing was 120 days for the 2,000 mile trip with a daily average of 15 miles per day. A more realistic crossing took two to four weeks longer than this estimate. On a good day, more than



15 miles could be covered at top oxen-speed of about two miles per hour. On a bad day with river crossings or rough weather, much less distance was made.

In many wide open places, wagon trains broke up into two or more columns, spreading out to relieve the pressure on the road. In many other places, it was "once in line, stay in line." Large herds of cattle often times accompanied the wagon trains, causing further crowding on the trail and raising huge clouds of choking dust.

The day usually started at sunrise and lasted until early evening with a one hour rest at noon. This "nooning" was essential because it gave man, woman and beast a much needed rest. The oxen were not unyoked, but they were allowed to graze if forage was available.



Emigrants were always on the lookout for the perfect campsite with water, firewood, and grass for grazing their animals. Good campsites were well known and well used. The first order of business at the end of the day was forming a corral by pulling the wagons into a circle. It was normally a circular or oblong shape with the tongue of one wagon chained to the rear of a neighbor's to form a fence. Originally designed to form a corral for some of the livestock, it became an institution, as much for companionship as anything else. An opening or two was left for passage of livestock and could be closed with the tongue of a wagon.



The evening campfire provided comforting warmth, a place to dry wet clothes, and to cook a hot supper. While river bottoms along the trail are thick with trees today, 150 years ago frequent prairie fires kept the trees from maturing. How did the emigrants keep warm, fry their bacon, or bake their bread? This was accomplished by burning drift wood, breaking up the occasional abandoned wagon box, or twisting dry grass into tight bundles. When crossing buffalo country, the pioneers burned dry "buffalo chips," the dried bison dung sometimes called 'prairie coal.'

Traveling Conditions

Water was important along the entire length of the trail, and the route followed rivers as much as possible. Along the Platte River, travelers described the muddy water as "too thick to drink and too thin to plow." Some tried to filter out sand and other particles found in river water by straining the water through fabric. Some boiled their water, not so much to ensure its safety, but to "kill the wiggle-tails". Drinking untreated water caused a lot of sickness and death on the trail. Springs also provided watering spots, but alkali springs were poisonous to man and animals, and were marked with warning signs. In some stretches of trail – especially through Idaho, eastern Oregon, or the Nevada desert – emigrants had to haul water for long stretches between rivers and springs.

The Oregon migrations were a family affair, sometimes with at least 50 percent women and children. There were courting and marriages among the young and unmarried members of numerous wagon trains. Babies were born on the journey. Interestingly, those who kept diaries made no mention of an impending birth until a short entry announced the arrival of a new member of the family. Tragically, the chance of death for both mother and infant during childbirth was high.

Sleeping arrangements were elementary and primitive. Sick persons or small children might sleep in the wagon, but the most common bed was a blanket, a piece of canvas or India rubber cloth or a buffalo robe on



the ground. Some had tents, but they often blew away in the wind, or were so cumbersome to deal with that they were discarded along the way. Emigrants had no trouble falling asleep—fatigue and exhaustion made the ground seem soft and quite welcome to lay down upon after a long day on the trail.

Given the extremes which tested the emigrants to the limit of their endurance and fortitude, the evidence of crime among the travelers was low. Under the circumstances, the vast majority of folks behaved admirably. There were no civil laws, no marshals, sheriffs, or courts of law to protect those who crossed the plains. The military offered some protection near the forts, but that was limited. Wagon trains carried out their own justice and made their own laws.

Native Americans living along the route were wary of the travelers crossing their territory. Many of the pioneers had read propaganda that depicted Native Americans as hostile and dangerous, and so were fearful. Most of the interactions with pioneers and Native Americans were peaceful trading, or exchanging information or offering guide services. But some hostile incidents did occur over the thirty or more years of the migration, which eventually led to more fear and suspicion. This increased as pioneers became settlers, and conflicts for land and resources led to problems and difficult relations.



Religion played a large role in the westward migration, for a majority of these pioneers were devout Christian churchgoers. While it was not practical to lay over every Sunday while traveling the trail, some sort of Sabbath observance was usually held. If the train rested on the Sabbath, the women washed clothes or did some extra cooking. The men repaired wagons, harnesses, etc.



Many pioneers recorded their experiences in diaries or journals, which were later shared with friends and relatives. These personal writings indicate pioneers experienced many tedious days and hardships, but also enjoyed taking short walks and exploring the new land. They express wonderment at huge herds of bison, and unfamiliar wildlife like pronghorn, prairie dogs and coyotes. The vast open landscapes were different from their homes in the east. They wrote of prairie entertainment like playing music, games and cards, and celebrating holidays such as the 4th of July. Children might play games such as tag or blind man's bluff, but many had to leave toys behind. Songs such as "Oh, Susannah" and "Home, Sweet Home" were popular during the pioneer days, and especially among pioneers feeling homesick or trying to keep up their spirits.

Hardships

While some people seemed to thrive on the excitement and adventure of the journey across the plains, for others it was simply an ongoing ordeal. After surviving untold hardships, there arose the threat of disease and death. Statistics on the number of emigrants, and the number of deaths on the trail vary widely. Different historians have estimated between 200,000 and 500,000 people crossed the overland trail, and 20,000 to 30,000 deaths occurred along the 2,000 mile trail, averaging ten or more graves per mile.

Often the deaths occurred from poor sanitation practices in cooking and food storage, bad water, and bad living conditions. Some people suffering from "consumption" or tuberculosis, tried to make the trip because it was believed that outdoor exercise would overcome



the disease. What better exercise than walking across the prairie! Pneumonia, whooping cough, measles, smallpox and various other sicknesses also caused many deaths. Cholera, a contagious bacterial disease, was the greatest killer on the trail.

Accidents associated with wagon travel also took their toll. Drowning, being run over by a wagon, accidental shootings and accidents from handling animals caused injuries, maiming, and deaths. Fatigue often resulted in carelessness and led to accidents.

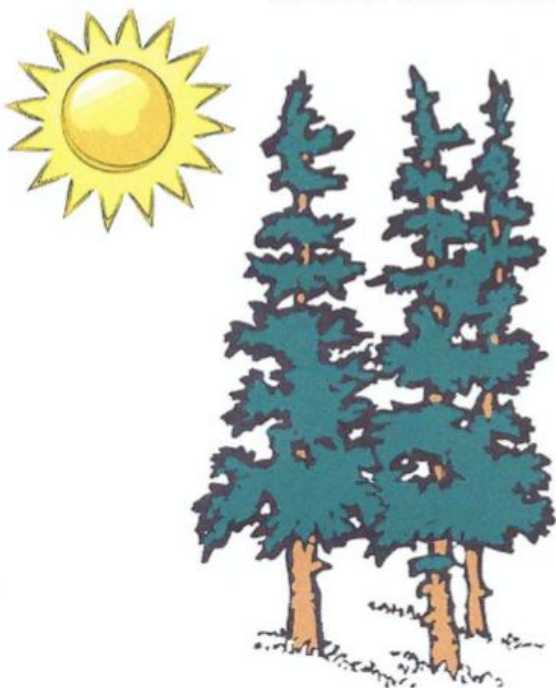
The weather played a key role in trail life, and was one which simply had to be endured. April and May could be cold and wet, and since the emigrants traveled with a meager supply of clothes and bedding, many were uncomfortable. Later, heat and dust became the enemy. When it rained, low places became bogs where wagons could mire down, and rivers that had to be crossed became raging torrents.

It was tiring to walk ten to fifteen miles per day. Children were constantly foraging and looking for firewood along the way. Men drove the animals, did heavy work of repairing wagons and managing river crossings, and were always on the look-out for a chance to hunt for fresh meat. Women set up camp and prepared food at morning, noon and night, and broke camp to reload wagons when it was time to get back on the road.



After surviving the great prairies and Rocky Mountains, making their way along the Sweetwater and Snake Rivers, the Blue Mountains still had to be crossed. Many found the road through the Blues more difficult than crossing the Rockies. Travelers then journeyed across Northeastern Oregon to the Columbia. Some historians say the Oregon Trail ended at The Dalles, but most believe its true end is at Oregon City. After reaching The Dalles, wagons floated down the Columbia on rafts. In 1846 the Barlow Road was built around Mount Hood, giving travelers an alternative to river travel.

Finally, the Valley of the Willamette!! Located here was the land office where you could file your land claim. Here, hopes and dreams either blossomed and bore fruit--or died. Those who had endured the incredible hardships of the journey, now behind them, came to this valley to seize the land, settle it, come to terms with it, and to call it home. Arriving exhausted from the journey, and with few supplies, many struggled through their first years. But many also found the new life and opportunities that inspired their journey.





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Answer as many problems as you can in 2 minutes.



See how many problems you can complete in
two minutes, then finish the rest!

Oregon Trail Bingo

Answer the questions in **two** Bingo lines, in rows, columns, or diagonally.

B I N G O

Name one fort on the Oregon Trail.	The Oregon Trail went through which six states?	Name four animals that the pioneers might have seen on the Oregon Trail.	What did the pioneers use for fuel for their fires?	About how many people crossed the Oregon Trail the mid-1800s?
Name an animal used to pull wagons.	Name a type of book that a pioneer recorded their travels in.	Name one of the "jumping off" points for the Oregon Trail.	Name two parts of a covered wagon.	Where did pioneers sleep on the trail?
Name an emotion felt by travelers on the Oregon Trail	Name four dangers for the pioneers.	Where did the Oregon Trail end?	Name three types of food that would have been eaten on the trip west.	Name three reasons the pioneers traveled to Oregon.
Name three supplies needed on the wagon trip.	Name one landmark along the Oregon Trail.	In which month did the pioneers usually start their trek?	Name a game that children could play on the trail.	What is another name for 'settler'?
How long is the Oregon Trail?	In which state did the Oregon Trail begin?	About how many days did it take to travel the Oregon Trail?	Name one disease that killed pioneers on the Oregon Trail.	Name a song that the pioneers might have sung on the trek West.