

*The Rock Ranch*

*Pioneer/ Pilgrim Days*

*Fall Field Trip Lessons*



*Fifth Grade*

**GA Standards: Fifth**  
**Taught in this Unit**

**For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:**

- a. Locates facts that answer the reader's questions.
- b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).
- g. Makes perceptive and well-developed connections.
- h. Relates new information to prior knowledge and experience and makes connections to related topics or information.

**ELA5R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student**

- b. Determines the meaning of unfamiliar words using context clues (e.g., definition, example).

**ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student**

- a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b. Writes texts of a length appropriate to address the topic or tell the story.
- c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).

**M5N2. Students will further develop their understanding of decimal fractions as part of the base-ten number system.**

- a. Understand place value.
- b. Analyze the effect on the product when a number is multiplied by 10, 100, 1000, 0.1, and 0.01.

**M5N4. Students will continue to develop their understanding of the meaning of common fractions and compute with them.**

- a. Understand division of whole numbers can be represented as a fraction ( $a/b = a \div b$ ).
- d. Model the multiplication and division of common fractions.
- e. Explore finding common denominators using concrete, pictorial, and computational models.

**M5P1. Students will solve problems (using appropriate technology).**

- a. Build new mathematical knowledge through problem solving.
- b. Solve problems that arise in mathematics and in other contexts.
- c. Apply and adapt a variety of appropriate strategies to solve problems.
- d. Monitor and reflect on the process of mathematical problem solving.

**M5P3. Students will communicate mathematically.**

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- c. Analyze and evaluate the mathematical thinking and strategies of others.
- d. Use the language of mathematics to express mathematical ideas precisely.

**M5P4. Students will make connections among mathematical ideas and to other disciplines.**

- a. Recognize and use connections among mathematical ideas.
- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

**SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.**

**S5CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.**

- a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.
- b. Use fractions and decimals, and translate between decimals and commonly encountered fractions - halves, thirds, fourths, fifths, tenths, and hundredths but not sixths, sevenths, and so on) - in scientific calculations.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Life in a Covered Wagon



The journey was very dangerous, but there were stories of rich soil and opportunity. Pioneers wanted to bring "civilization" with them. Many wagons traveling together were called a "wagon train."

A wagon could be bought for \$110 and was the most expensive thing needed for the trip. The inside of the wagon was not a traveling house, but was more of a storage space. It was loaded with provisions for the long journey and for fitting out a new farmstead. The needed tools were strapped to the sides and spare parts for the wagon were slung underneath. Inside there was a leather trunk filled with medicines, a bottle of matches tightly corked to keep out moisture, the big family Bible and other special treasures. One wooden box contained pots, pans and cutlery needed for the trip. Another box, carefully stowed away was filled with bolts of cloth, good linen and the family's best clothes. These would not be used until they arrived at their homestead. Another box might contain plant cuttings to plant an orchard. Guidebooks recommended 100 pounds of flour for each adult, 70 pounds bacon, 30 pounds of "pilot bread" or hardtack, beans, rice, coffee, sugar, dried fruits, baking soda and vinegar. Blankets, pillows, and featherbeds were wrapped up in canvas ground cloths. Tents, poles, rope and stakes were stacked to one side, propped up in place by a few pieces of furniture. Everyday clothing hung from hooks fixed to the hickory bows of the wagon. Pockets in the canvas walls held cord, small arms, sewing items and toiletries. Overhead, a lantern was suspended along with a ready shotgun.

Often pen and paper were taken as both men and women kept diaries and wrote letters that would be left in places for the following wagon trains advising them of hazards.

They woke about 4:00 a.m. The night watchmen would fire their guns to let everyone know it was time to start the day. People threw a few garments over what they already had on and began their morning tasks. The

women would make a fire with whatever they had at hand. Sometimes they would have to use gunpowder. Breakfast would probably be pancakes because they only required flour, water, baking soda and a skillet to cook them. The night before, the women might have baked bread in a Dutch oven, and she would have started beans well greased with slab bacon and slowly simmered in the ashes in the fire overnight. Another popular breakfast was fried meat made with gravy from the drippings and flour. Coffee was the all-purpose thirst-quencher served at every meal. The pioneers rarely drank plain water since it was usually muddy or polluted. The animals sometimes would not drink the water because it was so disgusting. When they did drink water, it was disguised with the strong coffee.

Most used oxen for their teams. Although they were slower than mules, they could survive easier in muddy conditions and less food. Oxen were fairly cheap as a pair was about 55 to 60 dollars and one mule might cost as much as 10 dollars. The people might have brought cows as then they would have milk, and butter.

At 7:00 a.m. the bugle sounded and the women would finish putting away their cookware. The men shouted commands to their teams, "Roll the wagons!" Wagon trains were all sizes from one wagon to 100.

The wagons had no springs and were uncomfortable to ride in. Most people woke during the ride while the wagon moved slowly, about 2 miles per hour. Children might get a short ride on the wagon tongue and sick people were put in featherbeds. The men walked alongside their oxen giving them commands such as "gee" (go right) and "haw" (go left). They would snap the whip over the animals' heads in order to get flies off them, but they did not hit the oxen. Pioneers considered it very bad to strike the oxen. Many of the oxen had names like Dick, Tom, Hob, Sam, Tip and Debbie.

Children had to carry water, milk cows, and gather berries, currant and nuts. At noon the wagons would find a cool stream and release the oxen. The whole party settled down for an hour of rest. Lunch was leftovers from breakfast.

The people survived many major problems: axes were broken, the iron tires sometimes came loose, and oxen got sick or exhausted. A broken wheel was almost irreplaceable. It may have even been replaced with a homemade wheel made from a piece of furniture. The wagons were top heavy and tipped over easily. Wagons slid down hills.

Death was common on a wagon train. Little children fell out of wagons, people were accidentally shot, and people drowned crossing rivers. The main

killer was disease: measles, typhoid, dysentery, yellow fever, and cholera. Sometimes people would have so many mosquito bites that their blood would not clot anymore. Most people had their own medicines and sometimes there would be a doctor on the train.

At 6:00 p.m., the wagon would find a place to spend the night. The wagons were put into a circle and the animals were cared for. The family would eat cornbread, beans, fried meat and gravy. Sometimes, there would be milk right from the cow and sometimes there were enough berries to make a pie. The children slept in tents while the mother, father and baby slept in or under the wagon if it rained. The men split up in order to have teams of night watchmen.

For entertainment, people played cards or dice. Some played chess. Everyone enjoyed dancing and singing.

**Give a short answer for each of the following questions.**

1. What was the most expensive thing needed for the trip and how much was the cost?

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2. Name four items included in the trunks.

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3. What kind of and how much food was allotted per adult?

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4. Why did the pioneers take pen and paper on their journey?

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5. Name two jobs of the women.

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6. Why did the pioneers not drink the water very often and what did they drink instead?

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7. Name three reasons oxen were used instead of mules.

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8. What were the children's duties?

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9. What were some of the problems of the journey?

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10. What was the leading cause of death?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### The Pilgrims and America's First Thanksgiving

Visit <http://www.holidays.net/thanksgiving/pilgrims.htm> to read aloud the story of Thanksgiving. Then answer the following questions.

1. What was the name of the Pilgrims' ship?
2. How long did the trip from Holland to the North America take?
3. Where did they first sight land (not Plymouth)?
4. Where did the Pilgrims land?
5. Who named Plymouth and when?
6. Who greeted the Pilgrims when they arrived in Plymouth?
7. Describe the first winter for the Pilgrims.
8. Name at least four things Squanto taught the Pilgrims.
9. Why did the Pilgrims have reason to celebrate?
10. When is Thanksgiving celebrated each year?



## Thanksgiving Vocabulary Quiz

**Directions:** Match the vocabulary words on the left with the definitions on the right.

1. _____ Mayflower	a. collecting of crops
2. _____ Plymouth	b. distinct cry of the male turkey
3. _____ feast	c. group of people who form in a new land
4. _____ cranberry	d. term also meaning Native American
5. _____ Indian	e. a long journey to a sacred place
6. _____ dressing	f. a horn stuffed with foods, berries etc
7. _____ maize	g. small, sour and dark red berry
8. _____ pilgrimage	h. seasoned bread or filling inside poultry
9. _____ cornucopia	i. name of ship that sailed to the New World
10. _____ stuffing	j. synonym for corn; pale yellow
11. _____ gobble	k. a sauce for salads etc.
12. _____ harvest	l. unusually abundant meal
13. _____ colony	m. one of oldest towns in SE Massachusetts



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Corn Crop Calculations

Using the information in the Information Chart, calculate the answers for each question. Please show all work under each problem.

#### Information Chart

You have a 286 acre farm.

Seed corn costs \$22.00 per acre.

Fertilizer costs \$29.00 per acre.

Fuel and other expenses cost \$20,000 each year.

Herbicide to protect your corn costs \$64.75 for a 3.0 gallon container which treats 9 acres.

1. You have decided to plant corn. How much will it cost for corn seeds to plant all your acres?

ANSWER: \_\_\_\_\_

2. You need to fertilize your corn crop. How much will it cost?

ANSWER: \_\_\_\_\_

3. The weeds have begun to take over your crop so you apply an herbicide. How many containers will you need? What will be your cost?

ANSWER: \_\_\_\_\_

4. Property tax time has arrived! You must pay \$96.00 per acre. How much are your taxes this year?

**ANSWER:** \_\_\_\_\_

5. Each month you make a payment to the bank on your land loan. If you pay \$160.00 per acre per month, what is the cost for your size farm?

**ANSWER:** \_\_\_\_\_

6. You have a wonderful supply of corn this year! If you harvest 14 bushels per acre, what is the total number of bushels you will harvest this year?

**ANSWER:** \_\_\_\_\_

7. You decide to begin selling your corn crop. If the market is paying \$3.15 per bushel, how much will you be paid for your corn?

**ANSWER:** \_\_\_\_\_

8. Your gross profit for this year's crop is \$243,516. However, you must pay all your annual expenses which total \$217,968. What is your profit? (**HINT:** To find your net profit, you must subtract all your expenses from your gross profit.)

**ANSWER:** \_\_\_\_\_

## Wampanoag Indians Research

Visit the information link hosted by The Boston's Children Museum to learn about Wampanoag Indians and their culture and history. After visiting the links for each section, answer the questions below.

Visit <http://www.bostonkids.org/educators/wampanoag/html/w-thanks.htm>.

1. Do the Wampanoags celebrate one day for Thanksgiving?
2. Did the Pilgrims invite the Wampanoags to eat for the first Thanksgiving? If not, what happened?
- 3) According to Ramona Peters, what does "Thanksgiving" mean to the Wampanoag traditionally?
- 4) Why does Frank James think Thanksgiving is for white people? Why is this day difficult for him?

**II. Now go to the page "Information on Foods":**

<http://www.bostonkids.org/educators/wampanoag/html/w-foods.htm>

- 5) What is a seasonal-based diet?

6) How were the Wampanoags able to have enough food during the winter months?

7) Name two foods that Earl Mills mentions that you've never eaten and two foods that you have eaten.

8) What time of year was for fishing?

### **III. Questions for yourself**

9) What does Thanksgiving mean to you?

10) If you could invent another national holiday to accompany the harvesting or growing of food, when would it occur and what would it be? For example, you might celebrate planting seeds in the spring.

### Role Play: Taking Land

The students will gain an understanding of how the Indians began to be pushed from their land and how they felt betrayed by the Europeans after helping the Pilgrims settle and live off the land.

#### **Directions:**

1. Choose one person to be a Wampanoag Indian and lay down a sheet to mark his land. Remind the students the Indians have lived here for generations and this is his home for his family.
2. Have another be a European settler who befriends the Wampanoag and then ask for some of his land. Have the settler and the Indian shake hands. The settler then sits on the sheet to mark his territory.
3. Have yet another student be another European settler who does the same.
4. Repeat this till Wampanoag is left with very small portion of the original land mass.
5. Discuss with the students about the fairness of these actions. Ask the students how they would feel if their land was taken away piece by piece. Ask them what would happen if more settlers continued to arrive? Where would you go? Would you continue to nicely give away your land or would you become bitter? What if the settlers took over your part of land where you hunt and fish for your food? How would you survive then? What would you do to try to keep your land, but keep friendly?

#### **Another method:**

1. Block off an area (that the students need and want) of the classroom while the students are out of the room.
2. Announce to the students that they may no longer use the blocked off area. Tell them you have discovered that area and, therefore, it is yours.
3. Ask the same questions as above.

## Colonial Recipe Book

Make a colonial recipe book. Use construction paper for the cover and copy paper for recipes. Let the students decorate the cover with Pilgrims, Indians and Thanksgiving. Guide them in how to make a Table of Contents, Index, etc. This will review their language arts skills. To interweave a technology lesson, let the students search the Internet for more Thanksgiving recipes to include in their booklet. They can print the recipes or type them in to a Word document. Some recipes are listed below.

The objective is not to make these recipes, but rather to concentrate on various skills: creating Table of Contents and Index, using computer programs and Internet, practicing fractions, etc. Also, the other main objective is to show students the hardships of preparing foods at this time compared to today.

### White Flour Dumplings

This recipe will produce more than enough dumplings to cover a 10-inch bake oven or about two dozen small biscuits. Cultured buttermilk is recommended as the modern equivalent to sour raw milk.

For six servings you will need:

White flour, 2 cups unbleached all-purpose salt, 1 heaping teaspoon baking soda, 1 teaspoon cultured buttermilk, three-fourths to 1 cup Bowl, 2-quart cooked stew or 2 cups broth bake in oven or skillet, 10-inch. Have a kettle of stew on a skillet of broth simmering on the stove. In the bowl mix dry ingredients well. Pour in three-quarters cup of the buttermilk and mix quickly with a fork. Your dough should be stiff but not too moist for rolling; add the remaining milk if needed. With a soup spoon drop the dough onto the bubbling liquid, covering the surface. Let it simmer on medium-low heat until the dumplings are cooked through. Dumplings in a skillet can be cooked uncovered by turning them halfway through.

### Indian Corn Pudding

3  $\frac{1}{2}$  cups water  
1 teaspoon salt  
1  $\frac{1}{4}$  cups yellow cornmeal  
butter  
nutmeg  
molasses

Pour water and salt into a large saucepan. Bring to boil and slowly add the cornmeal  $\frac{1}{4}$  cup at a time, stirring constantly. Turn heat down and continue stirring until the mixture thickens. Spoon into bowls and top with butter, a sprinkle of nutmeg, and some molasses.

## Doughnuts

For 2 dozen doughnuts you will need:

2 pounds lard  
1 egg  
1 teaspoon of baking soda  
 $\frac{1}{2}$  teaspoon salt  
1 cup sour cream  
 $2\frac{1}{4}$  cups of unbleached all-purpose flour  
a shaker full of powdered sugar  
quart kettle  
quart bowl  
rolling pin  
candy thermometer

Melt the lard in kettle over low heat. Beat egg, baking soda, and salt into the sour cream in the bowl. Beat in 1 cup of flour until well mixed. Continue to work in flour,  $\frac{1}{4}$  cup at a time, until you have a dough that can be rolled. Roll the dough in a strip about 4 by 16 by  $\frac{1}{4}$  inches. With a floured knife cut into inch strips about five eighth inch wide.

Heat the lard to 375 degrees F. Twist a strip like a corkscrew (it will stretch as you do); bring ends together and pinch them. Drop twisted dough in hot fat. In 2 minutes the dough should be brown on both sides, crisp and cooked through. If browning takes more than 3 minutes, the fat is not hot enough; if browning takes less time, the fat is too hot.

Remove cooked doughnut to brown paper to drain and coat it with powdered sugar. Continue twisting and cooking the remaining dough strips. Serve the doughnuts immediately.

## Raspberry Quencher

Mix 1 L of white vinegar with 2 L of raspberries. Let the mix stand for 24 hours. Drain the liquid through a sieve. Add 2 L of raspberries to the strained liquid and let stand. The next day strain and add 2 L more of berries. Put the liquid into the top of a double boiler. Add 250 ml sugar for every 500 ml of liquid. (Measure the liquid as you put it into a pot.) Stir the sugar into the raspberry liquid until melted. Store the syrup in bottles for two weeks to allow the flavor to develop. When you need a refreshing drink, just add a small amount (30 - 50 ml) to a glass of plain or soda water, or make the quencher up in a pitcher.



## **Pioneer Craft: Homemade Ink from Berries**

It wasn't that long ago that ball point pens were high-tech. Before that, there was the fountain pen, and before that the ink pen and quill. True ink could be very expensive so many pioneers had to make their own. Inks were made at home from many different ingredients depending on what color was needed or wanted.

According to different sources, they used berries, powdered roots, nuts, and even chimney soot. Here is a simple recipe for making a good quality ink from berries. The final color of your ink will depend on what kind of berries you chose to use.

### **Ingredients:**

$\frac{1}{2}$  cup of ripe berries (blueberries, cherries, blackberries, strawberries, elderberries, raspberries, etc.)

$\frac{1}{2}$  teaspoon vinegar

$\frac{1}{2}$  teaspoon salt

### **Materials:**

measuring cups and spoon, strainer, bowl, wooden spoon, baby food jar

### **Directions:**

1. Fill the strainer with the berries and hold it over a bowl.
2. Using the rounded back of a wooden spoon, crush the berries against the strainer so that the berry juice strains into the bowl.
3. Keep adding berries until most of their juice has been strained out and only pulp remains.
4. Add the salt and vinegar to the berry juice. The vinegar helps the ink to retain its color and the salt keeps it from getting moldy.
5. If the berry ink is too thick, a tablespoon of water.
6. Store in baby food jar.
7. Only make a small amount of berry ink at a time and when not in use, keep it tightly covered.

## Dancing the Virginia Reel

*Longways dance in sets of 5 or 6 couples. All the men on the "right" when looking down the hall - all the ladies on the left. (Stand across from your partner)*

Join hands in long lines  
Go forward and back 8 beats of music

Right hand turn your partner 8 beats  
Left Hand turn your partner 8 beats

Do-si-do (back to back) with partner 8 beats

Top couple take two hands  
Sashay 16 beats down the center of the set and back

Top couple "reel the set" (top couple only)  
-- Hook right elbows with partner, turn  $1\frac{1}{2}$  times  
Top gentleman then goes to the first lady in the ladies line  
top lady goes to the first man in the man's line  
and they turn left elbows once around

Top man and woman then meet again in the middle  
turn right elbow once around with each other  
then left elbow with the next person in line, etc.  
Continue "right to your partner, left to the next"  
until the top couple has "reeled" all the way down the line  
This takes about... 48 beats (or so...)

Top couple then sashays back up the middle to the top  
and separate from each other. They "peel off " down the respective outside of the lines,  
(men down the men's side, lady down the ladies side)  
go to the bottom and make a two-handed arch  
All the other couples follow them down to the bottom and up through the arch  
leaving the top couple at the bottom  
and the second couple at the top ready to start the dance over

That takes about 32 beats (or so)

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A line of 5 (or 6) couples can make it one time through the whole dance in two repetitions of a 64-beat tune.

(Notice all of the above figures "add up" to 128 beats.

It will not always match the music exactly, though. The more important part is to keep smiling and have fun!!

# Characteristics of Native Americans and Settlers

Name: \_\_\_\_\_

Date: \_\_\_\_\_
























	Tribe 1	Tribe 1	Settlers
<b>Communication</b> Language/ Nonverbal			
<b>Religion</b> Common Rituals			
<b>Territory</b> Homes/Shelter			
Hunting/Food, Gathering (Methods Used)			
<b>Culture</b> Celebrations			
<b>Clothing</b>			
<b>Tools</b>			
<b>Family Structure</b>			
<b>Food</b>			



# Thanksgiving Sudoku

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Fill in the grid so that every row, every column, and every 2x3 box contains each of these symbols:



## Word Problems

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Solve each problem using the backside of this paper for scratchwork.

1. If one turkey can feed twelve people, how many turkeys are needed to feed 384 people? \_\_\_\_\_
2. A fundraiser benefit organization for the homeless is asking people to donate \$5.31 to feed and care for one person. If they want to raise enough money to feed and care for 75 people for Thanksgiving, how much money will they need to raise? \_\_\_\_\_
3. There are five loaves of bread and each loaf has been sliced into 12 pieces. If 20 people are to share the bread evenly, how many slices will each person receive? \_\_\_\_\_
4. If the organization fed ninety-six homeless people and spent \$469, how much was the food cost per person? \_\_\_\_\_
5. Thirty-six pumpkins were used to make twenty-five pies. If each pie was cut into 8 pieces, how many pieces of pie were there altogether? \_\_\_\_\_
6. David wants to set up enough tables so that 42 homeless people can eat at a Thanksgiving dinner event. If each table sits three on each side and one at each end, how many tables does David need to set up? HINT: Draw the tables and chairs. \_\_\_\_\_
7. Ethan is making yam stew. He has eight ounces of yams, but he needs two pounds of yams altogether. How many more ounces of yams does he need to make his stew? \_\_\_\_\_
8. Lindsay Ann is trying to make pumpkin soup so she needs  $3\frac{1}{2}$  cups of soup stock altogether. If she has  $2\frac{3}{4}$  cups soup stock, how much more does she need? \_\_\_\_\_
9. Trevor's turkey weighs 11 pounds, 13 ounces. Jim's turkey weighs 9 pounds, 15 ounces. How much more does Trevor's turkey weigh than Jim's? (Express your answer in pounds and ounces). \_\_\_\_\_
10. Houston wants to make mashed potatoes for 6 people. His recipe feeds two people and requires six ounces of potatoes. How many more potatoes does he need? (Express your answer in pounds and ounces). \_\_\_\_\_

## Extras

### Using Fractions and Percents

Count out 100 kernels of popcorn and pop them. Count the number of kernels that did not pop. How many of the 100 kernels popped? How many did not pop? Use the data to teach fractions and reducing fractions. Because you popped 100 kernels, this activity is especially useful for introducing/teaching the concept of percent.

### Writing

Write a letter from the point of view of a colonist who has just met an Indian. Pretend your letter is to a friend overseas and explain your encounter with the Indians and tell about their life style.