

The Rock Ranch

Pioneer/ Pilgrim Days

Fall Field Trip Lessons



Fourth Grade

GA Standards: Fourth
Taught in this Unit

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

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).
- c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).
- d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).

ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student

- b. Determines the meaning of unknown words using their context.

ELA4W1 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.
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).

ELA4W2 The student demonstrates competence in a variety of genres.

The student produces a narrative that:

- a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
- c. Creates an organizing structure.
- g. Uses a range of appropriate narrative strategies such as dialogue, tension, or suspense.
- h. Provides a sense of closure to the writing.

The student produces informational writing (e.g., report, procedures, correspondence) that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- c. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- d. Includes appropriate facts and details.
- e. Excludes extraneous details and inappropriate information.
- f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.
- h. Provides a sense of closure to the writing.

ELA4W3 The student uses research and technology to support writing. The student

- c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers, and key words).

M4N5. Students will further develop their understanding of the meaning of decimal fractions and use them in computations.

a. Understand decimal fractions are a part of the base-ten system.

M4M1. Students will understand the concept of weight and how to measure it.

a. Use standard and metric units to measure the weight of objects.

b. Know units used to measure weight (gram, kilogram, ounces, pounds and tons).

M4D1. Students will gather, organize, and display data according to the situation and compare related features.

a. Represent data in bar, line and pictographs.

b. Investigate the features and tendencies of graphs.

M4P1. 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.

M4P4. 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.

SS4H1 The student will describe how early Native American cultures developed in North America.

b. Describe how the American Indians used their environment to obtain food, clothing, and shelter.

SS4H2 The student will describe European exploration in North America.

b. Describe examples of cooperation and conflict between Europeans and Native Americans.

S4CS2. 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: _____

Covered Wagons

Pioneers mostly traveled in a Conestoga wagon or a spring wagon. Many of the pioneers chose oxen instead of mules or horses because the oxen were a lot stronger. Also, oxen were cheaper than mules and they could survive easier with muddy conditions and less food. The pioneers would buy up to 4 oxen per wagon. The father would drive the oxen by walking beside the wagon. The children would walk behind the wagon much of the time.

The covered wagon was usually a wooden wagon made of hickory, oak or maple. A wooden piece, called the tongue, was made from hickory and stuck out from the front of the wagon. The tongue was connected to the yoke of the oxen, mules, or horses.

The wagon could not carry more than 2,000 pounds. It had big wood hoops, called bows that were bent from side to side. There would be 4 to 7 wooden hoops on one wagon. There was a canvas cover pulled across these hoops that would keep out the rain, wind, and the hot sunshine. Pioneers would rub oil on the canvas to make it waterproof. Inside the wagon, there were many hooks to hang weapons, clothes, milk cans, and anything there was room for. The Conestoga wagons were called prairie schooners because from a distance the wagon looked like a ship sailing slowly across the green prairie.

A wagon train was a group of covered wagons that went west. The wagons would travel in a straight single line and it looked like a slow moving train. If the trail was wide enough, they would spread out to get away from the dust.

Traveling by covered wagons was not easy. The traveling was very noisy because of all the pots and pans hanging on the wagons were clanging against each other. There were many problems: wagon wheels would break, iron tires came loose, and oxen got sick or exhausted. Could you imagine traveling in a covered wagon?

***On the back of this paper, write a short answer for each question below.
Be sure to number your answers.***

1. What are the three names for the wagons in which pioneers traveled? (Answers are not all together in the story.)
2. Give 3 reasons why oxen were used instead of mules or horses.
3. What 3 types of tree (wood) was used to make a wagon?
4. True or False: The wagon could carry 2, 002 pounds and had 4 to 7 hoops on one wagon.
5. What was the purpose of the canvas cover? (List all purposes).
6. What did the pioneers call a line of wagons traveling together?
7. State four reasons traveling by covered wagons was hard.
8. Where were the men and children while traveling?
9. True or False: Pioneers would rub oil on the canvas cover to make it waterproof.
10. Would you like to travel in a covered wagon? Why or why not?

Name: _____ Date: _____

Pack the Wagon

Below are the supplies that a Pioneer family traveling west might take on their five-month journey by covered wagon. Pretend you are a pioneer and about to make a long journey to the frontier. Make a list of what you would take on the journey, keeping in mind that the wagon will only carry 2,000 pounds.

Tools	Pounds
ax	15
shovel	12
hatchet	9
hammer	7
hoe	3
anvil	150
grinding stone	75
animal trap	15
rope	4

Personal Items	Pounds
doll	2
jump rope	1
marbles	1
family Bible	2
books	2
hunting knife	1
bag of clothes	40
fiddle	2
snowshoes	8
rifle	10
pistol	7
first aid kit	3

FOOD	Pounds
flour	150
tea	10
salt	50
sugar	50
coffee	100
bacon	40
dried fruit	100
dried beans	100
cornmeal	10
peas	100
oatmeal	8
vinegar	25
pickles	50
dried beef	25
salt pork	5
assorted spices	5
barrel of water	350
vegetables	5

Household Goods	Pounds
coffee grinder	5
rug	40
bedding	20
mirror	40
Dutch oven	70
butter churn	40
table and 4 chairs	200
piano	900
organ	2,000
baby cradle	75
wooden bucket	10
butter mold	1
rocking chair	50
pitcher and bowl	5
cooking stove	700
cooling utensils	2
stool	10
spinning wheel	80
lantern	4
clock	1
10 candles	1
set of dishes	40

Pioneer Quiz

What do you remember from your Rock Ranch field trip and our Thanksgiving unit? Please choose the correct answer or write a short answer.

1. Why did the Pilgrims travel to a new land?
2. How did the pioneers travel to the frontier?
a. dog sled b. bicycle c. car d. covered wagon
3. Who was in charge of making decisions for the wagon train?
a. scouts b. wagon master c. leader d. trader
4. Which supply listed would not be found on a wagon?
a. dried meat b. potato chips c. water d. chocolate
5. Which of the following would have been a pioneer child's game?
a. soccer b. cheerleading c. football d. skipping rope
6. Which of the following was the best animal to pull a covered wagon?
a. goat b. oxen c. mule d. horse
7. How many pounds of supplies could a covered wagon carry?
a. 2,000 pounds b. 3,000 pounds c. 200 pounds
8. How did the pioneers cross a river?
a. ferry by Indians b. walk across c. both a and b
9. Where did the pioneers get food while on their journey?
a. restaurant b. grocery store c. hunting, fishing and gathering
10. Where did the pioneer children get their games?
a. store b. they made their own games



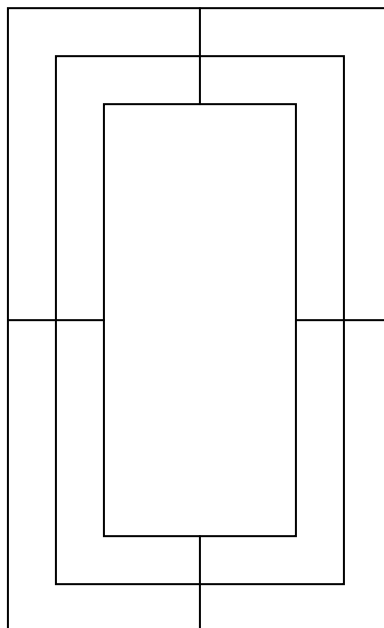
Pilgrim Games: Nine Men's Morris

Pilgrim children had to create their own games to play since they could not go to a store to buy them. One such game they are believed to have played is Nine Men's Morris, a game with 2 players. Pair up with a partner and enjoy a pilgrim child's game.

Materials (for each pair of students): 2 sets of nine playing pieces (peas, beans, pennies, dimes, rocks, stones), playing board (can draw in sand or on paper)

Directions:

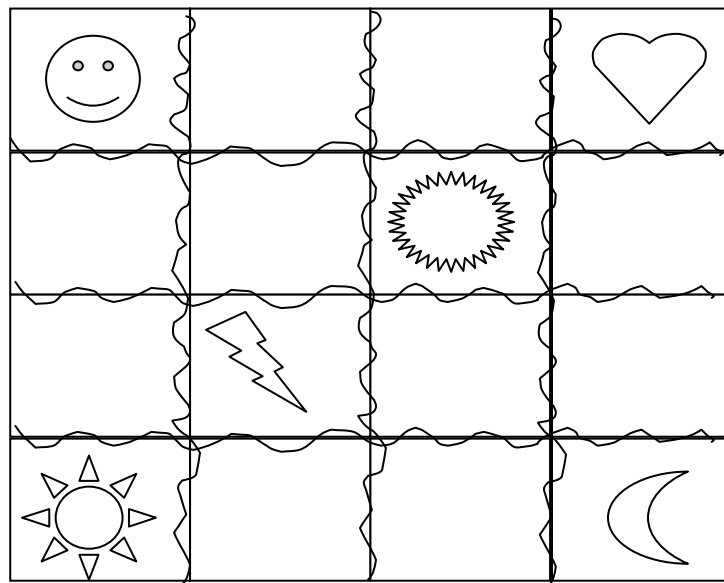
1. Each player has nine men.
2. The players take turns putting their pieces (one at a time) on the board at places where lines meet.
3. Each player tries to get three of his pieces in a row while preventing his opponent from doing the same.
4. When a player gets three pieces in a row, then he may take one of his opponent's men off the board.
5. After both players have put all of their men on the board a piece is moved by sliding it from its space to a neighboring empty space.
6. Players keep trying to get three pieces in a row so they can take away an opponent's man.
7. When a player has only three pieces left, then he can move to any empty space on the board.
8. The game is over when one player is left with two pieces (because that person will no longer be able to get three in a row).



Classroom Colonial Quilt

For colonial women quilting was not just the creation of a household item. Quilts were a thrifty use of material fragment, a form of decoration and an expression of pride. Ladies exchanged very detailed designs and patterns each with its own name such as Crow's Foot, Chinese Puzzle, Love-knot, and Sunflower. Groups of women would gather together for several days in quilting bees, working toward one result-the creation of a beautiful quilt.

Bring your class together with the making of a class quilt. Each child will need an 8"x8" piece of white oak tag. Using crayons, markers or any other type of material, the children will need to decorate their own square. Remind the students that they will be representing themselves on this quilt so you might wish to give suggestions on how they could do this. For example, draw their favorite food or draw their name in a fancy way. You will then need to assemble the squares together, punch holes along the edges and then use yarn to "sew" them together.



Colonial Silhouette Art

One form of paper art was the making of portrait silhouettes. The person to be captured in the art form was seated behind white paper. A candle was lit and placed behind the sitter whose profile was then cast onto the white paper. A machine was used to mark and reduce the shadow. The reduced silhouette was cut from black paper, mounted and framed.

Materials: black construction paper, lamp, white chalk, scissors

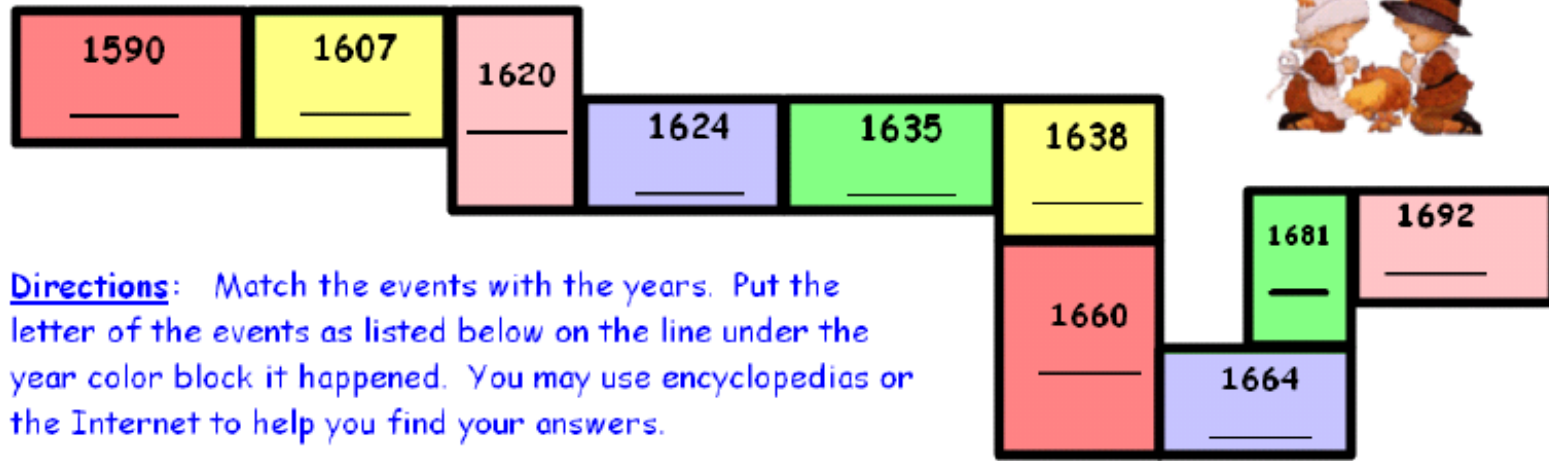
Directions:

1. Seat the student in front of a piece of black construction paper.
2. Shine a lamp in front of the child so that a profile shadow is cast on the black paper.
3. Trace the shadow on the paper with chalk.
4. Cut out along the white chalk line and mount on a piece of white paper.
5. Have the children guess whose silhouette is whose.



Name: _____
Date: _____

Early Colonial Timeline



Directions: Match the events with the years. Put the letter of the events as listed below on the line under the year color block it happened. You may use encyclopedias or the Internet to help you find your answers.

- A. Puritans, also known as Pilgrims, sailed to Plymouth Rock, Massachusetts, in the *Mayflower*; all men aboard signed the *Mayflower Compact*.
- B. Roger Williams fled from Massachusetts to Rhode Island and started a new colony based on religious freedom and separation of church and state.
- C. Peter Stuyvesant surrendered New Amsterdam to British, who renamed the city New York.
- D. John White returned to Roanoke Island, off of North Carolina, to find his friends and relatives missing.
- E. William Penn granted land in America, which became Pennsylvania.
- F. Peter Minuit bought Manhattan from the Algonquin Indians for \$24.
- G. Englishmen, led by Captain John Smith, created a settlement at Jamestown, Virginia.
- H. Mary Dyer executed by Puritans for her Quaker teachings in Massachusetts.
- I. Twenty people were found guilty and executed for practicing witchcraft in Salem, Massachusetts.
- J. Anne Hutchinson banished from Massachusetts Bay Colony for her religious beliefs.



Comparing Native Americans, Pilgrims, and Myself

Name: _____

Date: _____

	Native Americans	Pilgrims	Myself
Animals Common to Region			
Clothing Worn			
Describe a Typical Day's Work			
Foods			
Home (Shelter)			
Important Dates			
Transportation (Methods of Travel)			

Name: _____
Date: _____

Corn Careers

Directions: Match the following people with their careers. You may use a Science textbook or a dictionary if you cannot guess them using context clues or process of elimination.

1. bacteriologist
2. biologist
3. botanist
4. conservationist
5. economist
6. entomologist
7. horticulturist
8. microbiologist
9. soil scientist
10. zoologist
11. apiarist
12. biochemist
13. hydrologist

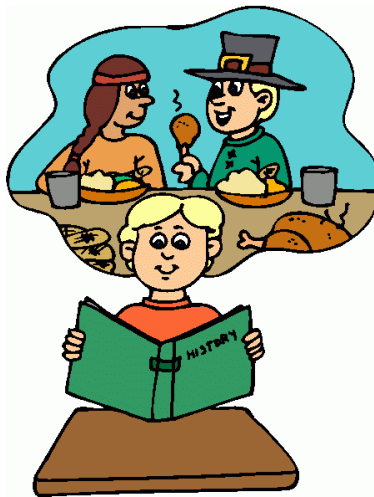


- a. studies the soil
- b. studies plants
- c. studies insects
- d. studies the production of goods and services
- e. studies animals
- f. studies beekeeping
- g. studies the raising and caring of plants
- h. studies bacteria
- i. studies chemicals in living things
- j. studies and supports the conserving of natural resources
- k. studies water
- l. studies living things seen through a microscope

Thanksgiving Group Creative Writing

Directions: Get into your assigned cooperative groups. As a group, you will have 25 minutes to write a brief story using the words (or variations of the words) below.

turkey	Native American	Pilgrim	harvest
gravy	cranberries	thanks	settler
grateful	yams	autumn	feast
colony	treaty	ship	Plymouth
parade	covered wagon	corn	friend



Letter to a Friend about Native Americans

Directions: Choose a friend or family member to whom you would like to write a friendly letter. In your letter, tell what you have learned about Native Americans: their food, clothing, shelter and culture. Also, tell about the relationship between the Native Americans and the new settlers.



Extras

Virtual Reality: http://pbskids.org/stantonanthony/day_in_life.html This site that allows you to travel in various shoes of people during this time.

Research: -- Publish the "Plymouth Gazette." Arrange students into small groups and assign each a newspaper section, such as *Current Events, Foods, Entertainment, Weather, Fashion, Classifieds, Editorials*, etc. Encourage each group to create a newspaper story or section about their assigned topic from the viewpoint of a Pilgrim in 1621. Combine the stories into a newspaper for members of the Plymouth Colony.

Writing -- "We the Students": Have students read the [Mayflower Compact](#) and then write a similar document for their class.

Scavenger Hunt: You might develop a list of *Mayflower* related questions based on information in the pages and have your students go on a "scavenger hunt" in search of the answers!

Language/Letter Writing: Invite students to check out some of the Early Plymouth Letters (<http://members.aol.com/mayflo1620/letters.html>). Then invite the students to pretend they were Pilgrims. Ask them to write letters to their relatives back in England. The letters should be based on facts; they should explain what life in Plymouth was *really* like.

Internet/Research: <http://emints3.purdy.k12.mo.us/webquest/> A superb web quest for students to enhance their learning of Pilgrim children's lives