

# It's Time to Shop and Plan!

**Lesson Length:** 6– 7 class periods (plus work time at home)

## **Objectives:**

- The students will identify with a person traveling on the Oregon Trail through journaling.
- The students will brainstorm a list of items that they predict they will need to take with them on their journey.
- The students will learn the importance of planning ahead using a budget.
- The students will plan a budget using Microsoft Excel.
- The students will keep an accurate ledger of travel expenses.
- The students will demonstrate their research skills through using the internet and other research materials.
- The students will design a sketch of a covered wagon using graph paper and drawing the sketch to scale of an actual Conestoga wagon.
- The students will construct a model Conestoga wagon.

## **Materials Needed:**

- Journal
- Access to Microsoft Excel
- [General Store Price List](#) (create into an overhead or enlarge and post in classroom)
- [Budget sheet for each student](#)
- Trade or repair card for each student (see attached card sheet)
- [Travel the Trail Ledger Sheet](#) (to use while traveling)
- Access to Internet
- Research material on Covered Wagons
- Graph paper
- Bluegrass/American Folk music CD

## **Procedure:**

1. The students will take on the role of a character from this time period. They will record their feelings of getting ready to begin their long journey west in their Oregon Trail Journal. The time period will be around one year prior to leaving. While they are writing, have the music playing softly in the background. (DAILY)



2. Have students brainstorm a list of supplies they think they will need to take with them on the journey west. After, post the [General Store Price List](#) (same as the student's Oregon Trail Budget Sheet) on the board or overhead and discuss with students the various items on the list. Remind students that the pioneers traveling to Oregon had to take supplies with them to last them at least 4-6 months. These supplies would cost roughly \$800 - \$1,000. Explain to the students that people had to begin saving money and crops a few years prior to leaving. They had to be prepared to live without planting or harvesting crops for more than a year due to traveling and settling in.
3. The students will complete their own [budget sheet](#), using Microsoft Excel. The students will need to remember that they will need to save money to buy things along the way as well as pay for unexpected repairs. (ex. Broken wheel, axle)  
\*\*\*The students will need to draw a career type out of a jar randomly. The choices for career types are: Professional, Business, and Farmer. Establish an income for each career type, this will be the student's income to work with.
4. Collect the student's budgets.
5. Return the student's budget sheets as well as the [Travel the Trail Ledger Sheet](#) the following day with a trade or repair card attached. They will need to fix their budget accordingly. (Example: if they received a trade card that stated, "You traded 2 blankets for 3 boxes of bullets" the students would need to adjust their budget sheets to reflect the changes. If the student received a repair card that stated "broken tire: \$25 for new tire", the students would then adjust their Travel the Trail Ledger Sheet to reflect the change in the amount of cash that they have now.)
6. Explain to the students that they are going to construct their own covered wagon. Before they can construct their models they are going to have to first research about the wagons: What did they look like? How big were they? What type of wood was used? What type of material was used to cover the wagon? Have students use the internet and other research materials (encyclopedia, book on covered wagons, etc.) to research what a Conestoga wagon would look like. One website you might like to give your students for their research is:

<http://library.thinkquest.com/CR0210182/supplies.html>



7. After the students have researched about the Conestoga wagons, have them design a sketch using graph paper of what their model will look like: listing possible size, supplies, etc. Students will construct their models at home.
8. Give the students a list of things that you will be looking for on their models. (See assessment attachment for list.) Let students know that this project can be completed for under \$10.

### **Extension:**

Connect the Past to the Present with the students by having them compare and contrast moving west in the 1800's to moving west today.

Have the students write letters to "family and friends" that stayed east. Post these letters on the bulletin board.

### **Assessments:**

- ◆ Grade students on completion of budget.
- ◆ Model Wagon Project
  - An average grade (C range) will be given to students based on the following components:
    - sketch on graph paper with scale (i.e. how many boxes equal a foot) to be submitted with model
    - project turned in on time
    - neatness
    - materials/supplies used list
    - Is the project visually identifiable?
    - Projects includes: 4 wheels, 4 sides, cover, floorboard, hitch

**Note:** A higher grade will be given to those that go above and beyond the basic requirements.

