

Pioneer Simulation for Westward Expansion

Before starting Day 1, it would be wise to prepare some of the materials you will use during this simulation: journals and flatboat kits. There will be quizzes to run and pictures to prepare as you go along.

Journals:

The journal will be used by the students to chronicle their days events. It is made by cutting a 9x11 inch piece of construction paper in half to be 9x5½. This will be the cover. Cut additional white paper the same size to place in the inside. 15-20 pages will suffice. I like to put a piece of white paper on the front with a frame for the students to draw themselves. You will begin using the journals on Day 1 of the simulation.

Flatboats: You will need a copy of assembly directions, Popsicle sticks, and a baggie per child. Per student, I place a folded up copy of the directions and Popsicle sticks in a zip bag. If you are going to send this home for homework, you might want to put a due date for it on top of the directions. I have found out it works best to do this project in class!

Day 1:

Students choose a partner, girl/boy. If your numbers are odd, then place a group of three together and call them all brothers, or sisters, or cousins.

Teacher put these names on pieces of paper. Student partners draw a pioneer last name from the following list: Farlow, Hill, Millis, Lindley, Braxton, Stout. These last names are early settlers that came to Orange County. Names came from documents from the Orange County Courthouse. You may do some of your own research and get names for your area.

Teacher put these occupations on pieces of paper. Individual students draw an occupation from the following list: missionary, farmer, cobbler, saddler and harness maker, cooper, carpenter, silversmith, store keeper, surveyor, scout, doctor, teacher, tailor, wheelwright, milliner, gunsmith, trapper, cabinetmaker. If you need more, just repeat farmer. You will need to explain each job as students take an occupation.

Pioneer partners work on completing their form which includes: first name and pioneer last name, occupation, names and ages of children, animals they take on their trip. *These will need to be kept by the teacher for future reference!* When students have their form completed, they will begin their journal.

Journal Entry: Students draw their portrait on the front of their journal and title it _____'s Journal. On the first page, students draw a picture of their family members including names and ages. They also need to include at the bottom of the page their occupation.

Make enough copies of the next page so each student will get one.

First Name and Pioneer Last Name: _____

Occupation: _____

Children First Names and Ages:

Animals Taken on the Trip: _____

First Name and Pioneer Last Name: _____

Occupation: _____

Children First Names and Ages:

Animals Taken on the Trip: _____

First Name and Pioneer Last Name: _____

Occupation: _____

Children First Names and Ages:

Animals Taken on the Trip: _____

Wilderness Trail Background

From 1760 to 1850, settlers moved westward in two migrations. The first migration pushed the frontier as far west as the Mississippi Valley. The second migration reached California and Oregon. People on the East Coast did not move inward for three reasons: Appalachian Mountains (also known as the Great ~~Barrier~~), French possession, and the presence of Indians.

Most people who migrated west were farmers. These farmers also had to be clever hunters and trappers. They had to know how to build a shelter, a boat, and/or a wagon. They also had to know how to use an ax, plant, and harvest crops.

— Women worked as hard as the men. Their jobs were: to care for the children and the sick, cook wild fowl over an open fire, spin yarn from flax (a plant having a blue flower with a slender stem which had a yellowish fiber) and wool which they wove into cloth.

The year you will be leaving is 1802. You will establish a frontier settlement in Indiana. Most of you are Quakers.

The route you will be going through will be the Cumberland Gap. This is a natural pass through the mountains. In 1775, a band of woodsmen led by Daniel Boone cut the Wilderness Road through the gap.

No pioneer could be without a rifle or an ax. They were more important than anything else. With a rifle, a pioneer could shoot game for food or fight off wild animals or Indians. With an ax, he could cut logs to make a raft or a shelter, or clear land for a farm.

Name _____ Date _____

Wilderness Trail Background Quiz

1. Before 1760, people on the East Coast did not move west for three reasons. What are the three reasons?

- A. _____
B. _____
C. _____

2. What were most people's occupation that moved west?

- A. _____

3. Name two things that were essential for the pioneer to take.

- A. _____ B. _____

4. What is the name of the natural gap in the Appalachian Mountains that the Wilderness Trail went through?

- A. _____

5. Who was the famous pioneer who helped to cut the Wilderness Road?

- A. _____

6. What is flax?

- A. _____

7. Name two jobs of the men.

- A. _____ B. _____

8. Name two jobs of the women.

- A. _____ B. _____

Day 3:

Discuss the reasons why pioneers moved west.

1. Economic Reason: open up stores, make more money, trappers
2. Land Ownership: a chance to buy up land for a farm
3. Religion: freedom of choice
4. Over Crowding: too crowded to purchase land or housing
5. Chance to Start Over
6. Issue of Slavery
7. Primogeniture: first born got all the inheritance
8. Indenture Servants: slaves set free by owners, chance to begin new life
9. Adventure

Read to students **Trails West I**. Use the map to follow the path you will take to Indiana. Don't forget to complete the compass rose at the bottom corner. I like to have this on an overhead transparency so I can refer to it as we travel on the Wilderness Trail during the simulation. Students fold their copy and keep it in their journal for future refer



Name _____

Trails West I

Introduction:

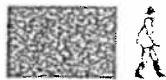
Movement westward for the pioneer involved planning the route to take. In some cases there was no decision since there was only one possible route. In the end a network of roads and waterways was created that connected the eastern U.S. to the Mississippi River. Using the directions given below, draw and label each route that settlers used to move westward.

3. *The Wilderness Trail*—Begin at Frederickstown and head southwest along the east side of the Appalachian Mountains. Travel through Winchester to Wythe. At Wythe pick up the Holston River and follow it until you need to turn south to arrive at Watauga. From Watauga head due west and pass through the Cumberland Gap. Head directly north after passing through the gap and head northwest to Boone's Fort or turn west and go to Fort Harrod.

RATES OF TRAVEL IN MILES PER DAY



Wagon train: 15 miles per day.



Person walking: 36 miles per day



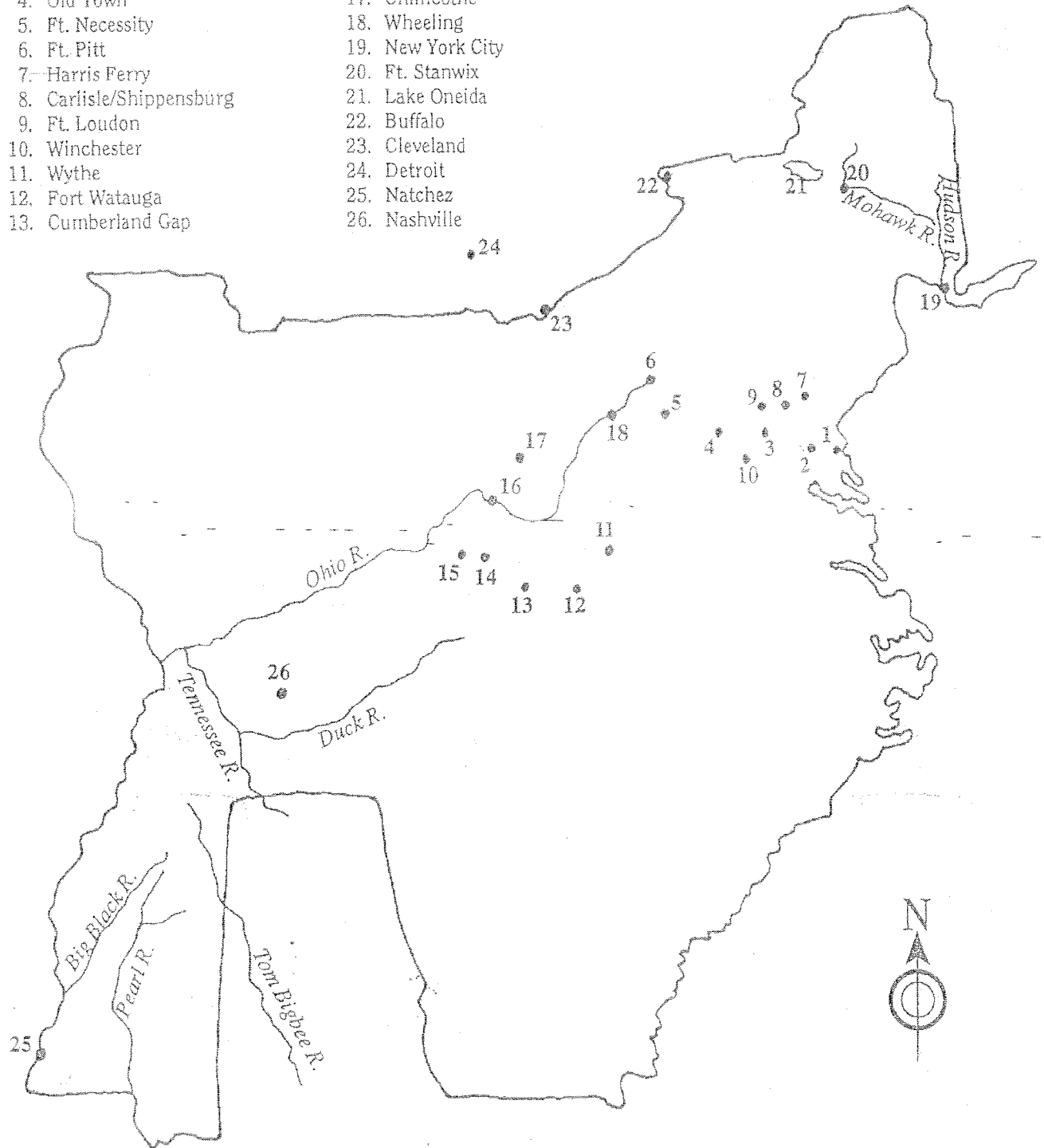
Horse and rider: 70 miles per day



Overland stage: 110 miles per day

Map the Trails I

- | | |
|--------------------------|-------------------|
| 1. Baltimore | 14. Boone's Fort |
| 2. Fredericktown | 15. Ft. Harrod |
| 3. Hagerstown | 16. Limestone |
| 4. Old Town | 17. Chillicothe |
| 5. Ft. Necessity | 18. Wheeling |
| 6. Ft. Pitt | 19. New York City |
| 7. Harris Ferry | 20. Ft. Stanwix |
| 8. Carlisle/Shippensburg | 21. Lake Oneida |
| 9. Ft. Loudon | 22. Buffalo |
| 10. Winchester | 23. Cleveland |
| 11. Wythe | 24. Detroit |
| 12. Fort Watauga | 25. Natchez |
| 13. Cumberland Gap | 26. Nashville |



Day 4:

Read the following letter to the students:

Dear Settler,

My name is _____. I live in North Carolina. My family and neighbors are excited about news from a visitor at our church on First Day (Sunday). We have always lived in North Carolina, but the visitor was telling about land available west of the mountains and north of the Ohio River.

Does that mean we might move? If Mom and Dad decide to move, I'll have to leave my friends here in North Carolina, my school, my teacher, and my cousins. My big brother, who is already married and has a son, might not move from North Carolina. So, I would not get to see my nephew grow up. Will Grandma and Grandpa go or stay here in North Carolina?

A few years ago, there was Indian trouble up north there. The government built fort and got more soldiers to make it safer.

Good bye my friends from the future.

Sincerely,

Write a Letter:

Students will write a letter to a friend in school to tell them about their family moving west.

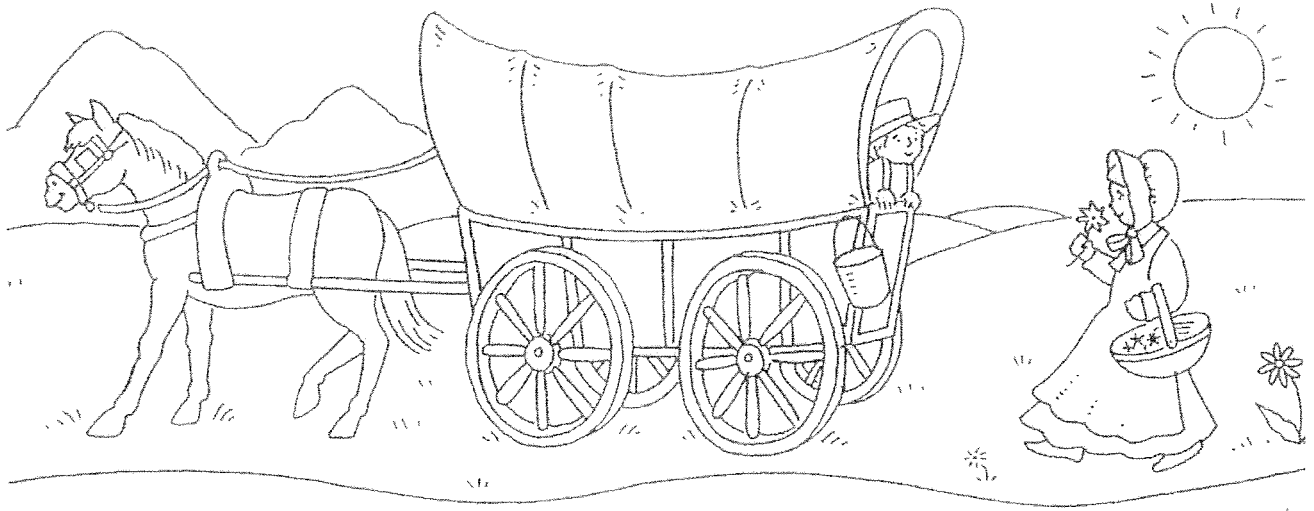
1. Brainstorm reasons to move and what will go in the letter.
2. Each child make a web of letter contents.
3. Number the web contents to know what order they want to write.

I put something like this on the overhead to help keep students on track. I also have kept copies of past years letters and read a few of them to the current class so they get the idea of how to write their letter. This makes a great bulletin board.

March 1, 1783

Dear _____,

- Moving west
 - Wilderness Trail
 - Lead by Daniel Boone, trail guide
 - When leaving
 - Reason why leaving
 - Who goes on the trip
 - Who doesn't go on the trip
 - What you will take with you
 - What you will not take with you
 - Who will you miss
 - What will you miss
 - Feelings about moving
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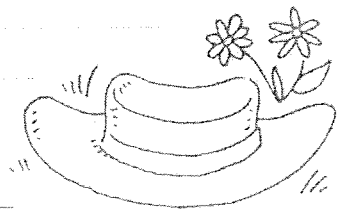
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Day 5: (You may want to spit this into two days.)

Wagon Parts:

Wheels: I use yellow construction paper. Have students draw a two circles that are two inches across. These are the front wheels. Next, have students draw two circles that are three inches across. These are the two back wheels. The front wheels are smaller because that makes it easier for Pioneers to turn their wagons. Students cut out their wheels. Use a brown crayon to color the rim and the spokes for each wheel.

Carriage: I use brown construction paper. Have students draw a rectangle that is 4x6 inches. Trace a line $\frac{3}{4}$ in. in from each edge. Fold on the lines to form a box. Students write their name on the bottom of the box. Glue at the corners.

Tarp: I use white construction paper. Have students draw a rectangle that is 4x6 in. Cut on the lines. Next, draw three ribs going down the six inch side. This will be the inside or underneath side of the tarp. I also have students draw in some pockets as pioneer children could store their favorite doll, book, sewing supplies, etc. Place the tarp inside the wagon like a white rainbow. Make sure rib lines are on the inside! Glue down edges that touch the brown paper.

Yarn: I use a piece of yarn to loop around the tarp so I can hang up the wagons. I usually do this unit at the beginning of December, so students can take home their wagons at the end of the simulation and hang them on their Christmas trees.

Another chance for a GRADE: provide copies per child. Read the text to the class on Conestoga Wagons and they answer the questions on the back. Again, use highlighters to locate answers in the text.

Conestoga Wagons

Conestoga wagons were also called "camels of the prairie". This wagon was a colorful, sturdy wagon named for the Conestoga Valley in Pennsylvania where they were built. The Pennsylvania Germans made them.

Both ends were higher than the middle. They were made this way so if they were going up or down a hill, the contents of the wagon would settle in the middle of the wagon.

It had a canvas roof, which made it a covered wagon. The canvas was rubbed with oil to help keep the rain out. At the governors mansion across the street from the courthouse in Corydon, IN, you can see a canvas from a covered wagon that was decorated and is used as a flooring cover.

The wheels had broad rims. The front wheels were smaller than the back which made it easier for turning. The wheels could be removed to float across water if needed. The wagon was built on high wheels so the wagon could pass over tree stumps that were as high as fifteen inches.

On the back of the wagon was a trough for feeding the animals. Also, a bucket of grease for the wheels hung on the back of the wagon. Usually there was no seat for the driver, he rode on the horse on the left side closest to the wagon. This is how we got the custom of the driver seated on the left in a vehicle today. When the wagon was empty, it weighed 1 ½ tons. Loaded, it could weigh 6 tons!

These wagons were drawn or pulled by a team of four to six horses. When the driver said gee, it meant to go right. When the driver said haw, it meant to go left.

Name _____ Date _____

1. In what state were Conestoga Wagons built?

A. _____

2. Why were both ends of the wagon higher than the middle?

A. _____

3. Why was the canvas rubbed with oil?

A. _____

4. Why were the front wheels smaller than the back wheels?

A. _____

5. How much would a wagon weigh after it was loaded?

A. _____

6. How many horses did it take to pull the wagon?

A. _____

7. What was the bucket of grease at the back of the wagon used for?

A. _____

8. When a driver says gee, what does it mean?

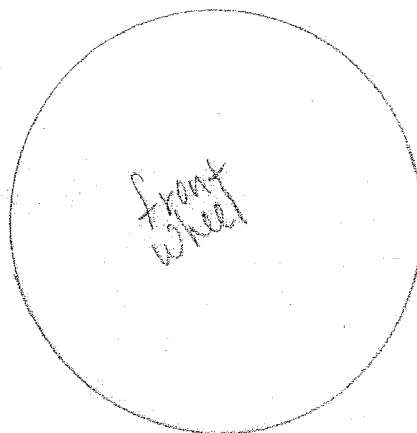
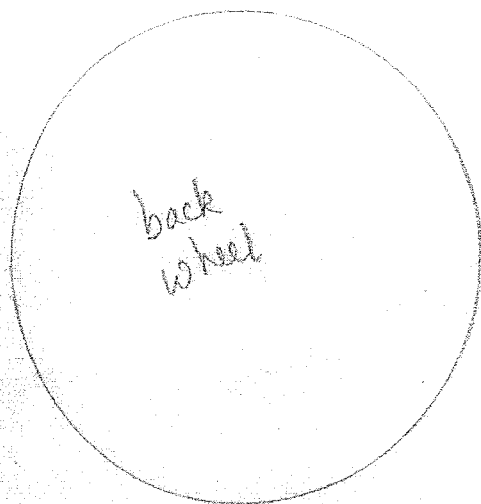
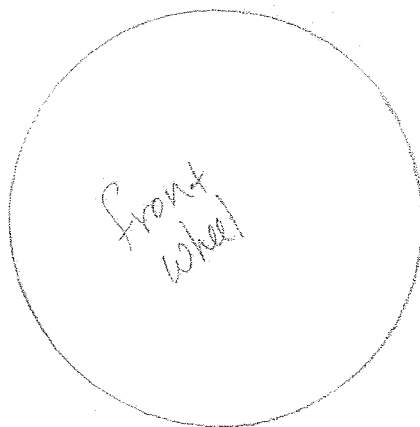
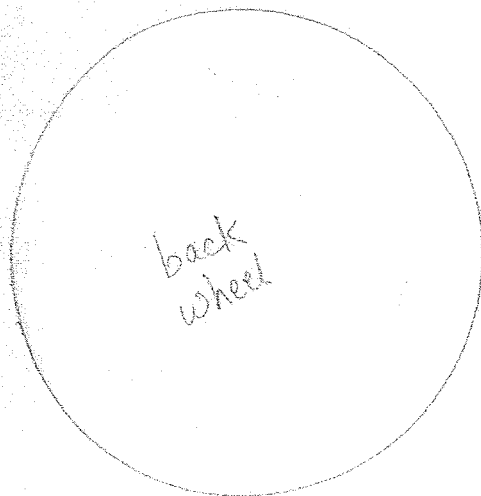
A. _____

9. When a driver says haw, what does it mean?

A. _____

10. As drivers today, what do we do that was started with the drivers of the Conestoga wagon?

A. _____



Day 6:

Read the following letter.

Dear _____,

We have our wagons! More families have signed on our wagon train, but some will stop in Kentucky. Others will stop east of the Blue River. Mom and Dad are making a list of supplies to take along: food, medicine, clothes, feed for the mules, horses, and cows. We will be packing our wagon for the next couple of weeks. My aunts, who are not going, are helping Mom to weave extra cloth and spin extra yarn to take. They are also busy making extra candles and drying fruit to take along. We haven't had pie or cobbler for two weeks so we can save treats to take with us.

Dad said I could take one dog, but I have to decide which one. I'll have a small place under one of the wagons to sleep, but must walk most of the day.

Soon we will be on our way to the Northwest Territory. We will sell the furniture and farm equipment that we will not take with us. We must sell our farm also. We'll take our cows and mules and a couple of horses. Several other families have also decided to go: Lindley, Braxton, Hill, Farlow, Maris, Millis, and Spear.

Sincerely,

Teacher make slips of paper with money. Each slip having a money amount ranging from \$400 to \$600. Have each partner pair draw one slip of money amount. That is their amount of money from which to purchase supplies. Give each partner set a supply list from which to "shop". They must stay within their budget. Make sure they keep some in savings as there may be expenses along their trip. I usually get out the calculators for students to use, this speeds up the process. Students place their supply list in their journal.

Journal Entry: Write about your reaction to selling your farm, furniture, and purchasing your supplies.

SUGGESTED SUPPLIES FOR THE WILDERNESS TRAIL

Name _____

Amount of Beginning Money _____

COLUMN #1		Amount bought	Cost
_____ 4 horses	200.00	_____	_____
_____ wagon	100.00	_____	_____
_____ tent	15.00	_____	_____
_____ 200 lbs. bacon	20.00	_____	_____
_____ 50 lbs. coffee	5.00	_____	_____
_____ 10 lbs. candles	5.00	_____	_____
_____ 5 lbs. tea	5.00	_____	_____
_____ yeast powders	3.00	_____	_____
_____ 25 lbs. salt	1.00	_____	_____
_____ 2 lbs. pepper	.50	_____	_____
_____ 1 bushel beans	2.00	_____	_____
_____ 10 gal. vinegar	2.00	_____	_____
_____ 10 lbs. soap	2.00	_____	_____
_____ 20 lbs. lard	2.00	_____	_____
_____ 1 gross matches	.50	_____	_____
_____ 1 10 gal water jug	1.00	_____	_____
_____ 1 coffee mill	1.00	_____	_____
_____ 2 coffee pots	2.00	_____	_____
_____ 8 tin plates	.80	_____	_____
_____ 8 tin cups	.80	_____	_____
_____ 2 frying pans	1.00	_____	_____
_____ 4 butcher knives	2.00	_____	_____
_____ 4 knives/forks	2.00	_____	_____
_____ 100 lbs. sugar	10.00	_____	_____
_____ 50 lbs. flour	5.00	_____	_____

Column #1 total costs _____

Column #2

Amount bought

Cost

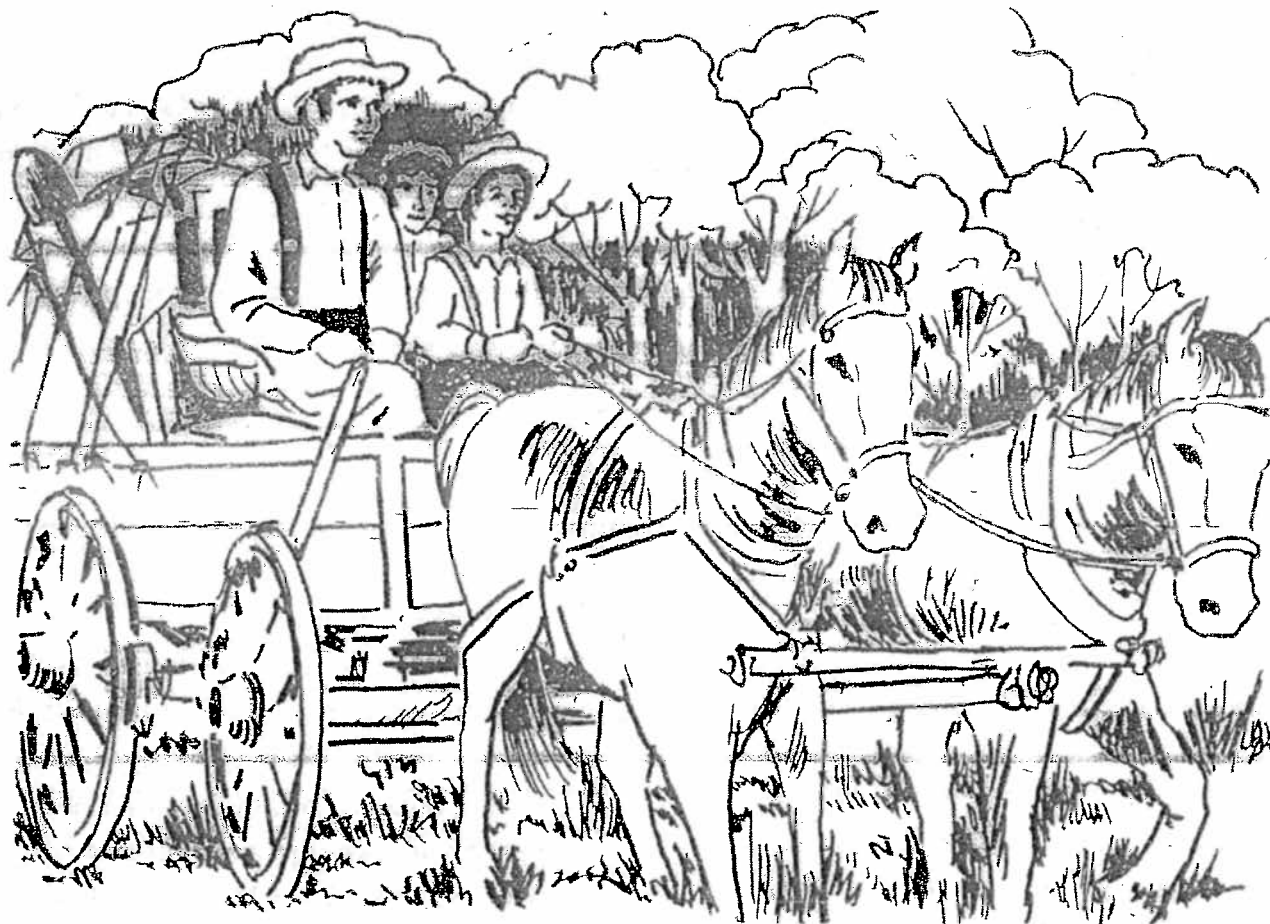
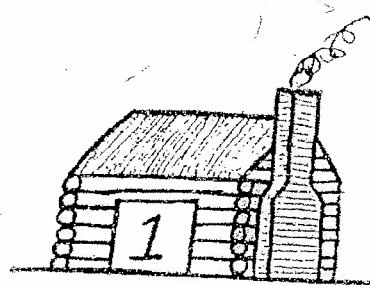
2 buckets	2.00
2 sm. pails	2.00
75 ft. rope	3.00
6 tablespoons	.60
2 kettles	2.00
2 hoes	2.00
1 adz	1.00
2 axes	2.00
2 bread pans	1.00
1 wagon bucket	1.00
1 handsaw	1.00
1 knife	1.00
2 chisels	2.00
2 augers	2.00
2 files	1.00
1 hammer	1.00
1 hatchet	1.00
1 gimlet	1.00
10 lbs. nails	1.00
1 whetstone	.10
2 bu dried apple	3.00
1 bu dried peach	2.00
20 lbs. rice	10.00
1 rifle	10.00

Column #2 total cost

Column #1 costs	_____
+ Column #2 costs	_____
Total amt. of purchase	_____

Beginning amout of money	_____
- Total amount of purchase	_____
Amt. of money left	_____

HEADED WEST



"I think I'll head west. Indiana sounds like a pretty good place to put down roots and raise a family. I hear a man can get a pretty good piece of land for two hundred dollars. I'll build me a

cabin, clear my land, plant a crop and then marry me some girl. I'll bet there are lots of girls who would marry a man who owned a farm."

Many young men talked of

oving to Indiana during the pioneer period. Most settlers were young folks, not too well-to-do but willing to work hard to get ahead. Some were single and others were married; some had large families.

The largest group of settlers in Indiana came from Kentucky. Other settlers came from Virginia, following Daniel Boone's Wilderness Trail. The Wilderness Road led from Virginia to Kentucky through the Cumberland Gap. Pioneers heading west from New York, Pennsylvania and other northern states followed the Forbes Trail or the Old National Road to the source of the Ohio River. The settlers would then load their belongings onto flatboats and follow the Ohio River to Indiana. After the Erie Canal was completed in New York State, it was used as a route to the west. Settlers could go all the way from New York to Indiana by boat. They crossed New York by canal to Buffalo, sailed the southern shore of Lake Erie, and poled up the Maumee River to where Fort Wayne

16
is today.

The reasons for moving west were many. Some came because they couldn't find jobs in the east. Some came because they didn't like slavery. Young men wanted adventure, older men left worn-out farms and failing businesses. Craftsmen brought their tools to build a state and men of God came to preach. Most settlers headed west to get their own farms at prices they could afford. The low-priced land in Indiana attracted thousands of settlers from the east and south, and even from other countries.

Whatever their reasons for moving, the route they took, the state they left, and whether young or old, the settlers had much in common. To live in the wilderness of Indiana in the early 1800's, pioneers had to work from sun-up to sundown. They had to be able to do for themselves, from making their own clothing to building and defending their cabins.

Frank Beck's father had talked of moving west for three years. His farm in Delaware was

small and he couldn't make a living for his wife and three children. One day Mr. Beck came running home waving four hundred dollars. Frank couldn't believe it. He had never seen that much money. "We're going," Mr. Beck shouted. "We're finally going!" "Where are we going?" asked Pricilla, Frank's little sister. "We are heading west to Indiana."

Frank's father had sold his farm and now they had to move. They bought a small wagon to haul some of their belongings. Frank's mother packed up pans, dishes, blankets, clothes, their two books, the spinning wheel, scrub board, a rocking chair and cuttings from her rose bushes. Frank's father loaded up his rifle, axe, his plow and a new hoe. He also put a bag of salt and some grain for planting in the wagon. Their cow was tied to the wagon, the family piled in and off they went.

They followed the Old National Road to the Ohio River. When Frank and his family reached the Ohio River, many settlers were camped near the water wait-

ing for a flatboat to take them to Indiana. After a wait of three weeks, Frank and his family loaded their wagon, horses, cow, and all on the flatboat and floated down the river to the falls. At the falls, they unloaded and headed northwest to Vincennes.

In Vincennes, Frank's father went to the district land office to inquire about farm land. The man at the district land office said Mr. Beck could buy good land with only a few trees for around ten dollars an acre. He could buy hilly land covered with trees for one dollar and twenty-five cents an acre. Frank's father wanted the better land. After paying for the wagon, a few supplies and the flatboat ride, he only had three hundred dollars left. Mr. Beck gave the man three hundred dollars for three hundred and twenty acres and promised he would pay off the rest of his land with the sale of crops over the next few years.

Frank and his family were up before dawn, ready to start their new life on their own farm in Indiana.

HOW WELL DID YOU READ?

Put the letter of the correct answer in your activities booklet.

1. The largest group of settlers in Indiana came from:
 - a. New York
 - b. Kentucky
 - c. South Carolina
2. The settlers who came to Indiana from Virginia followed the trail called the:
 - a. Wilderness Road
 - b. Forbes Trail
 - c. Trail of Death
3. Most of The settlers were attracted to Indiana because of:
 - a. warm winters
 - b. fur trade
 - c. low-priced land
4. Frank Beck's father wanted to sell his farm in Delaware because:
 - a. it was too small
 - b. he didn't like his neighbors
 - c. there were too many trees on the farm
5. The Beck family came to Indiana on:
 - a. a prairie schooner
 - b. a flatboat
 - c. horseback
6. Mr. Beck's farm in Indiana cost him:
 - a. 50 dollars an acre
 - b. 100 dollars
 - c. 10 dollars an acre

Day 7:

Today would be good to wear a Daniel Boone costume, hat, vest, etc. Read the story introducing Daniel Boone. Then pass out the paper titled The Wilderness Road for a grade.

Hello, my name is Daniel Boone. I've been told you want me to lead you through the Wilderness Road. I think before I do this, you need to know a little bit about me.

I was born in 1734. If I do my deciphering right, that makes me 49 today. I still have a lot of life left in me. I've devoted my entire life to exploring and settling the frontiers. I journeyed through the rugged wilderness of the Appalachian Mountains in 1769 and reached the unexplored area that will become known as Kentucky.

I was born on November 2 in a log cabin in Pennsylvania. My parents were Quakers. They owned a small farm, a blacksmith shop, and a weaving establishment. There were eleven of us children. Some have gone to meet their maker along with my parents. I helped my parents farm at a young age. I helped tend the cows more than anything else. I remember when I was twelve, my father gave me a gun. I loved the outdoors and I became quite a good marksman. I provided the family with meat. I often traded my animal skins for things such as lead, gun powder, and salt. I didn't get much schooling, but I can read, write, and use numbers, but my spelling is poor.

I knew about the outdoors like I knew about my own hands. I knew the Indians and how they hunted. I knew about snakes. I knew the name of every kind of tree that was growing. The forest became my teacher.

My family moved along the Yadkin River in North Carolina. Hunting was not as much fun. The game was too plentiful. The Indians were not as nice. They were angry for settlers moving onto their lands. I learned everything I could about them.

Other settlers were moving into the area. One had a daughter named Rebecca Bryan. She was seventeen and the most beautiful girl in the world. She was a true pioneer. She had a lot of courage. She married me and we had ten children.

I helped General Washington in the French and Indian War. When I was twenty, there was a British general named Edward Braddock who asked for volunteers. I volunteered and drove the supply wagon. I met another wagon driver named John Findley and he had been to Kentucky. He said in Kentucky, the buffalo were so big that the land sunk beneath their weight

and there were so many turkeys they couldn't all fly at the same time. I wanted to go there. John told me of a pass called the Cumberland Pass through the Appalachian Mountains.

It started getting really crowded along the Yadkin River so I decided to move. I could not get Kentucky out of my mind. My brother Squire, a fellow buddy, and I decided to check it out. We made it there, but the weather there was so bad we returned.

Then one day, out of the blue, a man stopped by my house. His name was John Findley. We, along with three others, decided to go to Kentucky. I put on my deerskin leggings and my moccasins, my tomahawk, and my long rifle. My hair was always long and I wore it in a pigtail. People used to say I wore a coonskin hat, but I just wore a three cornered felt hat.

We made it to Kentucky. I could not believe what I saw. The game was so abundant you almost stepped on it. While I was in Kentucky, I was captured by the Indians, but then let go. It happened one day, when a friend and I went into some canebrake to hunt, we heard a noise. We came face to face with Indians. I told my friend, John, to act like he was afraid. They took us captive. The Indians wanted us to take them where we were camped. On my way there I talked in a loud voice so the others at the camp would know we were coming. They ran away before the Indians got there. The Indians took what horses and food they could find then told us to go back where we came from. We left, but later went back to the Indians and snuck back our horses. The Indians caught us again. That night, we watched, as the Indians got sleepy, we escaped again. We ran into the canebrake. This time they never found us. We soon caught up with the others in our camp.

I went back to Becky and the kids. Other settlers joined with us. We were on our way back to Kentucky. A terrible thing happened, my oldest son was killed by the Indians. Once we reached Kentucky, we built a stockade. We felt much safer then.

Me and some others were hired to build the Wilderness Road. A man named Richard Henderson hired us. He wanted to start a new colony out here. Well, this is how the Wilderness Road came to be.

In 1778, me and thirty other men went to get some salt in a region known as the Blue Licks. I went out by myself while there and I was captured by the Shawnee Indians. I learned the Indians were planning an attack on the settlement. I negotiated with them. I told them thirty men would surrender if they would attack the village. They agreed. While I was held captive, they made me run the gauntlet. The Indians formed two lines

and held weapons to beat me as I ran through the lines. I was never touched as I ran a zigzag line through them. I then pretended to love Indian life and Chief Blackfish adopted me as one of their own. The Indians plucked out my hair except for a lock of hair on top of my head. They washed me in the river to wash away the white man blood. Then I secretly waited for my chance to escape and here I am today helping fine folks like you.

They say I am going to die in 1820. They also said my name was spelled Boon. That is wrong, so when I die, it may stay wrong. I think I might just live to be 100!

(You may want to show a Daniel Boone video.)

Teacher pass out The Wilderness Road for a GRADE

Journal Entry: Meeting Daniel Boone, our trail guide

Day 8:

Simulation, dress like Daniel Boone

Read:

"The sky looks dark. It may rain. If it is not too bad tomorrow, we might leave. How many of you are ready to go? Remember, my decision is final. Even if you vote "yes", I still have the final say so."

(He counts hands and records the vote.)

Count number wanting to go: _____

Count number wanting to wait a few more days: _____

"The decision is _____."

(If it is go, tell them to be ready to go tomorrow at 7:00a.m.)

(If it is wait, tell them we will leave once the weather looks more favorable.)

Turn off the lights, this signals the passing of time.

"We have had so much rain this last week. With last night's three additional inches, the ground is way too soft. We would lose just as much time trying to get the wagons unstuck as we would waiting for a better day."

Record peoples reactions:

Teacher draw out a students name from a bowl. You can use the same paper that listed students names, occupation, family members you used from Day 1.

"I need to report that _____ was kicked by his/her horse this morning when hitching it to the wagon. If we have a doctor here, please come look."

The doctor comes up and examines the kicked person. The kicked person rolls a die. If it lands on even it is only a bruise. If it lands on odd, it is broken and you will have to decide if you continue on with the group. Do you have anyone to help drive your wagon?

The decision is _____

“You will have to pay the doctor fee. \$2 for looking at the leg and \$5 for setting the leg if it is broken. Subtract the fee from your remaining budget paper.”

“While we are assembled, we need to select five council members to help report and make decisions along the trail.” (Draw five names.)

“We will assemble back here tomorrow. Be ready.”

Time for a GRADE:

students read and answer questions for Cutting A Road

Journal Entry: Students will write about today's events and the names of the five council members.