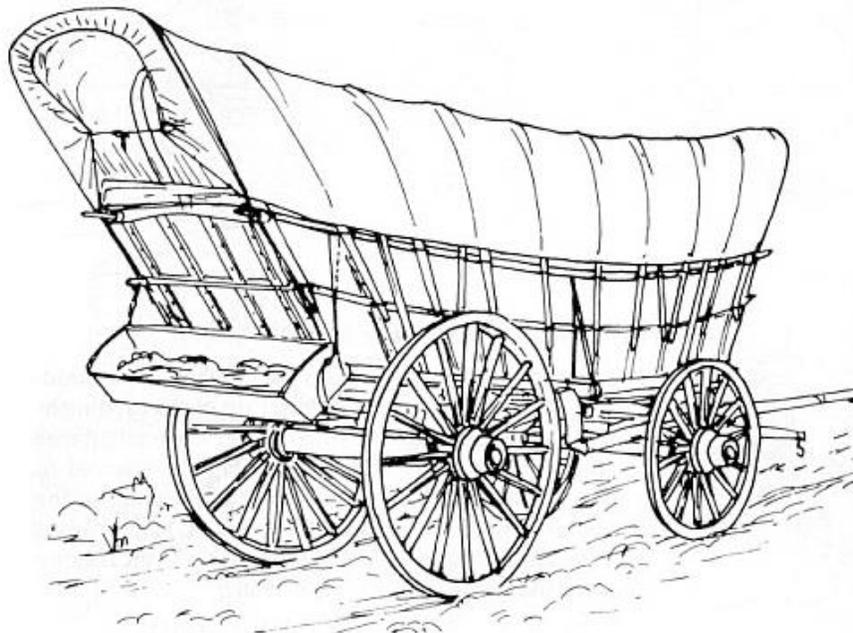


## Teacher and Template Packet Table of Contents

Sample answers and templates are below for selected portions of the student activity packet. Feel free to use as is or modify to best suit the needs of you and your classroom. Please note – these are sample answers only, and are not fully comprehensive – your students may have other, also correct answers.

Sample Answers: Primary Source Analysis Exercise.....	pg 1-2
Sample Answers: Mapping (Geography and Math) Exercise.....	pg 2-3
Sample Answers: Science Exercise.....	pg 4-5
Sample Answers: Critical Thinking and Decision Making Exercise.....	pg 5-6
Template: History Exercise (timelines).....	pg 7-8
Template: Geography Exercise (map).....	pg 9
Template: Math Exercise (wagon packing).....	pg 10
Template: Science Exercise (venn diagram).....	pg 11



## Primary Source Analysis

1. What do you notice about the types of events and thoughts Elizabeth chooses to record? What type of events do you think a boy of her age might record?
  - a. In the first half, Elizabeth talks a lot about her family and friends, as well as day to day activities like going to school, domestic work like shearing sheep and spinning wool, needlework, and sewing clothes and romantic thoughts of her future and love. In the second half she details her travel to Texas and Missouri. She writes a lot about her feelings.
  - b. A boy of her age might talk more about hunting, fishing, woodworking, farming as his day to day activities, but would also likely write about his hopes for future adventures and probably even marriage (though maybe not in such a romantic way!).
2. What activities and responsibilities does Elizabeth write about doing in her day to day life?
  - a. Elizabeth has a lot of domestic responsibilities, such as sewing and needlework, caring for ill friends and family, and candlemaking. She also writes a lot about school.
3. What is a hope that Elizabeth has for her future? What is a worry?
  - a. Elizabeth is hopeful to fall in love and be married, as well as maybe teach school – she is worried about not being good enough at grammar and math to teach, and is always thinking about her various levels of happiness.
4. How does she feel about being married?
  - a. She is excited to share her life with a husband – she talks about love often, before and after marriage.
5. Why did Elizabeth and her husband, James, decide to move to Texas immediately, instead of waiting a few years?
  - a. They could not find good land for sale near their home. Later she also mentions gold as a reason people go westward.
6. Elizabeth first writes about wanting and loving to travel, but later says that they “rue the day we ever thought of Texas.” Why doesn’t she like Texas?
  - a. Her husband is ill, and the people are not welcoming. She also wants to go to Missouri, where she has family.
7. The pages you have been given from this diary are only a few of Elizabeth’s entries – what emotions does she feel throughout her writing?
  - a. Elizabeth is very emotional – always thinking that the “grass is greener on the other side” – prior to marriage she writes about wanting to escape and adventure. Once in Texas she is unhappy, and wants to move to Missouri. Throughout traveling and in Missouri she is often homesick.
8. What are the two methods of travel Elizabeth uses through the course of this journey?
  - a. Wagon and Boat
9. Do you have any questions about the diary? Was anything difficult to understand?
  - a. These will be personal to each student!

10. Why do you think she might have used abbreviations and incorrect grammar?
- People are often more casual when writing in personal places like diaries/journals. She also mentions her trouble with grammar a few times – finally, lack of a standardized education system meant that people were spelling things the way they sounded, so it wasn't always consistent.

### History

- timeline example templates at the end of this packet

### English Language Arts

- no sample answers or templates needed

### Mapping

- sample answers:
  - How long would each leg of the trip take using a car?
    - Leg 1 – Carroll County, VA to Memphis TN
      - Car – 9 to 11 hours
    - Leg 2 – Memphis, TN to Harrison City, TX
      - Car – 5.5 to 7 hours
    - Leg 3 – Harrison City, TX to Independence, MO
      - Car – 9 to 10 hours
  - How long did it take Elizabeth to get from her home to Memphis (Leg 1)?
    - April 9<sup>th</sup> to May 13<sup>th</sup>
  - How long did it take her to get from Memphis to Harrison City, TX (Leg 2)?
    - May 13<sup>th</sup> to May 29<sup>th</sup>
  - How long did it take her to get from Harrison City, TX to Independence Missouri (Leg 3)?
    - June 4<sup>th</sup> – June 24<sup>th</sup>
- word problem answers:
  - An article in the Missouri Gazette in 1847 listed the types and amounts of goods to pack for people making a westward journey, including foodstuffs like flour, bacon, and sugar. They recommended taking 12 pounds of coffee per person. If the group traveling was four adults, how much coffee would they need? If the group traveling was three adults and one child, who only needed half as much coffee, how much coffee would they need? Show your work.
    - $4 \times 12 = 48$  pounds of coffee
    - $3.5 \times 12 = 42$  pounds of coffee
  - Wagons could carry supplies for four or more people. But, these wagons were pulled by mules or oxen, and if pioneers loaded their wagon too heavily it could injure the animals. If they had multiple wagons and a lot of animals, they would need to make sure to pack enough food for all of the animals, which took up extra space – so travelers had to make

decisions on what they could bring with them. Use the template in the teacher packet to pack up to 2,400 pounds for your wagon of four people. Be prepared to explain your choices. Find the wagon packing template at the end of this packet.

## Science

### 1. Landscapes Sample Answers

- a. SW Virginia Mountains - [Nat Geo Kids - Virginia](#)
  - i. Mountains – coal is a major economy.
  - ii. Mountain Forests – big changes in elevation, not long, flat forests like Eastern Virginia – small farms instead of large plantations
  - iii. Animals – deer, black bears, turkey/grouse/hawks/vultures, ducks, squirrels
  - iv. Cumberland Gap – home to 371 species, 33 mammals
- b. Middle Tennessee - [Nat Geo Kids - Tennessee](#)
  - i. Fertile farm country, known for tobacco
  - ii. Many similar animals as Virginia because of similar mountain, river, farmland landscapes – owls, deer, racoons, wild turkeys, squirrels, fish, mussels, turtles
  - iii. TN has a lot of caves, and subsequently, a lot of bats
- c. Mississippi River Delta - [National Wildlife Federation](#)
  - i. Big diversity of habitats since it runs through the country top to bottom. Every state it runs through is slightly different.
  - ii. Cypress trees, freshwater marsh, brackish marsh, saltwater marsh, sandy beaches
  - iii. Tons of waterfowl – geese, gadwell, green-winged teal, northern shoveler
  - iv. Alligators and turtles, fish and shellfish
  - v. Specific plants that can only survive in wetlands – cattails, swamp rose, spider lilies
  - vi. Lush and fertile, neotropical
- d. Texas Deserts - [Nat Geo Kids - Texas](#)
  - i. Squirrels, small rodents, otters (found in eastern Texas, not Western Texas), small birds (more birds than any other states!), armadillo, black bears
  - ii. Texas is a HUGE state with a lot of climate diversity – eastern half falls in the gulf coastal plain, and has hills and forests, as well as plains. The more western half is vast deserts
  - iii. Smaller animals that require less resources
  - iv. Cacti – doesn't require as much water
- e. Missouri Plains - [Nat Geo Kids - Missouri](#)
  - i. Mostly flat prairie with fertile soil
  - ii. Osage Plains – largely flat, shallower soil, tall grasses
  - iii. Ozark Plateau – high ridges, springs and caves
  - iv. Home to the bison, black bears, bobcats and mountain lions, gray wolves

- v. **Peregrine falcons, screech-owls, purple finches, turtles, rat snakes, rattlesnakes, salamanders and bullfrogs**
2. Human Impact on Environment Sample Answers
- a. As settlers crossed the country, they often had to hunt and fish along the way to survive. Imagine millions of settlers hunting and fishing – how might this affect the wildlife across the United States?
    - i. **Settlers often hunted certain wildlife to endangerment or extinction – ex: buffalo. Settlers would also disrupt the food chain by hunting certain animals that might also have been predators or prey for other animals or insects. Today, hunting seasons try to have guidelines to make sure that doesn't happen.**
  - b. Elizabeth talks about the boats on the Mississippi “rushing, sputtering, blowing, belching along.” The boats were powered by burning huge amounts of wood, and blowing smoke and ash into the water and air. How do you think this pollution affected the river’s habitats? Can you think of anything that causes pollution today?
    - i. **The pollution produced greenhouse gases in the air, as well as destroyed the aquatic habitat by making it too toxic to support the underwater life it once did. Additionally, coal used to power the steamboats was dangerous, combustible and poisonous to miners. In order to procure wood to fuel to steamboats, vast amounts of tree were cut down, destroying the habitats of animals, birds, insects, and plant life that lived there.**
  - c. As more and more people settled in the middle and western part of the country, they built larger cities, which required more and more resources to construct – how do you think this affected the natural environment around them?
    - i. **People had to clear the land to have the resources needed to build cities, which destroyed the habitats around them. As more people came to the cities, pollution became a bigger and bigger problem.**

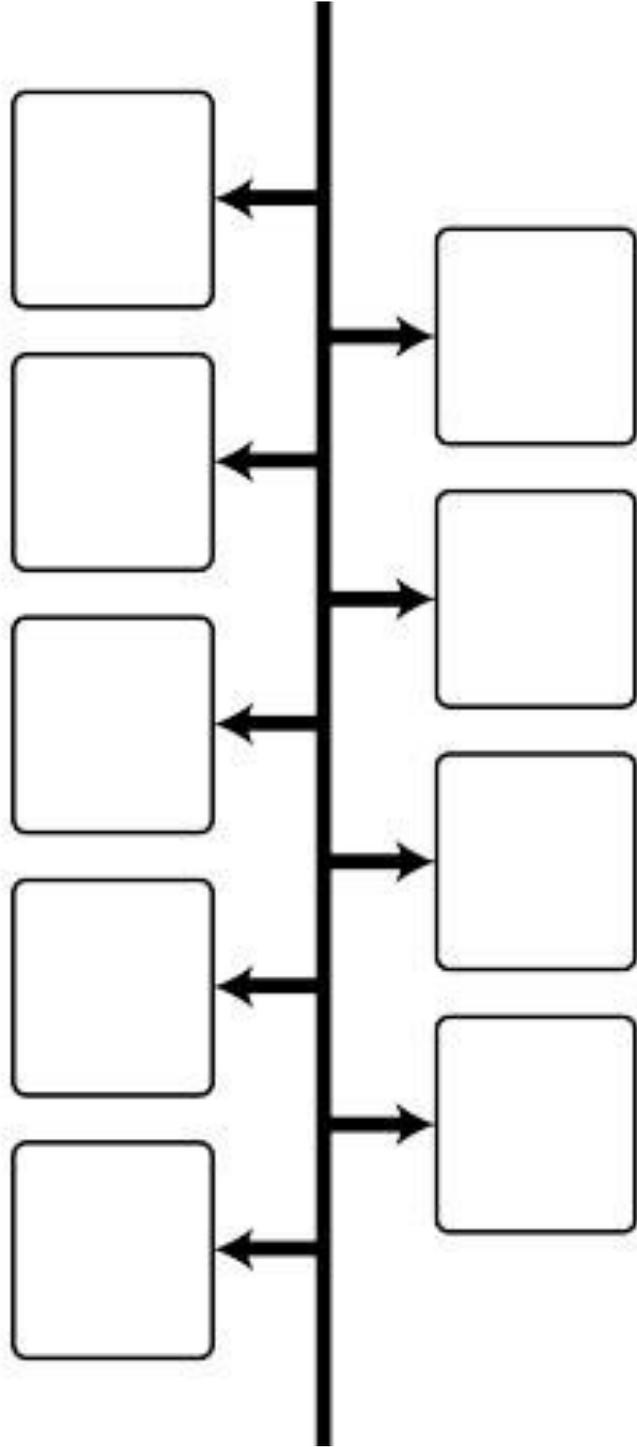
### Critical Thinking

1. **Then and Now:**
- a. **Then:** Travelers did not have as good ways to preserve or refrigerate food, and few places to purchase food along the way. How is this different today? How might Virginians in the past solved this problem?
    - a. **Today people can stop at restaurants or grocery stores, as well as have higher tech for refrigerating food over long distances – food also has more preservatives. Transportation is also faster, so people have to pack for less length of time. Virginians in the past would have only taken foods that didn't spoil easily, stopped at small trading posts or towns along the way to refuel, and hunted wild game throughout their journey.**

- b. **Then:** If the mules or oxen pulling the wagon were injured or sick, pioneers would have to stop. What would you do today if you were stranded? What do you think people in the past did?
- a. Today, you could use a cell phone to call for help, like from AAA. In the past, people would have to fix their wagons with tools themselves, wait for help to come, and walk or hitch a ride with another group that came through. They might also just decide to end their trip short, and set up camp for a while near the place they were stranded.
- c. **Then:** Virginia pioneers were often a long way from any towns while traveling – the only way to communicate was to hold messages until they reached towns or forts or ask someone else to take it with them. How do you think this affected how mail was delivered? How do we communicate long distance today?
- a. Mail in the past was delivered slowly and often out of order. People used to number their letters to their recipients knew if they were out of order or if they had missed a letter. Today, cell phones, the internet and a huge network of the US Postal Service makes long distance communication easy.
- d. **Then:** Many travelers' clothing, tools, or furniture was handmade or very expensive. If something was lost or broken along the way, it could be difficult or impossible to replace. What do you think they did in the past to deal with this issue? What do we do with something lost or broken today?
- a. Travelers would often only pack things that were very important to them, forcing them to part with some of their belongings before the trip even started. They would need to repair, reuse, or recycle anything that was broken. Sometimes they could do this themselves with tools they brought along, and sometimes they needed to wait for help to come along the trail. If something was lost, it was often lost forever. Today, we can often take a broken item to be fixed to a shop, or purchase a new version of a lost or broken item. Of course, sometimes one of a kind items still get lost today.
- e. **Then:** Traveling day after day was often boring, and pioneers didn't always have their toys or games from home. What do you do to entertain yourself today? Could they have done that back then? Why or Why not?
- a. Every student will have a different answer to how they entertain themselves today. Answers for back then could include – telling stories, singing songs, playing with small toys or dolls, reading one of the few books brought along the trip, making up games
2. Each student will have their own ranking

### Timeline Template

Title \_\_\_\_\_ Date \_\_\_\_\_ Name \_\_\_\_\_

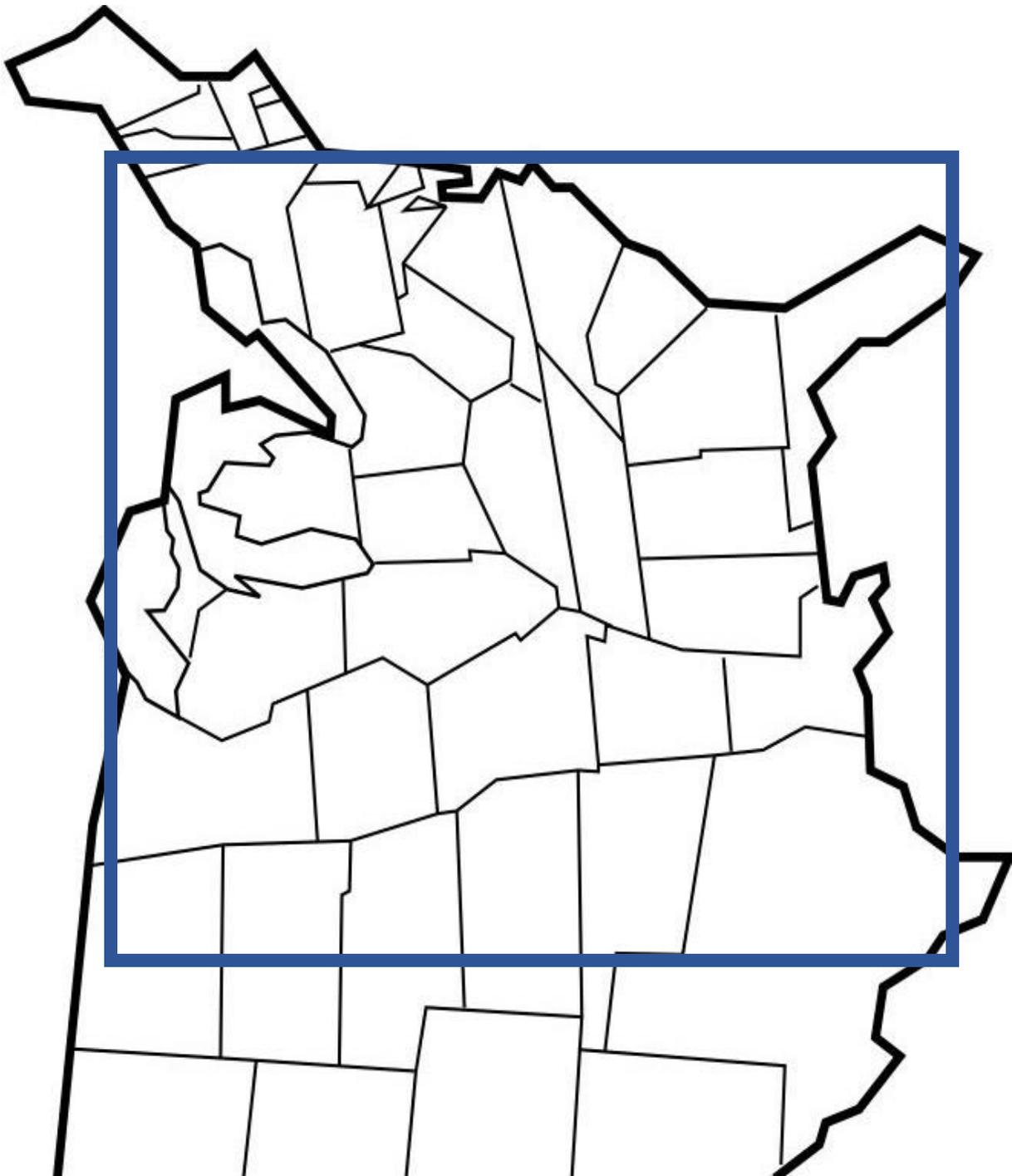


Column Template

Virginia History	United States History

**Map Template**

(\*note – this is a modern map NOT a map of the 1840s)



### Wagon Packing Template

You have four adults in your wagon. Per person, you must take 200 lbs of flour, 100 pounds of bacon, 12 pounds of sugar, and 12 pounds of coffee. Those are prefilled below. You must also take, in an amount you choose, rice, beans, dried apples, and water. The rest of the items and amounts are up to you – but remember – do not exceed 2,400 pounds!

Item	Weight (in lbs)	Amount Packed	Total Weight Packed
Flour	200	4	800
Bacon	100	4	400
Sugar	12	4	48
Coffee	12	4	48
Rice	200		
Beans	200		
Dried Apples	80		
Water	100		
Salt	50		
Lard	200		
Bedroll	15		
Tools	50		
Books	75		
Medicine	10		
Cast Iron Stove	300		
Chair	20		
Granny's Clock	15		
Keepsakes	40		
Gunpowder and Bullets	80		
Tent	150		
Toys	15		

**Total Weight Packed:**

If your wagon broke or an animal died, and you had to throw something out, what would it be?

Venn Diagram Template

