Grade 4
ELA - Performance Task
Guided Practice Assessment
Westward Movement Informational

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

Student Name: ________________________________

Date: ___________________________
Grade 4 Performance Task

STUDENT DIRECTIONS:

Westward Movement Informational Performance Task

Task:

Your explorer club is learning about the groups of people that traveled west. You have been chosen to write an article in a newsletter about why people traveled west, the costs and benefits of their decision, and the affects the geographic features had on their travel. Before you decide what group of people you will write about, you do some research and read journal entries of Lewis and Clark, one poem about a pioneer on the Oregon Trail, and view a video about the westward movement.

After you have looked at these sources you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and write an informational article for the newsletter.

In Part 2, you will write an informational article using information you have read.

Direction for beginning:

You will now look at three sources. You can look at any of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answer to these questions will be scored. Also, your answers will help you think about the information you have read which should help you write your informational article.
Note Guidelines for Source 1: Journals of Lewis and Clark

<table>
<thead>
<tr>
<th>Paragraphs</th>
<th>Main Idea: Most Important Who and What in 10 words or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text box Information</td>
<td></td>
</tr>
<tr>
<td>Paragraph 1</td>
<td></td>
</tr>
<tr>
<td>Paragraph 2</td>
<td></td>
</tr>
<tr>
<td>Paragraph 3</td>
<td></td>
</tr>
<tr>
<td>Paragraph 4</td>
<td></td>
</tr>
<tr>
<td>Paragraph 5</td>
<td></td>
</tr>
<tr>
<td>Paragraph 6</td>
<td></td>
</tr>
<tr>
<td>Paragraph 7-8</td>
<td></td>
</tr>
<tr>
<td>Paragraph 9</td>
<td></td>
</tr>
<tr>
<td>Paragraph 10</td>
<td></td>
</tr>
</tbody>
</table>
Read the Journals of Lewis and Clark

The selection *The Journals of Lewis and Clark* consists of several journal entries made by Meriwether Lewis and William Clark during their 1804-1806 exploration of the American West. President Thomas Jefferson had hired his secretary, Meriwether Lewis, to put together a “Corps of Discovery.” Its purpose was to map new territories in the West. Lewis had chosen Clark to share leadership responsibilities. Along the way, the explorers would describe the Native American groups they met and identify plant and animal life that had never before been scientifically recorded.

**Note:** These journal entries were written almost 200 years ago. For ease of use, the versions include modernized spellings, capitalization, and punctuation. Some words in the excerpts are no longer in common use.

**The Journals of Lewis and Clark**

*For more than a year the Corps of Discovery travel on the Missouri River. They spend the winter in North Dakota. Here they hire two interpreters. One is a fur trader named Charbonneau. The other is his wife, Sacagawea. In the spring and summer, the group travels the Missouri. They go farther than any other white men have ever traveled. Then the Rocky Mountains loom before them.*

At the distance of 4 miles further, the road took us to the most distant fountain of the waters of the mighty Missouri in search of which we have spent so many tiring days and restless nights. Thus far I had accomplished one of those great objects on which my mind has been unwaveringly fixed for many years. Judge, then, of the pleasure I felt in allaying my thirst with this pure and ice-cold water, which issues from the base of a low mountain or hill of a gentle climb for one-half mile. The mountains are high on either hand, except this gap at the head of this stream through which the road passes.

After refreshing ourselves, we proceeded on to the top of the dividing ridge, from which I discovered huge ranges of high mountains still to the west of us, with their tops partially covered with snow. I went down the mountain about three quarters of a mile, which I found much steeper than on the opposite side, to a handsome bold running creek of cold, clear water. Here I first tasted the water of the great Columbia River.

After a short halt of a few minutes, we continued our march along the Indian road, which led us over steep hills and deep hollows to a spring on the side of a mountain where we found an ample quantity of dry willow brush for fuel. Here we encamped for the night. As we had killed nothing during the day, we now boiled and ate the remainder of our pork, having yet a little flour and dry meat.
This morning Captain Clark set out early. Found the river rapid, shallow, and extremely difficult. The men in the water almost all day. They are getting weak, sore, and tired. They complained of the being tired to which the navigation subjected them and wished to go by land. Captain Clark encouraged them and calmed them. One of the canoes was very nearly oversetting in a rapid today. They proceeded but slowly.

---Captain Lewis, 12 August 1805

Sacagawea helps Lewis and Clark bargain for horses. Then the group sets off across the mountains. They get trapped in the snow. There is no game to hunt. They have so little food that they nearly starve. At last they find their way through the pass. They learn to make and move the canoes.

Great joy in camp. We are in view of the ocean, the great Pacific Ocean, which we have been so long anxious to see, and the roaring or noise made by the waves breaking on the rocky shores (as I suppose) may be heard clearly.

----Captain Clark, 7 November 1805

By now they’ve traveled more than 4,000 miles. Although they’re in sight of the ocean, the Corps is stuck. Terrific storms rage. The storms keep them in camp for weeks.

Our situation is dangerous. We took the advantage of a low tide and moved our camp around a point to a small wet bottom, at the mouth of a brook, which we had not observed when we came to this cove, from its being very thick and hidden by drift trees and thick bushes. It would be upsetting to see our situation—all wet and cold, our bedding also wet (and the robes of the party which make up half the bedding are rotten, and we are not in a situation to supply their places), in a wet bottom barely large enough to contain us, our baggage half a mile from us, and canoes at the mercy of the waves, although secured as well as possible—sunk, with immense parcels of stone to weight them down to prevent their dashing to pieces against the rocks. One got loose last night and was left on a rock a short distance below, without receiving more damage than a split in her bottom. Fortunately for us, our men are healthy.

-----Captain Clark, 12 November 1805

Lewis and Clark and company finally reached the ocean. They build a place to stay for the winter. Here they rest and prepare for their trip home. On September 23, 1806, after two year and four months, they return to Saint Louis.
Note Guidelines for Source #2: A Pioneer Woman Looks Back

<table>
<thead>
<tr>
<th>Line Numbers</th>
<th>Main Idea: Most Important Who and What in 10 words or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td></td>
</tr>
<tr>
<td>6-10</td>
<td></td>
</tr>
<tr>
<td>7-15</td>
<td></td>
</tr>
<tr>
<td>16-20</td>
<td></td>
</tr>
<tr>
<td>21-25</td>
<td></td>
</tr>
<tr>
<td>26-30</td>
<td></td>
</tr>
<tr>
<td>31-35</td>
<td></td>
</tr>
<tr>
<td>36-40</td>
<td></td>
</tr>
<tr>
<td>41-45</td>
<td></td>
</tr>
<tr>
<td>46-50</td>
<td></td>
</tr>
</tbody>
</table>
Source #2: “A Pioneer Woman Looks Back” is a poem from Bobbi Katz’s collection We the People. In this poem Katz writes in the voice of Mary Stahler, a pioneer who moves to the frontier with her husband to take possession of a land grant.

A Pioneer Woman Looks Back

MARY STAHLER-KANSAS, 1874

by Bobbi Katz

“Free for the taking. At that price, YOU can buy... a garden in the West... endless land and endless sky!”

We were just newlyweds.

John said, “It seems best

to grow with the country-
raise our family out West.”

We were young. We were strong.

How were we to know
land and sky could be cruel?

We got ready to go.

I smiled though my tears,
as our loved ones waved good-bye.

We crossed

the Mississippi

for

endless land... endless sky...

The trail was rough

and the going was tough

The prairies of Kansas

were far West enough.

John staked out our claim

one hot day in July,
as I waited and I watched-

endless land... endless sky...

25

Young John was born
early that fall.

Next came Mary,
then Elizabeth...
nine kids in all.

30

I schooled the children.
Town was too far away.
There were so many chores
to fit into a day!
Cooking, sewing, laundry-
and much more to do.
Yet somehow I found time
to be lonely, too:
The endless droning of the wind,
a lone coyote’s call,

35

the chatter of the children,
no visitors at all.
I longed to see a woman-
to hear a woman’s voice.
Instead, I hear winds whisper:

40

Free land! You made a choice.

Often, I wonder,
and I can’t help but sigh-
What price we really paid
for

45

endless land...

endless sky...

50
Note Guidelines for Source #3: Elbow Room

| Number of Stanza | Main Idea  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Most Important Who and What in 10 words or less</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
**Source #3: Elbow Room** This video from School House Rock identifies groups of people that travel west for various reasons and the ways they expanded west.

http://www.gamequarium.org/cgi-bin/search/linfo.cgi?id=3794

Lyrics to Elbow Room

<table>
<thead>
<tr>
<th>Stanza Number</th>
<th>Lyrics</th>
</tr>
</thead>
</table>
| 1             | One thing you will discover  
                When you get next to one another  
                Is everybody needs some elbow room, elbow room |
| 2             | It's nice when you're kinda cozy, but  
                Not when you're tangled nose to nosey, oh  
                Everybody needs some elbow, needs a little elbow room |
| 3             | That's how it was in the early days of the U.S.A.  
                The people kept coming to settle though  
                The east was the only place there was to go |
| 4             | The president was Thomas Jefferson  
                He made a deal with Napoleon  
                How'd you like to sell a mile or two  
                (Or three, or a hundred, or a thousand?) |
| 5             | And so, in 1803 the Louisiana Territory was sold to us  
                Without a fuss  
                And gave us lots of elbow room |
| 6             | Oh, elbow room, elbow room  
                Got to, got to get us some elbow room  
                It's the west or bust  
                In God we trust  
                There's a new land out there  
                Lewis and Clark volunteered to go  
                Goodbye, good luck, wear your overcoat!  
                They prepared for good times and for bad (and for bad) |
| 7             | They hired Sacagawea to be their guide  
                She led them all across the countryside  
                Reached the coast  
                And found the most  
                Elbow room we've ever had |
| 8             | The way was opened up for folks with bravery  
                There were plenty of fights  
                To win land rights  
                But the West was meant to be  
                It was our Manifest Destiny! |
<table>
<thead>
<tr>
<th>Stanza Number</th>
<th>Lyrics</th>
</tr>
</thead>
</table>
| 9             | The trappers, traders, and the peddlers  
The politicians, and the settlers  
They got there by any way they could (any way they could)  
The Gold Rush trampled down the wilderness  
The railroads spread across from east to west  
And soon the West was opened up for - opened up for good |
| 10            | And now we jet from east to west  
Goodbye New York, hello L.A.  
But it took those early folks to open up the way |
| 11            | Now we've got a lot of room to be  
Growing from sea to shining sea  
Guess that we have got our elbow room (elbow room)  
But if there should ever come a time  
When we're crowded up together  
I'm sure we'll find some elbow room . . . up on the moon! |
| 12            | Oh, elbow room, elbow room  
Got to, got to get us some elbow room  
It's the moon or bust  
In God we trust  
There's a new land up there! |
Questions

1. During your review of the sources you learn that individuals had to overcome many difficulties to get to their western destination. Provide at least one piece of evidence from each source to support this claim.

2. Which sources discussed the geographical features?

A. A Pioneer Woman Looks Back and Elbow Room
B. Elbow Room and The Journals of Lewis and Clark
C. The Journals of Lewis and Clark and A Pioneer Woman Looks Back
3. Which answers show information that was presented in the sources on the reasons people traveled west? Select all the apply.

A. People traveled west to explore.
B. People traveled west for new land.
C. People traveled west searching for gold.
D. People traveled west to escape slavery.

Student Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise and edit your article. Now read your assignment and the information about how your informational article with be scored; then begin your work.

Your Assignment:

You are in the explorer club at school. Write an article that is several paragraphs long for the club’s newsletter in which you explain why groups of people traveled west, the costs and benefits of their decision, and the affects the geographic features had on their travel.

Your article will be read by other students, teachers, and parents. Make sure to have a main idea, clearly organize your article, and support your main idea with details from the sources using your own words. Be sure to develop your ideas clearly.

REMEMBER: A well written informational article:

- Has a clear main idea
- Is well-organized and stays on the topic
- Uses transitions
- Uses details from the sources to support your main idea
- Develops ideas clearly
- Uses clear language
- Follow rules of writing

Now begin your work on your informational article

1. Plan your article
2. Write your article
3. Revise and edit the final draft
<table>
<thead>
<tr>
<th>Questions you need to Answer in your Article</th>
<th>Bullet answers to questions using your notes in your own words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did people travel West?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What were the cost and benefits of traveling West?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What were the geographical features that affected traveling West?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For Part 2 you are being asked to write an article that is several paragraphs long. Write your response below. Remember to check your notes and your pre-writing planning as you write and then revise and edit your article.