



## Heading West in the 1830s: Maps and Provisions

Subject: History, Social Studies

Time: 60-90 minutes

*(note: this activity has two parts and can be taught as one longer activity or two shorter ones)*

Grades: 4

Standards:

- MA4.T4.1: Describe how the construction of canals, roads, and railways in the 19th century helped the United States expand westward.
- MA4.T4.3: Compare different reasons why men and women who lived in the Eastern part of the United States wanted to move West in the 19th century, and describe aspects of pioneer life on the frontier
- MA4.T4a.1: On a political map of the United States, locate the states in the Northeast
- MA4.T4a.4: Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries of trade.
- MA4.RI.9: Integrate information from two texts on the same topic in order to write or speak knowledgeably about the topic.
- MA4.SL.2: Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Background

During the early 1800s, the United States was expanding Westward at a rapid rate. New Englanders moved to the West for more land and better opportunities, among other reasons. In this lesson, students will examine the transportation methods available and the terrain that stood between these migrants and a new life. They will also carefully consider what possessions they might need for their home in the West, and what they should bring with them on the journey.

### Lesson Objectives

- Through careful examination of period maps, students will be able to identify the states that comprise the Northeastern United States and state how the country grew during the early 1800s.

- Students will be able to describe how new transportation technology helped the United States expand Westward.
- By utilizing OSV's 3D tour and primary sources, students will be able to discern what possessions might be important for a journey across the country.

### List of Materials and Resources

- Computer
- Writing utensil
- Paper
- Period maps
  - Map of the United States, 1835: <https://www.loc.gov/resource/g3700.rr000030/>
  - Mitchell's Map of the United States, 1836: <https://www.loc.gov/resource/g3700.rr000050/>
  - Map of the United States of North America with parts of the adjacent countries, 1839: <https://www.loc.gov/resource/g3700.rr000060/>
  - A new map for travelers through the United States of America showing the railroads, canals & stage roads with the distances, 1846: <https://www.loc.gov/resource/g3700.rr000080/>
  - A map of the United States and part of Louisiana, 1830: <https://www.loc.gov/resource/g3700.ct000876/>
- Images of trunks and bandboxes from OSV's collection
  - Trunk: <https://collections.osv.org/object-1-43-100>
  - Bandbox: <https://collections.osv.org/object-22-3-10a>
  - Bandbox: <https://collections.osv.org/object-22-3-18a>
- The Long Journey West excerpts
- notebook
- 3D tour: <https://www.osv.org/education/3d/>

### Key Terms and Vocabulary

- Correspondence
- Transportation
- Trunk
- bandbox
- migration

## Procedure

### *Before the Lesson:*

#### *Part I:*

- Print out copies of the period maps from the resources section, or open up maps on the LOC website
- Print out copies of The Long Journey West document

#### *Part II:*

- Open up the 3D tour page on the OSV website: <https://www.osv.org/education/3d/>
- Print out images of bandboxes and trunks (links above)
- Tape out rectangle on the floor or trace onto white board to simulate size of traveling trunk (dimensions: Length - 28 1/2"; Width - 13 3/4"; Height - 12")

### *Opening to Lesson:*

- Today we are going to learn more about how people migrated from New England to the West during the early 1800s.
- Brainstorm a list of transportation methods that people used in the 1830s. Do you think they are similar or different to how people travel today?

Methods of transportation included:

- Stagecoach
- Railroad
- Steamboat or packet ships (*a river or coastal steamer usually of shallow draft carrying mail, passengers, and cargo on a regular run*) on canals or other bodies of water
- On foot

### *Body of Lesson:*

#### **Part I: Travel and Transportation**

- Pass out printed copies of the period maps, or look at maps together online and discuss.
- Look at maps more generally: Find New England on the map.
  - Name the states that make up New England.
- Roughly, locate Sturbridge, Massachusetts on a map. (Hint: it's west of Worcester!)
  - Today we are going to pretend that we are moving from Sturbridge, Massachusetts, to Ohio.
- Locate Ohio on a map. Explain that during the 1830s, Ohio was considered the western part of the United States.
  - What do we consider the West today?
- We are going to look at period maps and other primary sources to learn more about how people traveled at the time and what they would bring with them on their journey.

- Looking closely at maps:
  - Ask: what are the barriers that people would face on their journey from New England to the West? Are there mountains? Rivers? Other bodies of water? What else do you notice about these maps/your map?
- Read excerpts from the **The Long Journey West** document aloud. They describe how one would travel from New England to Ohio in the 1830s.  
Ask:
  - What methods of transportation does Samuel recommend for his family to travel to Ohio?
  - How much will it cost?
  - How long will it take?
  - What differences does Samuel note between New England and the West?
- Trace a possible route from New England to Ohio with your finger.
- Keep this long journey in mind today while you think about what you might bring with you to settle in the West for your new life.

## Part II: Packing your Trunks

- Open up the 3D tour page on the OSV website: <https://www.osv.org/education/3d/>
- Explain to the students that they are going to explore the Asa Knight Store and the Freeman Farmhouse on the 3D tour. They will use the tour to determine what they should bring with them on their journey West.
- Show the class the images of the trunks and the bandboxes from OSV's collection. Before people had suitcases and duffel bags like we do today, they packed their possessions in trunks and bandboxes like this one.
- Show measurements of the trunks on the board. Remember to keep these restrictions in mind when planning on what you are bringing with you!
  - What would fit in this trunk? What would you have to leave behind?
  - What would you buy at the store? What would you bring from home?
- Students will explore the 3D tour of the Asa Knight Store and Freeman Farmhouse on their own. During their exploration, they should keep a list of what they would bring with them on their journey.

## Lesson Wrap-Up

- Once everyone has had a chance to look through the 3D tour and decide what they would like to bring with them, share ideas with the class.
- For every item, the students should justify why they are bringing the specific item. Why does this item deserve a spot in the trunk rather than something else?
- Discussion questions:
  - If you lived in the 1830s, do you think you would move to the West? Why?
  - Why do people move to different states today? How do they get there?
  - What new things did you learn today about living in the West in the 1830s?

## Modifications for Remote Learners

- *For asynchronous learners:*

### *Part I:*

- On their own, students should take time to explore the period maps of New England and the United States. What do they notice about them?
- Links:
  - Map of the United States, 1835:  
<https://www.loc.gov/resource/g3700.rr000030/>
  - Mitchell's Map of the United States, 1836:  
<https://www.loc.gov/resource/g3700.rr000050/>
  - Map of the United States of North America with parts of the adjacent countries, 1839: <https://www.loc.gov/resource/g3700.rr000060/>
  - A new map for travelers through the United States of America showing the railroads, canals & stage roads with the distances, 1846:  
<https://www.loc.gov/resource/g3700.rr000080/>
  - A map of the United States and part of Louisiana, 1830:  
<https://www.loc.gov/resource/g3700.ct000876/>
- Complete the map labeling activity on Google Classroom.
  - Find New England on the map.  
Label the states that make up New England.
- Find Sturbridge, Massachusetts on a map. Label it.
  - Today we are going to pretend that we are moving from Sturbridge, Massachusetts, to Ohio.
- Locate Ohio on a map. Label it. Explain that during the 1830s, Ohio was considered the western part of the United States. What do we consider the West today?
- Find New York state. Many people from Massachusetts crossed New York to get to the west. Label New York.
- Using the scribble tool, draw a possible route from New England to Ohio.
- Keep this long journey in mind today while you think about what you might bring with you to settle in the West for your new life.
- Read these excerpts about traveling west from **The Long Journey West** document. Make notes:
  - What methods of transportation does Samuel Freeman recommend for his family to travel to Ohio?
  - How much will it cost?
  - How long will it take?
  - What differences does Samuel note between New England and the West?

### *Part II:*

- Open up the 3D tour page on the OSV website: <https://www.osv.org/education/3d/>

- Students should explore the Asa Knight Store and the Freeman Farmhouse on the 3D tour. They will use the tour to determine what they should bring with them on their journey West.
- Look at these images of trunks and the bandboxes from OSV's collection (links above). Before people had suitcases and duffel bags like we do today, they packed their possessions in trunks and bandboxes like this one.
- Keep a list of what they would bring with them on their journey.
- *For synchronous learners:*
  - Proceed with lesson described above in lesson procedure.
    - Map images
    - Trunk and bandbox images
    - The Long Journey West document

### **Extension Activities**

- After reading the Freeman letter, imagine that you have recently moved to Ohio and are writing back to your family in New England. What would you tell them about your journey?
- Moving West Tea Party lesson plan (<https://www.osv.org/education/3d/3d-tour-resources/>)
- Decorate a Bandbox (<https://www.osv.org/education/3d/3d-tour-resources/>)