

4th grade Nevada History Discussion Lesson

Topic: *Mountain Men*

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Related Essential Questions: *Describe the Mountain man, Jim Beckwourth, Kit Carson, or Jim Bridges who had a greater impact on the westward movement for pioneers and why?*

Related Nevada History Chapters: *Chapter 4 of Nevada Our Home*

NV Social Studies Standards:

H2.4.2: Describe the experiences of pioneers moving west.

H2.4.3: *Identify explorers and settlers in pre-territorial Nevada.*

H1.4.5: *Identify contributions of immigrants in Nevada.*

H2.4.3: *Identify explorers and settlers in pre-territorial Nevada.*

NVACS Standards:

RI.4.1: *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*

RI.4.3: *Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.*

RI.4.6: *Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.*

RI.4.9: *Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.*

W.4.1: *Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*

SL.4.1: *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.*

SL.4.2: *Paraphrase portions of a text read aloud of information present in diverse media and formats, including visually, quantitatively and orally.*

L.4.5: *Demonstrate understanding of figurative language, word relationships and nuances in word meanings.*

Notes:

Brief Overview of Lesson & Guiding Discussion Question:

Given the choice between Jim Beckwourth, Kit Carson and Jim Bridger, the students will discuss who had a bigger contribution to pioneers moving west more easily. Through the Jigsaw template, the students will choose which person they would like to justify as who made the greatest contribution to the westward movement and why, then complete a writing assignment sighting evidence to defend their opinion.

Brief Historical Background:

Beckwourth: James Pierson Beckwourth, born James Beckwith and generally known as, Jim Beckwourth was an American mountain man, fur trader, and explorer

Carson: Christopher Houston "Kit" Carson was an American frontiersman. The few paying jobs he had during his lifetime included mountain man, wilderness guide, Indian agent, and American Army officer.

Bridger: James Felix Bridger was among the foremost mountain men, trappers, scouts and guides who explored and trapped the Western United States during the decades of 1820–1850, as well as mediating between native tribes and encroaching whites.

Included Materials:

Lesson Sequence

Hook (<https://youtu.be/jQs7eyC7wEM>)

Discussion Template (Jigsaw)

Readings (Mountain Men, Jim Beckwourth, Kit Carson and Jim Bridger)

Text Dependent Questions, Graphic Organizer

Writing Task

Assessment Criteria (Opinion Writing Rubric)

Exit Ticket #1 and #2

Lesson Sequence:

Approximate Time Frame	What is the teacher doing?	What are students doing?	Notes (additional scaffolds, logistical considerations, room arrangements, grouping, etc.)
Day 1: 5 minutes	Load hook video	Watch video 4:25 Minutes	Website: https://youtu.be/jQs7eyC7wEM
Day 1: 10 minutes	Hand out 3 sticky notes to each for See-Think-Wonder to each student	Watch and complete “I see, I think, I wonder” about the video afterward	-Provide 3 sticky notes each student. Students will then write 1 statement on each stating 1 thing they saw, 1 thing they think about and 1 thing they wonder about, based on the video. -Make class charts together. -Each sticky note gets put on the appropriate chart -Save for later!
Day 1: 15 minutes	Discussion about charts made from sticky notes.	Students need to discuss with a partner or in small groups the observations they made and recorded on the sticky notes.	
Day 2: 30-60 minutes	Teacher actively monitors students as they read independently.	Students independently read.	Source A document “Mountain Man Introduction” and “Mountain Man discussion questions”
	Teacher reads out loud for fluency while students follow along.	Students follow along in passage, tracking words. Possibly annotating the passage to track their thinking.	*Steps 1 and 2 can be reversed if deemed appropriate by Teacher.
	Teacher leads Discussion questions, variable timing, and teacher discretion.	Students should be discussing and referencing the text, providing line numbers for details.	Source A “Mountain Man Questions”
Day 3: Jigsaw Activity 60-90 minutes	Number students 1-2-3 to form expert groups. Get passage correlated to group number. Read independently, while Teacher monitors.	Students independently read and annotate their thinking.	SEE ATTACHED JIGSAW NOTES AND DIRECTIONS. Group 1: Source B, Beckwourth Group 2: Source C, Carson Group 3: Source D, Bridger

	Teacher hands out 3-2-1 organizer.	Students independently fill out 3-2-1 organizer.	3-2-1 Organizer
	All 1s, 2s and 3s meet with their expert group. Teacher monitors.	Students share their 3-2-1 organizer with their expert group: 3 things they learned, 2 things they found interesting, 1 thing they still have a question about.	Use the Jigsaw Template if needed.

Optional: If more background is needed on each Mountain Man, use the attached discussion questions for each person. If not, proceed to next step.

	Teacher needs to display the expert group discussion questions, 1 at a time.	Identify all the ways your person impacted everyone moving West. Write a 2-3 sentence summary about your person's life.	Expert Group Discussion Questions: 1. Identify the involvement they had on Moving West. 2. Interpret how each of their involvement affected the pioneers coming west.(Cite evidence) 3. Compare the involvement each mountain man had to each other in pioneers moving west. 4. Develop a logical argument and defend your thought process as to who offered a better contribution to pioneers.
	Group students into 3s (1 person from each expert group). Teacher displays same discussion questions 1 at a time.	Get into groups of 3, knee to knee 1. Share summary from 3-2-1 organizer. 2. Start answering discussion questions. Students take turns starting discussion.	Expert Group Discussion Questions: 1. Identify the involvement they had on Moving West. 2. Interpret how each of their involvement affected the pioneers coming west.(Cite evidence) 3. Compare the involvement each mountain man had to each other in pioneers moving west. 4. Develop a logical argument and defend your thought process as to who offered a better contribution to pioneers.

	Teacher provides Exit Ticket #1 for formal assessment.	Students will complete Exit Ticket #1.	*Exit Ticket #1
Day 4: Culminating activity 10 minutes	Teacher provides all 3 sources (B, C and D) to each student for comparison analysis.	Independently reread the texts about each person, pick the one they thought had the most impact. Annotate if necessary	*Copies of Sources B, C and D need to be copied enough for each student.
10 minutes	Teacher will display Culminating Question.	Students will meet with peers who agree. Discuss supporting facts about the Culminating Question.	*Culminating Question Support your point of view with reasons and information from the text describing the Mountain Men, (Jim Beckwourth, Kit Carson, or Jim Bridger) who had a greater impact on the westward movement for pioneers and why?
30-45 minutes	Teacher provides Culminating Question activity.	Students will respond to the prompt of “Given the choice between Jim Beckwourth, Kit Carson and Jim Bridger, who made a bigger contribution to pioneers moving west more easily?”	Link to opinion writing rubric to assess students work http://sbac.portal.airast.org/wp-content/uploads/2015/03/Opinion-050814.pdf
(Optional) Day 5: 15 minutes	Display I See, I think, I Wonder chart from Day 1.	Students need to discuss with small groups the accuracy of their observations.	I See, I Think, I Wonder charts from Day 1.
15 minutes	Hand out Exit Ticket #2 for formal assessment.	Students independently complete Exit Ticket #2, using information from the Sources to support their answers.	<i>How did this unit increase your understanding of the westward movement and the influence Mountain had on early Pioneers?</i>

Jigsaw



During/After Reading – Analyze & Respond

What? A jigsaw activity uses small groups of students and different reading selections. Each group member becomes an “expert” on the content in one particular reading and information is shared among the group until all reading selections are reviewed. Students take notes on all readings.

Why? This strategy provides a breadth of understanding about a topic while actively involving students in reading and communicating. It provides an opportunity to connect different types of materials related to a common theme and can address a wide range of student abilities and/or interests.

How? Collect a range of materials that relate to the essential understandings of a unit of study. Vary the readings according to the ability and interest of the students. Number or color-code each selection.

Divide the class into groups. The number of students in the group must match the number of readings selected.

Each group member is assigned one reading selection.

Explain the jigsaw process and how it will be evaluated. Offer a graphic organizer for note-taking and demonstrate its use.

Provide time for the students to read their selections and take notes on important concepts and supporting details. Encourage the students to code the text as they read.

Students then meet with members of other groups that read the same selection to share notes and discuss how to present information to their original group.

Students meet in their original group. Each group member explains the key concepts of his/her reading to the others who did not read that selection. ***Students take notes on all selections.***

The jigsaw can also be adapted for independent research projects.

Name: _____

3-2-1 Response Non-Fiction

3 Facts I learned....

1. _____

2. _____

3. _____

2 Things that were interesting

1. _____

2. _____

1 Question I still have

1. _____

Summary _____

Adapted from Center for Resource Management materials,

Jigsaw Template

Name: _____

Topic: _____

Reading selections used in the Jigsaw:

1. _____

2. _____

3. _____

My notes for assigned selection # _____

Include main ideas, key supporting details, important terms, and any personal connection or response.

Line #

#

#

#

#

#

Notes from other students who also read selection #_____

Line #

#

#

#

#

#

Notes about selections not read by me #_____

Line #

#

#

#

#

#

1 Source A: Secondary Source – Website – *Mountain*
2 *Men*

3 <http://www.mman.us/mountainman.htm>

4
5
6 The Mountain Man and Trapper lead a life that was
7 dangerous, arduous and at times, down-right
8 miserable. The lives of
9 many mountain men ended in violence, either by Indian
10 attacks and ambush, or through violent encounters with
11 Grizzly Bears, one of the few creatures of the Rocky
12 Mountains which knew no fear of man. Others drowned
13 while crossing rivers, or died while preparing a cache
14 which collapsed. Starvation and exposure always
15 threatened during the long winter months. In order to
16 obtain “Prime” beaver plew, it was necessary for the
17 trapper to wade knee or waist deep in freezing mountain
18 streams late in the fall and after breakup of the ice in the
19 spring to set traps. Exposure and arthritis were a
20 common ailments of mountain men.

21
22 In order to survive, the mountain man needed to possess
23 a set of learned wilderness skills and personal attributes.
24 Without these skills and attributes, individuals who came
25 to the mountains either died early, or became
26 discouraged and left the mountains after a season or so.
27 Learned skills included mastery of both rifle and pistol,
28 swimming, mountain climbing, combat skills, both
29 unarmed and armed with gun, knife, and tomahawk,
30 hunting, sign reading, horsemanship, trapping, and
31 survival under extreme conditions.

32
33 Contrary to popular notion, the Mountain Man was not a
34 solitary individual, pitting his strength and skills against
35 nature and man for survival in the wilderness. Most
36 commonly the mountain men traveled in a well-armed
37 and organized group called a “brigade” containing 30, 50
38 or sometimes more than 100 men. Only after the
39 brigade reached the area in which the hunt was to be
40 conducted, would the brigade split into smaller groups
41 which would again split into smaller groups. Small
42 groups of two, three and sometimes one man would go
43 out and

44 trap an individual stream or reach for a day or so before
45 returning to join up with one of the larger groups.



arduous-difficult and tiring
miserable-unhappy

ambush-surprise attack
encounter-be faced with

cache-hiding place

obtain-get or acquire
beaver plew (picture)
wade-walk through water

ailments-illness

attributes-characteristics

contrary-opposite
solitary-existing alone

conducted-organize and carry out

Mountain Man Introduction Discussions Questions

1. Describe the type of life a mountain man led.

2. What were some of the skills mountain men needed to be successful? Why were these skills important?

3. In line 19, the author uses the word *ailments* to describe health problems faced by mountain men. What other ailments could a mountain man face?

4. What evidence from the text supports that a mountain man life could be *arduous*?

5. What are the benefits and downfalls of traveling in a brigade for a mountain man?

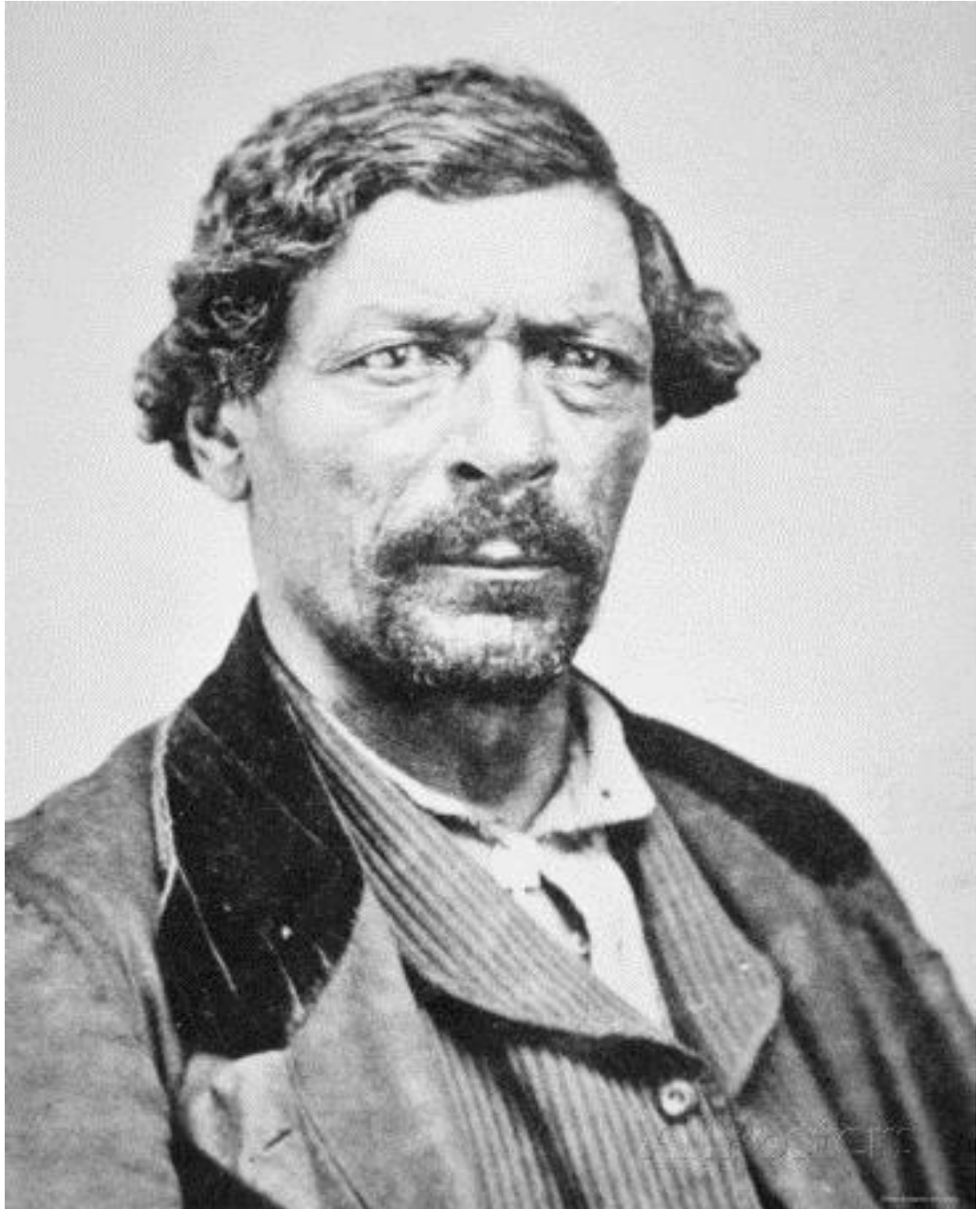
Teacher's Guide

Text: Mountain Man

Mountain Men Text dependent discussion questions

Text Dependent Questions	Possible Textual Evidence For Student Answers
Q1. Describe the type of life a mountain man led.	<i>Possible Answer: Lines 5,6,7,8 The Mountain man and Trapper lead a life that was dangerous, <u>arduous</u> and at times, down-right <u>miserable</u>. The lives of many mountain men ended in violence.</i>
Q2. What were some of the skills mountain men needed to be successful? Why were these skills important?	<i>Possible Answer: Lines 26,27,28,29,30 Learned skills included mastery of both rifle and pistol, swimming, mountain climbing, combat skills, both unarmed and armed with gun, knife, and tomahawk, hunting, sign reading, horsemanship, trapping, and survival under extreme conditions.</i>
Q3. In line 19, the author uses the word <i>ailments</i> to describe health problems faced by mountain men. What other ailments could a mountain man face?	<i>Possible Answer: Lines 12: drowned 13: Starvation 18: Exposure and arthritis</i>
Q4. What evidence from the text supports that a mountain man life could be <i>arduous</i> ?	<i>Possible Answer: Lines 12, 13,14: crossing rivers, or died while preparing a <u>cache</u> which collapsed. Starvation and exposure always threatened during the long winter months. 16, 17, 18: to <u>wade</u> knee or waist deep in freezing mountain streams late in the fall and after breakup of the ice in the spring to set traps. 30: survival under extreme conditions.</i>
Q5. What are the benefits and downfalls of traveling in a brigade for a mountain man?	<i>Possible Answer: Lines Benefits: 35,36 mountain men traveled in a well-armed and organized group Downfalls: 5,6,7,8 The Mountain man and Trapper lead a life that was dangerous, <u>arduous</u> and at times, down-right <u>miserable</u>. The lives of many mountain men ended in violence.</i>

Jim Beckwourth



1 **Source B: James P. Beckwourth-Mountain Man**

2
3 While many Mountain Men led difficult lives because of the choices
4 they made, Jim Beckwourth seemed to live an even more difficult
5 one. At least from the stories he told about his life. He would have
6 you believe that all the troubles in life seemed to land on his
7 shoulders. That's because he was a great story teller, and liked to
8 embellish his tales with bits and pieces that might have landed him
9 in the Tall-Tale category. He was even given the nickname the
10 "Gaudy liar". This was a great compliment coming from other
11 mountain men who valued the skill of story-telling, tall tales, and the
12 ability to spin out a story so that it wasn't mundane. Was his life and
13 the adventures he lived fact or fiction? Most of the "facts" are
14 shrouded in myth and mystery.

15 Beckwourth was born in the state of Virginia on April 6, 1798 to a
16 white father and a black mother. In fact, his mother was a slave.
17 This was a problem for the family and so they set out for the frontier
18 and settled in St. Louis, Missouri. Travel at such a young age set the
19 stage for Beckwourth's love of adventure. He had to see what was
20 around the next bend.

21 Jim was an apprentice for a blacksmith in St. Louis. He knew that to
22 survive on the frontier, he would need to have a useful profession,
23 and with all of the metal goods emigrants needed for a trip west,
24 blacksmithing was a good choice. It certainly got him noticed!

25 Several of our nation's famous explorers, like Jedediah Smith, Jim
26 Bridger, and Etienne provost, under the direction of General William
27 Ashley, who "discovered" Beckwourth, were ready to explore the
28 West and utilize all of the resources the west had to offer. Beaver
29 pelts and bison "skins" were a great way for the mountain men to
30 sustain their way of life, and companies, like the one started by
31 General Ashley that paid for the pelts, helped the mountain men
32 survive.

33 One of Jim's other skills was to find paths through the wilderness
34 that made it easier for settlers to get from one place to another safely.
35 One such path, which is named after

embellish- make (a statement or story) more interesting or entertaining by adding extra details, especially ones that are not true

mundane- lacking interest or excitement; dull

Sustain- strengthen or support physically or mentally.

36 Jim, Beckwourth Pass, is an easier route through the Sierra
37 Nevada Mountains. This route, while difficult for travelers in
38 covered wagons, was much easier on the wagons, people, and
39 animals, than the more difficult Donner Pass. It cuts through
40 a narrow area that isn't as steep or as treacherous as other
41 areas which saved time and decreased the hardship of the
42 journey.

43 Beckwourth was a true Mountain Man with tales of discovery
44 and hardship. A friend to all, he loved to entertain others, all
45 while giving those who journeyed an easier time with safer
46 travel and details to help along the way. He might have even
47 flown with eagles or killed a Grizzly Bear with his bare
48 hands. Or did he? He died on October 29, 1866, so we may
49 never know!

Route- a way or course taken in getting from a starting point to a destination

Treacherous- hazardous because of presenting hidden or unpredictable dangers.

Jim Beckwourth Introduction Discussions Questions

1. Why did Beckwourth seem to live a more difficult life than other Mountain Men?

2. How did Beckwourth earn his nickname of the “Gaudy Liar”? Was it a compliment or an insult? Why?

3. What impact did Beckwourth’s birth have on the rest of his life?

4. How did Beckwourth’s chosen profession help him in his journey to becoming a Mountain Man?

5. Why was Beckwourth Pass important to pioneers?

Teacher's Guide

Text: Jim Beckwourth

Jim Beckwourth Text dependent discussion questions

Text Dependent Questions	Possible Textual Evidence For Student Answers
Q1. Why did Beckwourth seem to live a more difficult life than other Mountain Men?	<i>Possible answer: Lines 3-7</i> <i>While many Mountain Men led difficult lives because of the choices they made, Jim Beckwourth seemed to live an even more difficult one. At least from the stories he told about his life. He would have you believe that all the troubles in life seemed to land on his shoulders.</i>
How did Beckwourth earn his nickname of the "Gaudy Liar"? Was it a compliment or an insult? Why?	<i>Possible answer: Lines 7-12</i> <i>That's because he was a great story teller, and liked to <u>embellish</u> his tales with bits and pieces that might have landed him in the Tall-Tale category. He was even given the nickname the "Gaudy liar". This was a great compliment coming from other mountain men who valued the skill of story-telling, tall tales, and the ability to spin out a story so that it wasn't <u>mundane</u>.</i>
What impact did Beckwourth's birth have on the rest of his life?	<i>Possible answers: Line 15-19</i> <i>Beckwourth was born in the state of Virginia on April 6, 1798 to a white father and a black mother. In fact, his mother was a slave. This was a problem for the family and so they set out for the frontier and settled in St. Louis, Missouri. Travel at such a young age set the stage for Beckwourth's love of adventure.</i>
How did Beckwourth's chosen profession help him in his journey to becoming a mountain man?	<i>Possible answer: Line 21-24</i> <i>Jim was an apprentice for a blacksmith in St. Louis. He knew that to survive on the frontier, he would need to have a useful profession, and with all of the metal goods emigrants needed for a trip west, blacksmithing was a good choice.</i>
Why was Beckwourth Pass important to pioneers?	<i>Possible answers: Line 36-42</i> <i>Beckwourth Pass, is an easier <u>route</u> through the Sierra Nevada Mountains. This route, while difficult for travelers in covered wagons, was much easier on the wagons, people, an animals, than the more difficult Donner Pass. It cuts through a narrow area that isn't as steep or as <u>treacherous</u> as other areas which saved time and decreased the hardship of the journey.</i>

Kit Carson



1 **Source C: Secondary Source – Website – Kit Carson**

2 <http://mojavedesert.net/people/carson.html>

3 *Early Life*

4 Born in Madison County, Kentucky, near the city of
5 Richmond, Carson was raised in Franklin, Missouri,
6 where his family moved before his second birthday. At
7 sixteen, Carson secretly signed on with a large merchant
8 caravan heading to Santa Fe tending the horses, mules,
9 and oxen. During the winter of 1826-1827 he stayed
10 with Matthew Kinkead, a trapper and explorer, in Taos,
11 New Mexico which was known as the capital of the fur
12 trade in the Southwest. Kinkead had been a friend of
13 Carson's father in Missouri, and Kit began learning the
14 skills of a trapper from him. Additionally, he learned
15 languages and became fluent in Spanish, Navajo,
16 Apache, Cheyenne, Arapaho, Paiute, Shoshone, and Ute.

17 *Guide with Fremont*

18 The summer of 1842, Carson met John C. Frémont on a
19 Missouri River steamboat in Missouri. Frémont was
20 preparing to lead his first expedition and was looking for
21 a guide to take him to South Pass. The two men made
22 acquaintance, and Carson offered his services, as he had
23 spent much time in the area. The five month journey,
24 made with 25 men, was a success, and Fremont's report
25 was published by Congress. His report "touched off a
26 wave of wagon caravans filled with hopeful emigrants"
27 heading West.

28 Frémont's success in the first expedition lead to his
29 second expedition, undertaken in the summer of 1843,

30 which proposed to map and describe the second half of
31 the Oregon Trail, from South Pass to the Columbia
32 River. Due to his proven skill as a guide in the first
33 expedition, Carson's services were again requested. This
34 journey took them along the Great Salt Lake into
35 Oregon, establishing all the land in the Great Basin to be
36 land-locked, which contributed greatly to the
37 understanding of North American geography at the time.
38 Their trip brought them into sight of Mount Rainier,
39 Mount Saint Helens, and Mount Hood.

40
41 One purpose of this expedition had been to locate the
42 Buenaventura, a major east-west river that was believed
43 to connect the Great Lakes with the Pacific Ocean.
44 Though its existence was accepted as scientific fact at
45 the time, it was not to be found: Frémont's second
46 expedition established that this mystical river was a
47 fable.

caravan-a group of people traveling together

tending-care for or look after

guide-a person who leads or shows the way to others

acquaintance-a person one knows slightly, but is not a close friend

undertaken-take on

proposed-put forward a plan or idea

existence- having objective reality

established-achieve permanent recognition

48 The second expedition became snowbound in the Sierra
49 Nevada's that winter, and was in danger of mass
50 starvation: however, Carson's expertise pulled them
51 through, in spite of being half-starved-their mules "ate
52 one another's tails and the leather of the pack saddles."
53 The expedition moved south into the Mojave Desert,
54 enduring attacks by Natives, which killed one man.
55 Also,

56 when the expedition had crossed into California, they
57 had officially invaded Mexico. The threat of military
58 intervention by that country sent Fremont's expedition
59 further southeast, into Nevada, at a watering hole known
60 as Las Vegas. The party traveled on to Bent's Fort, and
61 by August, 1844 returned to Washington, over a year
62 after their departure. Another Congressional report on
63 Fremont's expedition was published. By the time of the
64 second report in 1845, Frémont and Carson were
65 becoming nationally famous.

66

expertise-skill or knowledge
in a particular field

enduring-continuing or long
lasting

Kit Carson Introduction Discussions Questions

1. Where did Kit Carson live throughout his life?

2. What was Taos, New Mexico known for in 1826-1827?

3. What did Fremont *propose* in the summer of 1843 and what areas were included in this proposal?

4. Throughout the passage what are Kit Carson's areas of *expertise*?

5. How did Kit Carson influence the westward movement for pioneers?

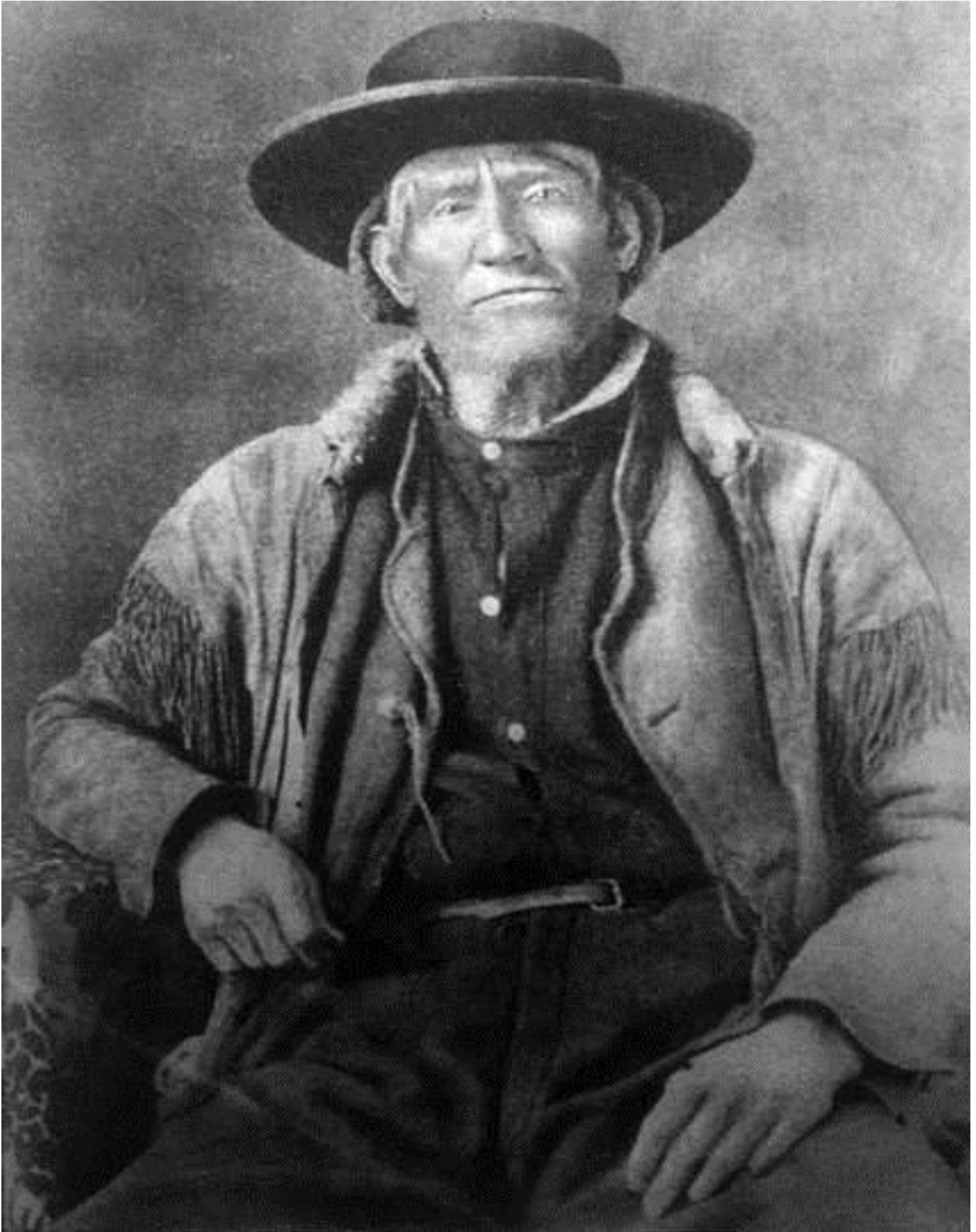
Teacher's Guide

Text: Kit Carson

Kit Carson Text dependent discussion questions

Text Dependent Questions	Possible Textual Evidence For Student Answers
Where did Kit Carson live throughout his life?	<p><i>Possible Answer: Lines</i> 4, 5: Born in Madison County, Kentucky, near the city of Richmond, Carson was raised in Franklin, Missouri 10, 11: Taos, New Mexico 18, 19: Carson met John C. Frémont on a Missouri River steamboat in Missouri. 33, 34, 35: This journey took them along the Great Salt Lake into Oregon, 48, 49: second expedition became snowbound in the Sierra Nevada's 56, 57: the expedition had crossed into California, they had officially invaded Mexico 57-61: threat of military intervention by that country sent Fremont's expedition further southeast, into Nevada, at a watering hole known as Las Vegas. The party traveled on to Bent's Fort, and by August, 1844 returned to Washington</p>
What was Taos, New Mexico known for in 1826-1827?	<p><i>Possible Answer: Lines 9-12</i> 1826-1827 he stayed with Matthew Kinkead, a trapper and explorer, in Taos, New Mexico which was known as the capital of the fur trade in the Southwest.</p>
What did Fremont <i>propose</i> in the summer of 1843 and what areas were included in this proposal?	<p><i>Possible Answer: Lines</i> 30-32: <u>proposed</u> to map and describe the second half of the Oregon Trail, from South Pass to the Columbia River.</p>
Throughout the passage what are Kit Carson's areas of <i>expertise</i> ?	<p><i>Possible Answer: Lines</i> 14-16: he learned languages and became fluent in Spanish, Navajo, Apache, Cheyenne, Arapaho, <u>Paiute</u>, <u>Shoshone</u>, and Ute. 32, 33: Due to his proven skill as a guide in the first expedition, Carson's services were again requested. 50, 51: Carson's <u>expertise</u> pulled them through, in spite of being half-starved</p>
How did Kit Carson influence the westward movement for pioneers?	<p><i>Possible Answer: Lines</i> 23-27: Carson and The five month journey, made with 25 men, was a success, and Fremont's report was published by Congress. His report "touched off a wave of wagon caravans filled with hopeful emigrants" heading West. 35-37: establishing all the land in the Great Basin to be land-locked, which contributed greatly to the understanding of North American geography at the time.</p>

Jim Bridger



1 Source D: James Felix “Jim” Bridger

2

3 Jim Bridger was born to James Bridger, surveyor, and
4 Chloe Bridger, an innkeeper, on March 17, 1804 in
5 Richmond, Virginia. In 1812, his family moved to St.
6 Louis, Missouri, but tragedy soon struck when everyone
7 else in his family died shortly after arriving. A few years
8 later, he was old enough to start apprenticing as a
9 blacksmith and learned to handle machinery, horses and
10 guns. It was about a decade later that Bridger decided to
11 take up an offer from William H. Ashley to work for the
12 Ashley-Henry fur trading company to survey and trap
13 along the Rocky Mountains and their nearby territories.

14

15 Although he lacked a formal education, he was able to
16 find his way and thrive in the wilderness. He had a vast
17 knowledge of many languages including French,
18 Spanish and several native dialects. As a part of the
19 Ashley-Henry team, he was one of the first people to see
20 the geysers at Yellowstone and the Great Salt Lake
21 (which he thought was the Pacific Ocean). Eventually he
22 and his business partners became so successful that they
23 bought out his employers and established the Rocky
24 Mountain Fur Company which directly competed with
25 Hudson’s Bay Company. They were all fighting to
26 prosper in the lucrative beaver pelt trade in Oregon,
27 Nevada, California, Washington, Utah and Wyoming.
28 He didn’t really ever like being a businessman and sold
29 out of the company in 1834. That same year he married
30 the daughter of a Flathead Indian chief, named Cora,
31 who bore him 3 children. They established a trading post
32 in 1840, calling it Fort Bridger, and it quickly became a
33 stopping point for people in the Pony Express and
34 eventually pioneers on the Oregon Trail., who also
35 sought to travel to California. He was a guide for
36 pioneers from 1849-1868, leading wagon trains towards
37 Oregon and cutting 61 miles off their journey. During
38 his time as an explorer and guide, he met many other
39 traveling men like Kit Carson, Jim Beckwourth, Lewis
40 Carroll and John Sutter.

41

42 Cora unfortunately died in 1850 and, in 1853, Bridger
43 was on his third wife (a Shoshone chief’s daughter)
44 when the Mormon’s came to arrest him for being an
45 outlaw. He was able to escape with his children and wife
46 to live in the mountains of Wyoming. Realizing that the
47 Fort was no longer safe, he retreated back to Westport,
48 Missouri where he bought a farm and tended to his apple
49 orchard. He couldn’t give up his guide

surveyor-a person who investigates or examines something (surveying land)

tragedy-an event causing great suffering, destruction, and distress

apprenticing-a person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages

territory-a area of land under jurisdiction of a ruler or state

thrive-prosper or flourish

dialect-a particular form of language that is specific to a region or social group

lucrative-producing a great deal of profit

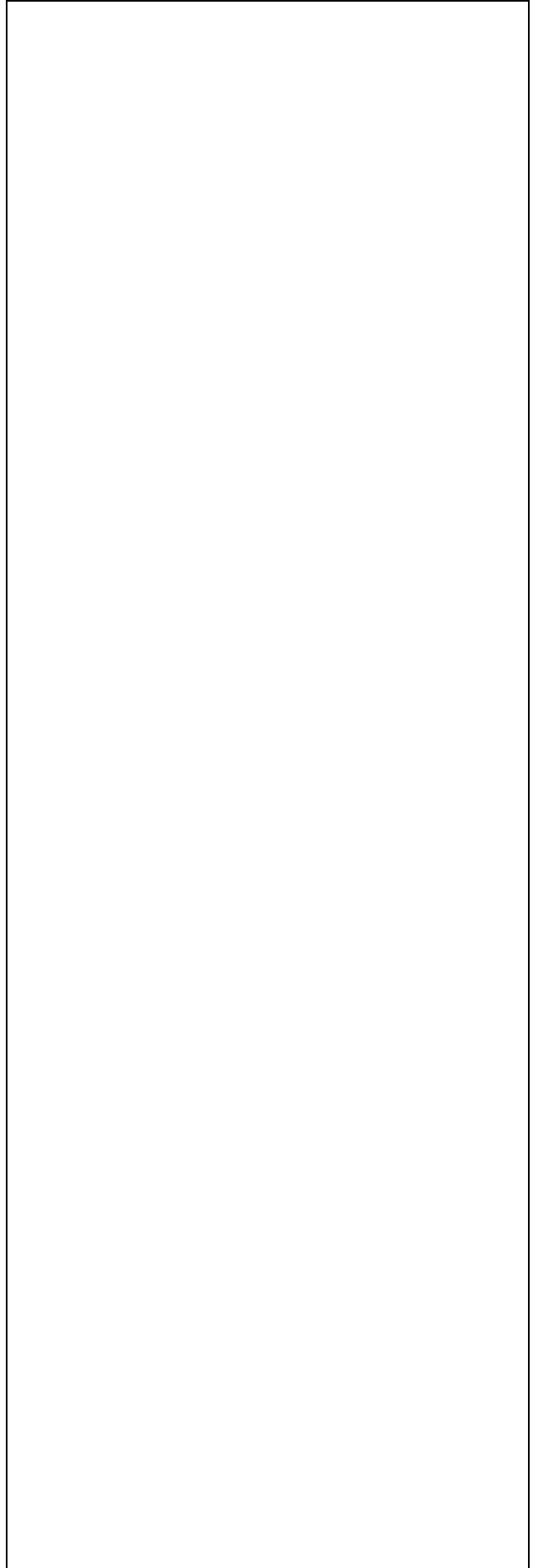
journey-travel somewhere

outlaw-a person who has broken the law

tended-regularly behave in a certain way

50 lifestyle and led parties of people between Missouri and
51 Wyoming from 1865 to 1868. In failing health,
52 he died on his farm on July 17, 1881 at the age of 77.

53 Fun fact- Ft. Bridger became so popular and well
54 situated on the Green Valley River that it would
55 eventually be chosen as a stopping point for the Union
56 Pacific Railroad and nowadays Interstate 80.



Jim Bridger Introduction Discussions Questions

1. What was Jim Bridger's position at Ashley-Henry fur trading company?

2. During the time he was apprenticing, what skills did he acquire?

3. How was Jim Bridger honored for his contribution as a Mountain Man?

4. Throughout the passage what are Jim Bridger's areas of *expertise*?

5. How did Jim Bridger influence the westward movement for pioneers?

Teacher's Guide

Text: Jim Bridger

Jim Bridger Text dependent discussion questions

Text Dependent Questions	Possible Textual Evidence For Student Answers
What was Jim Bridger's position at Ashley-Henry fur trading company?	<i>Possible Answer: Lines 10-13</i> <i>Bridger decided to take up an offer from William H. Ashley to work for the Ashley-Henry fur trading company to survey and trap along the Rocky Mountains and their nearby <u>territories</u></i>
During the time he was <u>apprenticing</u> , what skills did he acquire?	<i>Possible Answer: Lines 8-10</i> <i>he was old enough to start <u>apprenticing</u> as a blacksmith and learned to handle machinery, horses and guns</i>
How was Jim Bridger honored for his contribution as a Mountain Man?	<i>Possible Answer: Lines 55-58</i> <i>Fun fact- Ft. Bridger became so popular and well situated on the Green Valley River that it would eventually be chosen as a stopping point for the Union Pacific Railroad and nowadays Interstate 80.</i>
Throughout the passage what are Jim Bridger's areas of <i>expertise</i> ?	<i>Possible Answer: Lines</i> <i>15-18: he was able to find his way and <u>thrive</u> in the wilderness. He had a vast knowledge of many languages including French, Spanish and several native <u>dialects</u></i> <i>18: businessman</i> <i>35, 36: a guide for pioneers from 1849-1868</i> <i>48, 49: and <u>tended</u> to his apple orchard</i> <i>50, 51: led parties of people between Missouri and Wyoming from 1865 to 1868</i>
How did Jim Bridger influence the westward movement for pioneers?	<i>Possible Answer: Lines</i> <i>12, 13: to survey and trap along the Rocky Mountains and their nearby <u>territories</u></i> <i>31-37: They established a trading post in 1840, calling it Fort Bridger, and it quickly became a stopping point for people in the Pony Express and eventually pioneers on the Oregon Trail., who also sought to travel to California. He was a guide for pioneers from 1849-1868, leading wagon trains towards Oregon and cutting 61 miles off their <u>journey</u></i> <i>50, 51: led parties of people between Missouri and Wyoming from 1865 to 1868</i>

Writing Assignment: *Write an opinion piece supporting a point of view with reasons and information from the text describing the Mountain Men (Jim Beckwourth, Kit Carson, or Jim Bridger) who had a greater impact on the westward movement for pioneers and why?*

Required components:

- Introduces a topic or text clearly
- States an opinion

Organization:

- Has an organizational structure in which related ideas are grouped to support the writer's purpose.
- Links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provides a concluding statement or section related to the opinion presented.

Evidence:

- Provides reasons that are supported by the text (key details, Identified by line numbers)

SBAC Opinion Writing Rubric Link to score Assignment

- <http://sbac.portal.airast.org/wp-content/uploads/2015/03/Opinion-050814.pdf>

Exit Ticket #1

List 1 interesting fact or piece of information that you learned from today's discussion.

Beckwourth:

Carson:

Bridger:

Exit Ticket #2

How did this unit increase your understanding of the westward movement and the influence Mountain had on early Pioneers?

1.

2.

3.

NOTES: