

## Job Carr Cabin Museum Third Grade Curriculum

### Lesson Plan Contents

LESSON	SUBJECT	ACTIVITY (Estimated Time)
1	Building Context	<p>Why Did Job Carr Want to Come Here? (1 day / 30 min)</p> <ul style="list-style-type: none"> <li>• Land acknowledgement of the Puyallup People</li> <li>• Listening and discussion skills about why Job Carr came west</li> </ul>
2	Life Before Moving West	<p>What Was Job Carr's Life Like Before He Moved West? (2 days / 120 min)</p> <ul style="list-style-type: none"> <li>• Creating a storyboard timeline of important events in Job's early life               <ul style="list-style-type: none"> <li>◦ <i>Self-assessment rubric provided</i></li> </ul> </li> <li>• Read-aloud from a text about Northwest Coast Nations</li> </ul>
3	Introduction to the Railroad and the Oregon Trail	<p>Where Was the Oregon Trail? (1 day / 45 min)</p> <ul style="list-style-type: none"> <li>• Listening and discussion skills about why Job Carr came west</li> <li>• Examining maps of the Oregon Trail and Indigenous lands</li> </ul>
4	Traveling on the Oregon Trail	<p>How Did Job Carr Travel to Puget Sound? (2 day / 120 min)</p> <ul style="list-style-type: none"> <li>• Packing a wagon for the Oregon Trail               <ul style="list-style-type: none"> <li>◦ <i>Group work evaluation provided</i></li> </ul> </li> <li>• Class discussion of items left behind and why</li> <li>• Individual art work of Job Carr               <ul style="list-style-type: none"> <li>◦ <i>Self-assessment rubric provided</i></li> </ul> </li> </ul>
5	Arrival in Puget Sound	<p>What Did Job Carr See And Do When He Arrived In Puget Sound? (2 days / 120 min)</p> <ul style="list-style-type: none"> <li>• Investigating historical photographs</li> <li>• Creating a class mural of the area before settlement</li> <li>• Note taking T-chart about Job Carr's arrival in Puget Sound</li> </ul>

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LESSON	SUBJECT	ACTIVITY (Estimated Time)
6	Travel Around Puget Sound Before the Railroad	<p>How Did People Travel Around Puget Sound in the 1800s? (1 day / 90 min)</p> <ul style="list-style-type: none"> <li>• Listening and discussion skills about transportation in the 1800s</li> <li>• Using a compass</li> <li>• Walking a mile</li> <li>• See/Think/Wonder Inquiry about Puget Sound canoe culture</li> <li>• Comparing travel by foot and by canoe</li> </ul>
7	Tacoma Timeline	<p>How Did Tacoma Become a City? (1 days / 60 min)</p> <ul style="list-style-type: none"> <li>• Creating a puzzle piece timeline showing people and buildings in the city's history               <ul style="list-style-type: none"> <li>◦ <i>Self-assessment rubric provided</i></li> </ul> </li> </ul>
8	A Growing City	<p>How Did Tacoma Become A City? (2 days / 120-150 min)</p> <ul style="list-style-type: none"> <li>• Investing historical photographs</li> <li>• Read-aloud of a text about Chinese railroad workers.</li> <li>• Graphing the population of Tacoma from 1870 to 2010</li> </ul>
9	Tacoma Mural	<p>How Did Tacoma Become a City? (2 days / 180 min)</p> <ul style="list-style-type: none"> <li>• Revising the class mural showing how Tacoma grew into a city               <ul style="list-style-type: none"> <li>◦ <i>Self-assessment rubric provided</i></li> </ul> </li> <li>• Class discussion about the effects of urban growth</li> <li>• Creating Job Carr's cabin</li> </ul>