

Job Carr Cabin Museum Fourth Grade Curriculum

Lesson Plan Contents

LESSON	SECTION	ACTIVITY (Estimated Time)
1	JOB CARR	<p>Why Did Job Carr Want to Come Here? (1 day / 30 min)</p> <ul style="list-style-type: none"> • Land acknowledgement of the Puyallup People • Listening and discussion skills about why Job Carr came west
2	JOB CARR	<p>What Was Job Carr's Life Like Before He Moved West? (2 days / 120 min)</p> <ul style="list-style-type: none"> • Close reading of a narrative about Job's early life • Creating a storyboard timeline of important events in Job's early life • Read-aloud of a Puget Sound timeline and a text about Northwest Coast Nations
3	RAILROADS	<p>Why Were Trains Important? (3 days / 270 min)</p> <ul style="list-style-type: none"> • Close reading of two texts about the railroad • Read-aloud of a text about Chinese railroad workers. • Small group presentations about the benefits and challenges of the railroad
4	OREGON TRAIL	<p>Where Was The Oregon Trail? (1 day / 90 min)</p> <ul style="list-style-type: none"> • Creating Oregon Trail maps by marking points on a grid • Quick writing activity about the most important landmark on the Oregon Trail
5	OREGON TRAIL	<p>How Did Job Carr Travel To Puget Sound? (2 days / 120 min)</p> <ul style="list-style-type: none"> • Packing a wagon for the Oregon Trail • Class discussion of items left behind and why • Individual art work of Job Carr

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6	DAILY LIFE IN THE 1800S	<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"> • Creating a class mural of the area before settlement • Close reading of Job Carr's account of coming to Tacoma (primary source) • Close reading of a newspaper article about Job Carr (secondary source)
7	DAILY LIFE IN THE 1800S	<p>How Long Does It Take To Travel A Mile? (1 day / 90 min)</p> <ul style="list-style-type: none"> • Understanding transportation and daily life in the 1800s • Using a compass • Comparing travel by foot and by canoe
8	DAILY LIFE IN THE 1800S	<p>What Was It Like To Travel Through Puget Sound? (3 days / 270 min)</p> <ul style="list-style-type: none"> • Identifying places and distances on a map • Narrative writing activity about an imagined journey in the 1800s • Peer revising and editing activity
9	URBAN GROWTH	<p>How Did Tacoma Become A City? (1 day / 60 min)</p> <ul style="list-style-type: none"> • Creating a puzzle piece timeline showing people and buildings in Tacoma's early history
10	URBAN GROWTH	<p>How Has Tacoma Grown? (2 days / 180 min)</p> <ul style="list-style-type: none"> • Investigation of historical photographs through class discussion • Close reading of a historical advertisement for Tacoma • Graphing the population of Tacoma from 1870 to 2010

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11	URBAN GROWTH	<p>How Did Tacoma Become a City? (1 day / 90 min)</p> <ul style="list-style-type: none"> • Revising the class mural showing how Tacoma grew into a city • Class discussion about the effects of urban growth
12	REFLECTION	<p>Was It Worth It? (3 days / 270 min)</p> <ul style="list-style-type: none"> • Note-taking and class discussion about the costs and benefits of the pioneer experience • Opinion writing activity about whether it was worth it • Peer revising and editing activity • Publishing student opinion papers