

Job Carr Cabin Museum

Fourth Grade Curriculum

Lesson Plan Contents

LESSON	SECTION	ACTIVITY (Estimated Time)
1	JOB CARR	Why Did Job Carr Want to Come Here? (2 days / 100-120 min) • Land acknowledgement of the Puyallup People and an introduction to the Treaty of Medicine Creek • Analysis two historical landscape images of Mount Tacoma • Read-aloud of a text about Northwest Coast Nations • Creating a class mural of the area before settlement • Listening and discussion skills about why Job Carr came west Optional Activities and Resources: • Learn more about local plants
2	JOB CARR	What Was Job Carr's Life Like Before He Moved West? (2 days / 120 min) • 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 reflecting an Indigenous timeline perspective Optional Activities and Resources: • Learn more about the U.S. Civil War • Learn more about the history and culture of the Puyallup People

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LESSON	SECTION	ACTIVITY (Estimated Time)
3	RAILROADS	Why Were Trains Important? (3 days / 270 min) • 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	Where Was The Oregon Trail? (1 day / 90 min) • Creating Oregon Trail maps by marking points on a grid • Quick writing activity about the most important landmark on the Oregon Trail Optional Activities and Resources: • Word Search of Native American Tribes • Learn more about westward expansion
5	OREGON TRAIL	How Did Job Carr Travel To Puget Sound? (2 days / 120 min) • Class discussion of what to bring in a covered wagon on the Oregon Trail • Packing a wagon for the Oregon Trail • Class discussion of items left behind and why • Individual art work of Job Carr Optional Activities and Resources: • Learn more about covered wagons • Pick Your Path Oregon Trail Game • This or That Oregon Trail Game

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6	DAILY LIFE IN THE 1800S	What Did Job Carr See And Do When He Arrived In Puget Sound? (2 days / 120 min) • Close reading of Job Carr's account of coming to Tacoma (primary source) • Close reading of a newspaper article about Job Carr (secondary source) • Updating a class mural of the area with Job Carr's arrival (4-8 students) • Fruit Tree activity booklet
7	DAILY LIFE IN THE 1800S	How Long Does It Take To Travel A Mile? (1-2 days / 90 min) • Understanding transportation and daily life in the 1800s • Using a compass • Walking a mil • See/Think/Wonder Inquiry about Puget Sound canoe culture • Comparing travel by foot and by canoe
8	DAILY LIFE IN THE 1800S	What Was It Like To Travel Through Puget Sound? (3 days / 270 min) • 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	How Did Tacoma Become A City? (1 day / 60 min) • Creating a puzzle piece timeline showing people and buildings in Tacoma's early history
10	URBAN GROWTH	How Has Tacoma Grown? (2 days / 180 min) • 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	How Did Tacoma Become a City? (1 day / 90 min) • Revising the class mural showing how Tacoma grew into a city • Class discussion about the effects of urban growth
12	REFLECTION	Was It Worth It? (3 days / 270 min) • 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