

## Job Carr Cabin Museum

Learn at Home

What Would It Be Like For Job Carr To Travel Through Puget Sound?

Part B



## What Would It Be Like For Job Carr To Travel Through Puget Sound?

### Introduction

This lesson is designed for 4<sup>th</sup> grade students. Students learn about transportation in the 1800s and increase their knowledge about daily life in Washington territory for the era prior to statehood. They will consider how tribal members and early settlers traveled around the Puget Sound region. The activities will foster an awareness of local geography and an understanding that traveling from one location to another requires time and planning.

In **Part A**, students will estimate and time how long it takes to walk one mile. They will watch a video to learn about tribal canoe journeys and how this remains an important aspect of local canoe culture. They will compare travel by land and by sea using a map and ruler to measure distances between two points. They will use a graphic organizer to plan a trip of their own.

In **Part B**, students will write a narrative story about their imagined experience using descriptive details and event sequences. They will self-evaluate their work. Finally, students can use the expansion option to work with a partner in order to edit and revise their story.

This interdisciplinary lesson includes physical exercise, a see-think-wonder inquiry process, a maps and measurement activity, a pre-writing plan, a narrative writing activity, and a self-evaluation tool. The expansion option includes a partner activity for editing and revising their written narrative. This lesson meets 4<sup>th</sup> grade standards for English Language Arts and Social Studies.

We recommend completing **Part A** over the course of 2-3 days and completing **Part B** over the course of 2-3 days.

### Materials

**Part A** of this lesson includes:

- Traveling By Land Record
- Traveling by Sea Inquiry
- Photos of Job Carr's Family
- Map of Tacoma & West Pierce County
- Pre-Writing Questions

**Part B** of this lesson includes:

- Narrative Writing 4-Square Graphic Organizer
- Narrative Writing Self-Evaluation Tool
- Peer Revising and Editing Activity (optional)

For **Part A** of this lesson plan you will need:

- A watch or timer
- A school track or other safe place to walk
- A compass (optional)
- A ruler
- A pen or pencil

For **Part B** of this lesson plan you will need:

- A ruler
- A pen or pencil

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### Continued from Part A of *What Would It Be Like For Job Carr To Travel Through Puget Sound?*

This is **Part B** of this lesson plan. You will need your Map and Pre-Writing Questions from **Part A** to complete the activities below.

**The destination for my journey:** \_\_\_\_\_

**How far is my destination from Job Carr's Cabin?** \_\_\_\_\_ (inches on the map)

**How far is my destination from Job Carr's Cabin:** \_\_\_\_\_ (miles)

### Using the Narrative Writing 4-Square Graphic Organizer to Write a Story About Your Journey

Take a look at the Narrative Writing 4-Square Questions graphic organizer. You are going to write a narrative about your imaginary journey as a member of Job Carr's family traveling through West Pierce County in the 1860s. Use your answers from the Map and Pre-Writing Questions included in **Part A** to complete this writing activity.

A *narrative* is a story or account of a series of related events or experiences, whether true or imaginary.

In the center of each 4-Square page, write a topic sentence using one of the pre-writing questions. In three of the surrounding boxes write your reasons, examples, or explanations to support your topic sentence. In the fifth box, write a conclusion statement to support your topic.

Let's practice filling in the graphic organizer using the information for your first paragraph (INTRODUCTION: Who?).

- In box 1 at the center of the graphic organizer, write the name of the person you selected as the character for this journey. Here is an example of what you could write:
  1. *My name is Job Carr and I want to tell you about a trip that I took.*
- In boxes 2, 3, and 4, write three things about this person. Introduce your character by telling us about them. Think about what are the most important things for someone reading your story to know about the character that you are writing about. Here are a few examples of supporting sentences for this paragraph:
  2. *I am 51 years old and I like to travel.*
  3. *I have taken many long journeys before; my longest trip ever was across the Oregon Trail.*
  4. *For my recent trip, I traveled with my pet Tom the Cat.*
- In box 5, write a concluding sentence about the character that you selected.
  5. *I am excited to tell you about my latest adventure.*

Now that you have completed your first 4-Square page about who is taking this journey, keep going with the remaining 4-Square pages. Each page of the 4-Square Narrative Writing Graphic Organizer matches one of the Pre-Writing Questions.

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After you have completed the 4-Square for each page of the graphic organizer, use this information to create the paragraphs to describe your journey. Be sure to use complete sentences, as well as correct spelling, punctuation, and grammar.

Combining the sample sentences above from the first 4-Square (INTRODUCTION: Who?) into your first paragraph could look like this:

*My name is Job Carr and I want to tell you about a trip that I took. I am 51 years old and I like to travel. I have taken many long journeys before; my longest trip ever was across the Oregon Trail. For my recent trip, I traveled with my pet Tom the Cat. I am excited to tell you about my latest adventure.*

At the end of this narrative writing activity, you will have created the first draft of an 8-paragraph story about your travels. Great work!

You can use the Narrative Writing Self-Evaluation Tool to check your work.

### **Peer Revising and Editing Activity (Optional Extension Activity)**

If you are able to pair up with a partner, use this as an opportunity to improve your writing skills. The writing process can take many drafts to create a great story. Authors often write and re-write many times in partnership with an editor to improve the quality of their story.

Take a look at the Peer Revising and Editing Activity. Read your narrative to your partner and listen as your partner reads their narrative to you. Then, trade copies of your stories and silently read through each other's narratives.

- If you do not have a peer partner, you can share your story with a grown-up instead.

Now you are going to help each other make your stories even better through a revising and editing process. Share your compliments and suggestions for your partner's writing. You may want to review the Narrative Self-Evaluation Tool for ideas about how the story could be improved.

- This is an opportunity to help each other grow as better writers. Please note that put-downs and personal comments are not appropriate.

After you receive the recommendations from your partner, update your narrative based on this input. For this final edition of your story, you may want to rewrite your narrative on a new sheet of paper or try typing it on a computer. You can enhance your final version by adding a cover page, with a title for your story, your name as the author, and a drawing of your character traveling along their journey.



## Narrative Writing 4-Square Graphic Organizer

Name: \_\_\_\_\_

Date: \_\_\_\_\_

You are going to write a story about your character's journey in the 1860s. Use your Pre-Writing Questions to help you fill in each of the 4-square organizers on the following pages.

- You may want to staple the pages of this document together so that they stay in order for your story.

In the center box of each 4-square, write a topic sentence using your ideas from the Pre-Writing Questions.

In the second, third and fourth boxes, write reasons, examples, or explanations to support your topic sentence.

In the fifth box, write a conclusion statement to support your topic.

Using the information in each 4-square organizer, create a paragraph to describe your character's journey. Be sure to use complete sentences, as well as correct spelling, punctuation, and grammar.

At the end of this activity, you will have created the first draft of an 8-paragraph story about your travels.

When your story is done, then you can use the Narrative Writing Self-Evaluation Tool to check your work.



**INTRODUCTION: Who?**

|    |    |    |
|----|----|----|
| 2. | 3. |    |
| 4. | 1. | 5. |

Write a paragraph using the information from your organizer above:

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**SECOND PARAGRAPH: Where?**

|    |    |    |
|----|----|----|
| 2. | 3. |    |
| 4. | 1. | 5. |

Write a paragraph using the information from your organizer above:

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**THIRD PARAGRAPH: Why?**

|    |    |    |
|----|----|----|
| 2. | 3. |    |
| 4. | 1. | 5. |

Write a paragraph using the information from your organizer above:

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**FOURTH PARAGRAPH: When?**

|    |    |    |
|----|----|----|
| 2. | 3. |    |
| 4. | 1. | 5. |

Write a paragraph using the information from your organizer above:

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**FIFTH PARAGRAPH: How?**

|    |    |    |
|----|----|----|
| 2. | 3. |    |
| 4. | 1. | 5. |

Write a paragraph using the information from your organizer above:

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**SIXTH PARAGRAPH: What?**

|    |    |    |
|----|----|----|
| 2. | 3. |    |
| 4. | 1. | 5. |

Write a paragraph using the information from your organizer above:

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**SEVENTH PARAGRAPH: What?**

|    |    |    |
|----|----|----|
| 2. | 3. |    |
| 4. | 1. | 5. |

Write a paragraph using the information from your organizer above:

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**EIGHTH PARAGRAPH: Conclusion**

|    |    |    |
|----|----|----|
| 2. | 3. |    |
| 4. | 1. | 5. |

Write a paragraph using the information from your organizer above:

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## Narrative Writing Self-Evaluation Tool

Name: \_\_\_\_\_

Date: \_\_\_\_\_

|  | Student Score | *Optional Teacher / Parent Score |
|--|---------------|----------------------------------|
| I wrote my paragraphs neatly, so they are easy to read.  | 1 2 3 4       |                                  |
| I introduced the character for my story in the first paragraph.  | 1 2 3 4       |                                  |
| I explained where the character went on their journey in the second paragraph.   | 1 2 3 4       |                                  |
| I explained why the character went on their journey in the third paragraph.  | 1 2 3 4       |                                  |
| I explained when the character went on their journey in the fourth paragraph.  | 1 2 3 4       |                                  |
| I explained how the character travelled during their journey in the fifth paragraph.   | 1 2 3 4       |                                  |
| I explained what the character did to prepare for the trip and/or what the landscape looked like along the journey in the sixth paragraph. | 1 2 3 4       |                                  |
| I explained what challenges the character faced on their journey in the seventh paragraph.   | 1 2 3 4       |                                  |
| I explained what happened when the character reached their destination in the eighth paragraph.  | 1 2 3 4       |                                  |
| I used transitional words and phrases to move from one event to another.   | 1 2 3 4       |                                  |
| I used complete sentences to describe this trip.   | 1 2 3 4       |                                  |
| I spelled all words correctly.   | 1 2 3 4       |                                  |
| I used punctuation and capitalization appropriately.   | 1 2 3 4       |                                  |
| I used correct grammar.  | 1 2 3 4       |                                  |
| <b><u>TOTAL SCORE</u></b>  | —             | —                                |
| <b>POSSIBLE SCORE</b>  | <b>56</b>     | <b>56</b>                        |

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- 1 = It's a start.
- 2 – Pretty good.
- 3 = Thumbs up. You're so close.
- 4 = Fabulous. You got it!



## Narrative Writing Peer Revising and Editing Activity

My Name: \_\_\_\_\_ My Partner's Name: \_\_\_\_\_

The writing process can take many drafts to create a great story. Authors often write and re-write many times in partnership with an editor to improve the quality of their story.

Read your narrative to your partner and listen as your partner reads their narrative to you. Then, trade copies of your stories and silently read through each other's narratives.

Now you are going to help each other make these stories even better through a revising and editing process. Share your compliments and suggestions for your partner's writing. This is an opportunity to help each other grow as better writers.

- Please note that put-downs and personal comments are not appropriate.

**Revising** means that you are helping the story to sound better when someone hears it.

**Editing** means that you helping the story to look better when someone reads it.

A. Write three compliments for the author of the story. What did you like about the story?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. Write three suggestions for the author of the story. How could the author make their story even better?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

C. Read through the story one more time. Look for spelling, grammar, or punctuation errors. Circle, underline or highlight corrections to the story.