

STORYPATH®



# The Oregon Trail

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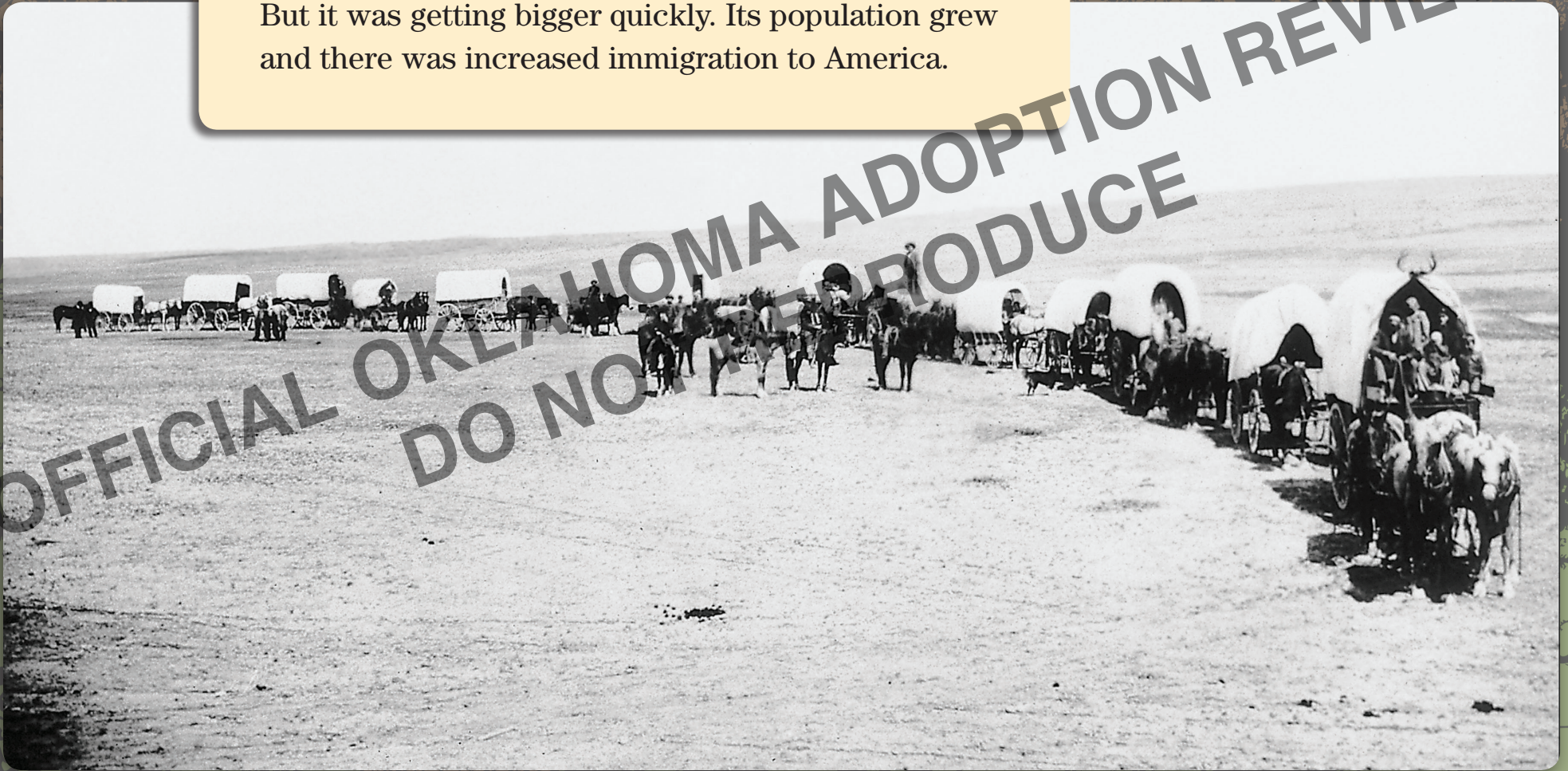


SET 1

SLIDE 1

## Why did America grow?

In 1800, the United States was only 24 years old and occupied less than one-third of the land it does today. But it was getting bigger quickly. Its population grew and there was increased immigration to America.







## Dateline

*continued*

### **1776** **In the Beginning**

The United States is formed as a nation of 13 colonies along the East Coast, with a population of about 4 million.

### **May 2, 1803** **Louisiana Purchase**

President Thomas Jefferson pays France \$15 million for the land between the Mississippi River and the Rocky Mountains, known as the Louisiana Territory. This new land almost doubles the size of the United States and people begin to think about moving west.

### **1804–1806** **Lewis and Clark Expedition**

Meriwether Lewis and William Clark explore the Louisiana Territory. They travel beyond the Rockies into the Oregon Country and return with stories of a beautiful region filled with fertile land and abundant game.





## Dateline

*continued*

### **1812** **South Pass** **Discovered**

The South Pass, a valley passage through the Rocky Mountains, is discovered by fur traders.

### **1818** **Treaty with Great Britain**

This treaty establishes the northern border of the United States from the Lake of the Woods to the Rocky Mountains and allows both countries to settle the Oregon Country.

### **1824** **U.S. Treaty with Russia**

The Russians give up claim to the Oregon Country and sign a treaty with the United States designating the northern boundary at 54° 40'. Great Britain still claims a right to the Oregon Country. The rights of the American Indians who live there are not considered.





## Dateline

*continued*

### **1827** **Independence, Missouri**

This town is established as a jumping-off point for the Oregon Trail to the north and the Santa Fe Trail to the south.

### **1836** **Missionaries Defy the Odds**

Two missionary families travel to Oregon Country, proving that women and wagons can make the trip.

### **1837** **Depression Strikes America**

In cities, thousands lose their jobs. The price of corn drops below cost and farmers struggle to survive. The idea of cheap, fertile land in the West becomes very appealing.





## Dateline

*continued*

### **1842–1844** **A Topographical Map**

John Charles Frémont travels the Oregon Trail and charts a series of topographical maps of the route.

### **1843** **Mass Migration Begins**

One thousand emigrants set out in wagon trains to make a new life in the Oregon Country.

### **1846** **The Oregon Question**

Joint occupation of Oregon ends when President Polk signs a treaty with Great Britain. The 49th parallel becomes Oregon's northern border.





## Dateline

*continued***1846**

### **The Mormon Trail**

Thousands of people of the Mormon faith are driven out of their homes in Nauvoo, Illinois. Led by Brigham Young, they head west and settle in what is now Utah.

**1848**

### **Territory Status**

Oregon becomes an official U.S. Territory.

**1848**

### **Mexican Cession**

Mexico gives up claims to the land that makes up present-day California, Nevada, Utah, and parts of four other states.





## Dateline

### 1849 Gold Rush

Gold is discovered near Sacramento, California, in January 1848, but the news doesn't reach the East until late summer. Thousands set out for California in hopes of striking it rich.

### 1859 The Thirty-Third State

In February, Oregon enters the Union as a free state with a population of about 50,000.

1. Read the dateline on Slides 2–7 and look at the map on Slide 7. How did the United States grow in 1803? *(understanding visuals)*





SET 1

SLIDE 8

### The Growth of the United States in the 1800s

- The United States, 1800
- Louisiana Purchase, 1803
- Oregon Country
- Florida
- Mexico
- Mexican Cession, 1848
- Texas
- Present-day boundaries

0 250 500 Miles  
0 250 500 Kilometers



**2. How might the growth in 1803 have influenced people to move west? (making inferences)**

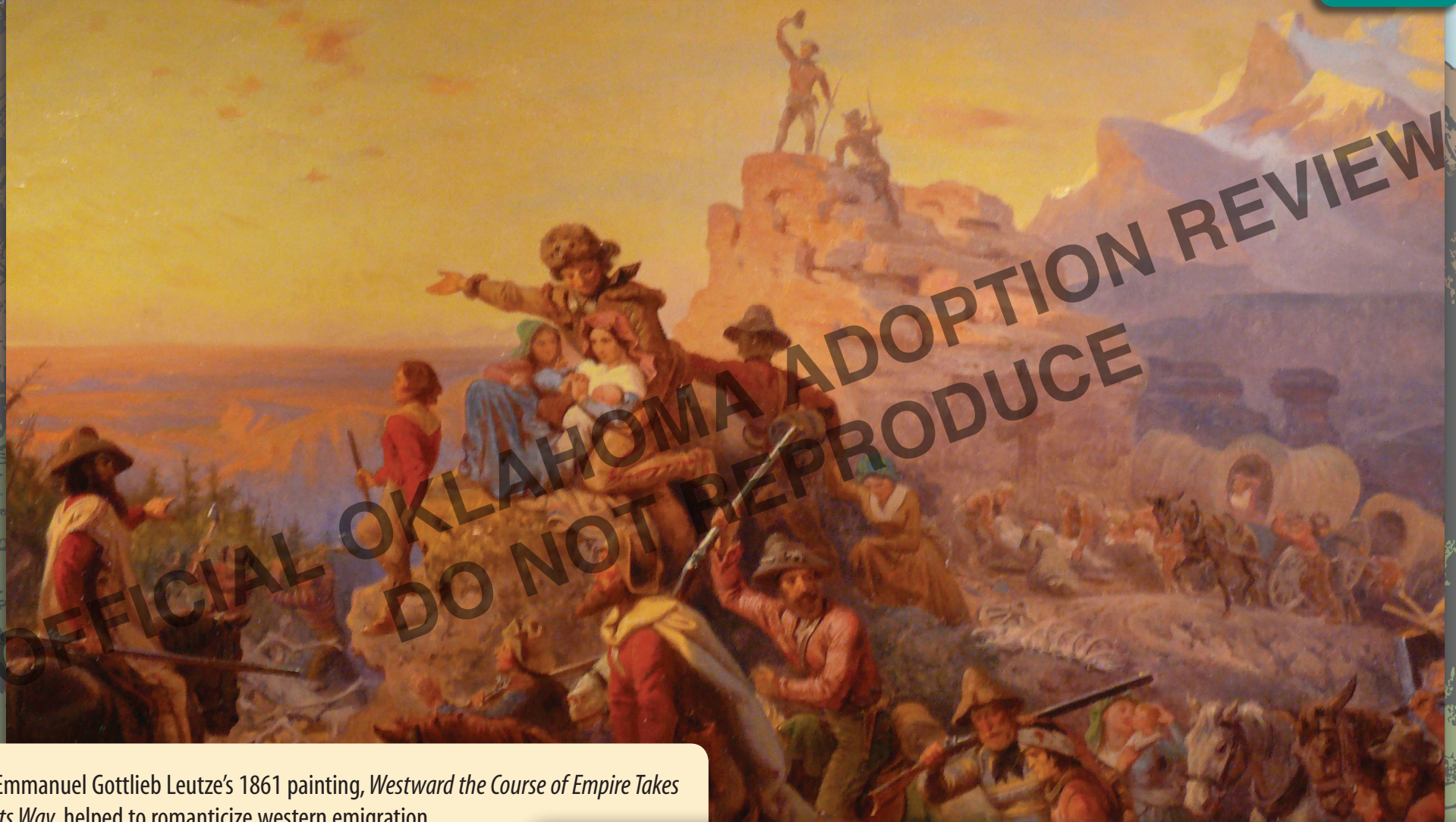


# Why did people want to move west?



SET 2

SLIDE 1



Emmanuel Gottlieb Leutze's 1861 painting, *Westward the Course of Empire Takes Its Way*, helped to romanticize western emigration.

1. The painting shown here was painted in the 1840s. How does it portray the emigrants' move west? Give two reasons why you think this painting does or does not show manifest destiny. (*understanding visuals*)



## Newspaper Excerpts from the 1800s

In the 1840s, newspapers became more popular in America. Through newspapers, Americans learned for the first time about what was happening in different places.



SET 2

SLIDE 2

November 26, 1830

### News Flash



#### The Rocky Mountains

In a few years, a trip to the Pacific, by way of the Rocky Mountains, will be no more of an undertaking than was a journey from the Atlantic cities to Missouri twenty years ago. Well and truly may it be said that “Westward the Star of Empire takes its way.” We noticed, two weeks ago, the return of Messrs. Smith, Sublette, and Jackson, from the Rocky Mountains, and stated that they had taken two wagons out and back again. We now learn from

them there was an error in the number two; the actual number was ten. . . .

Messrs. Smith, Sublette, and Jackson are the first that ever took wagons to the Rocky Mountains. The ease with which they did it and could have gone on to the mouth of the Columbia, shows the folly and nonsense of those “scientific” characters who talk of the Rocky Mountains as a barrier which is to stop the westward march of the American people.

**2. How might the newspaper excerpts on Slides 2–3 have influenced someone to go west?** (*scanning, making inferences*)





## Newspaper Excerpts from the 1800s

**April 24, 1820**

“Today Congress passed the Public Land Act to help settlers purchase land in the West. Anyone thinking about buying land beyond the Rocky Mountains can now do so for a minimum of \$100.”

**May 10, 1837**

“Today most of the banks in New York City stopped making cash payments to their customers. Some experts estimate that over 600 banks will fail this year. If so, unemployment will increase across the nation.”

**March 9, 1846**

“[California’s] natural advantages are of the most important character—a most salubrious [healthy] climate, a perpetual spring, as it were, without the sultriness of summer, or the chilling winds of winter—a soil unsurpassed for richness and productiveness, some of the principal articles of agriculture growing in a wild, uncultivated state...”





## Manifest Destiny

In the 1840s, many Americans believed it was their manifest destiny, or inevitable God-given right, to stretch the nation across the continent to the Pacific Ocean. However this view of western expansion had no regard for the American Indian people who already lived in the west or for their way of life.





SET 3

SLIDE 1

## What did emigrants need for the journey west?

The emigrants had to do many things to prepare for the long journey west. They had to pack items they would need for the journey, as well as supplies to set up their new homes and carry them through the first winter.

supplies for the journey

washboard

1. What challenges did emigrants have to plan for as they prepared for their journey? How did they prepare to meet the challenges? *(main idea/supporting details)*



## 2. Explain how this wagon was built for a long journey west. *(scanning)*



SET 3

SLIDE 2

In the 1800s, emigrants traveled in light-weight wooden wagons. The wagons were covered with canvas that was coated with linseed oil to make it waterproof.

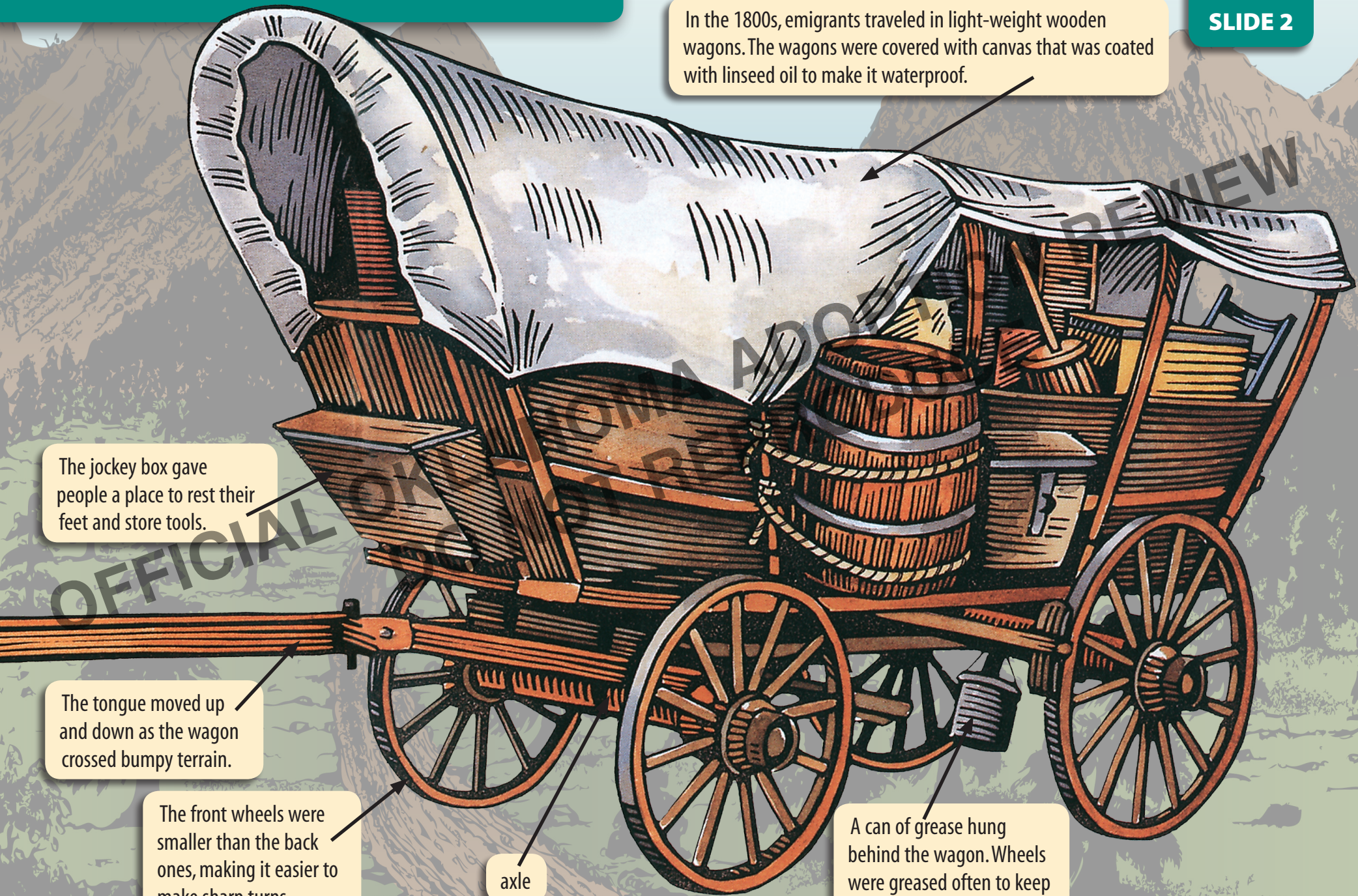
The jockey box gave people a place to rest their feet and store tools.

The tongue moved up and down as the wagon crossed bumpy terrain.

The front wheels were smaller than the back ones, making it easier to make sharp turns.

axle

A can of grease hung behind the wagon. Wheels were greased often to keep them moving smoothly.







## Bringing Animals

Emigrants needed to decide whether to use oxen or mules to pull the wagons. Mules were more expensive, but were faster for distances less than a thousand miles. For longer journeys or journeys over rough terrain, emigrants often chose oxen because they were hardier. Oxen could also be used for beef if no other food was available. Cows were good to have on the journey, too, because their milk was a valuable addition to the food supply. In an emergency, cows could be used to pull the wagon.





## Primary Source

The journal entry below shows how fear of the unknown often led emigrants to link Indians with violence.

*From the journal of Benjamin Franklin Bonney, 1845:*

I can well remember the hullabaloo the neighbors set up when father said we were going to Oregon. They told him how his family would all be killed by the Indians, or if we escaped the Indians we would either starve to death or drown or be lost in the desert, but father was not much of a hand to draw back after he had put his hand to the plow, so he went ahead and made ready for the trip.





SET 4

SLIDE 1

## Why did emigrants form wagon trains?

Emigrants usually traveled in groups called wagon trains. They formed these groups at one of the many jumping-off points, or frontier cities.

This 1869 illustration shows how wagon companies corraled, or circled, their wagons whenever they stopped. This helped keep the horses, mules, and cattle from running away.



**1. What qualities would an effective leader need?** *(making inferences)*



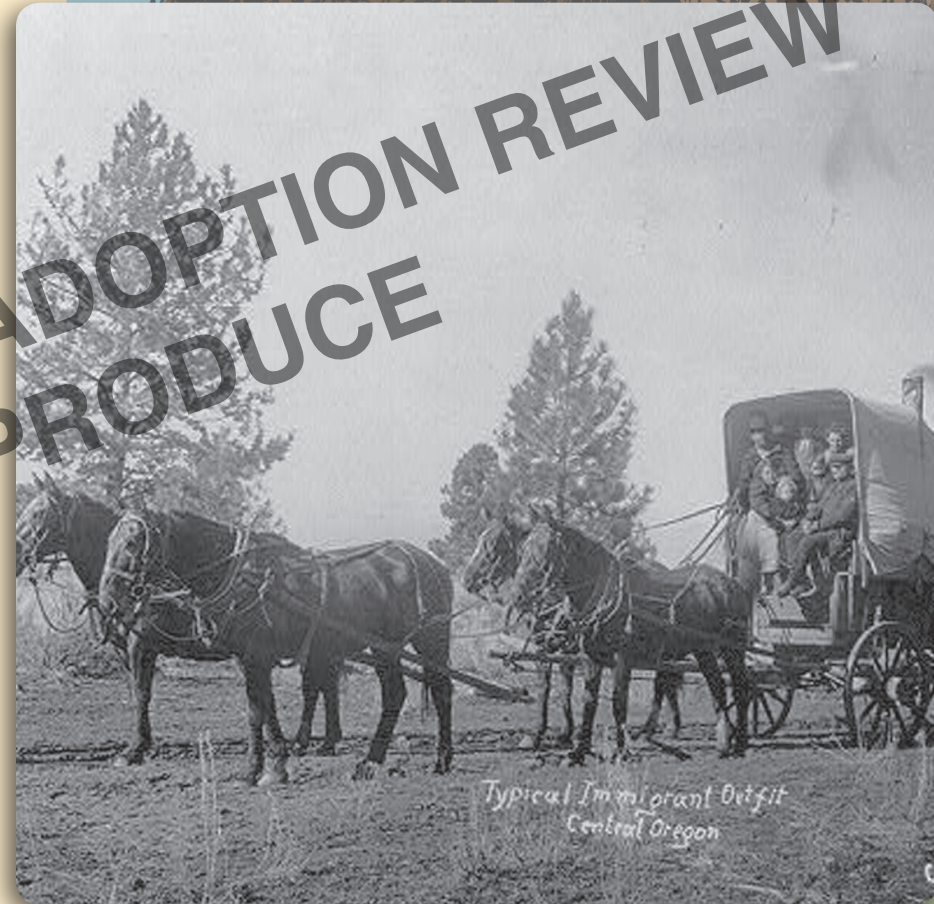


## Primary Source

*From the journal of James Willis Nesmith, 1843:*

Without orders from any quarter, and without preconcert, promptly as the grass began to start, the emigrants began to assemble near Independence, at a place called Fitzhugh's Mill. On the 17th day of May, 1843, notices were circulated through the different encampments that on the succeeding day, those contemplating emigration to Oregon, would meet at a designated point to organize.

Promptly at the appointed hour the motley groups assembled. It consisted of people from all the States and Territories, and nearly all nationalities. The most, however, from Arkansas, Illinois, Missouri and Iowa, and all strangers to one another, but impresses with some crude idea that there existed an imperative necessity for some kind of organization for mutual protection against the hostile Indians inhabiting the great unknown wilderness stretching away to the shores of the Pacific, and which they were about to traverse with their wives and children, household goods and all their earthly possessions.





## Wagon Train Laws

Many wagon trains made “laws” for the train and had a system to punish those who broke the laws. However, these systems often broke down under the strain of the difficult journey. The following excerpt is from the constitution and by-laws of the wagon train led by Solomon Tetherow:

- Anyone guilty of indecent language shall be fined at the discretion of the [Executive] Council.
- Any dog found running about camp at large shall be shot at the discretion of the [Captains].
- There shall be a driver of every 33 head of loose cattle and every one shall drive in proportion to the loose cattle he may have.
- The Committee for the purpose of drafting the Constitution, have wrote out a few by-laws for the Consideration of the emigrants.

**2. How might the wagon train’s laws help everyone survive the journey?** *(making inferences)*



# What was life like on the trail?



SET 5

SLIDE 1

Life on the road was hard. Wagons did not have headlights, so companies used every hour of daylight to move along the unfamiliar trail.

Because the wagons did not have shocks to absorb the bumps from the ride, most emigrants walked or rode livestock the 2,000 miles, herding cattle as they went.



**1. Find specific details that describe an average day on the trail.** *(main idea/ supporting details)*





## Primary Source

When the wagons stopped along the trail, children had work to do, such as gathering buffalo chips or milking cows. Still, many children saw the journey as a great adventure.

*From a letter of Eliza Donner recalling the journey, 1879:*

*During a rest break, we children, who had been confined to the wagon so many hours each day, stretched our limbs, and scampered off on Mayday frolics. We waded in the creek, made mud pies, and gathered posies in the narrow glades between the cottonwood, beech, and alder trees. . . The staid and elderly matrons spent most of their time in their wagons, knitting, or patching designs for quilts. The younger ones and the girls passed theirs in the saddle. The wild, free spirit of the plain often prompted them to invite us little ones to seats behind them, and away we would canter with the breeze playing through our hair.*



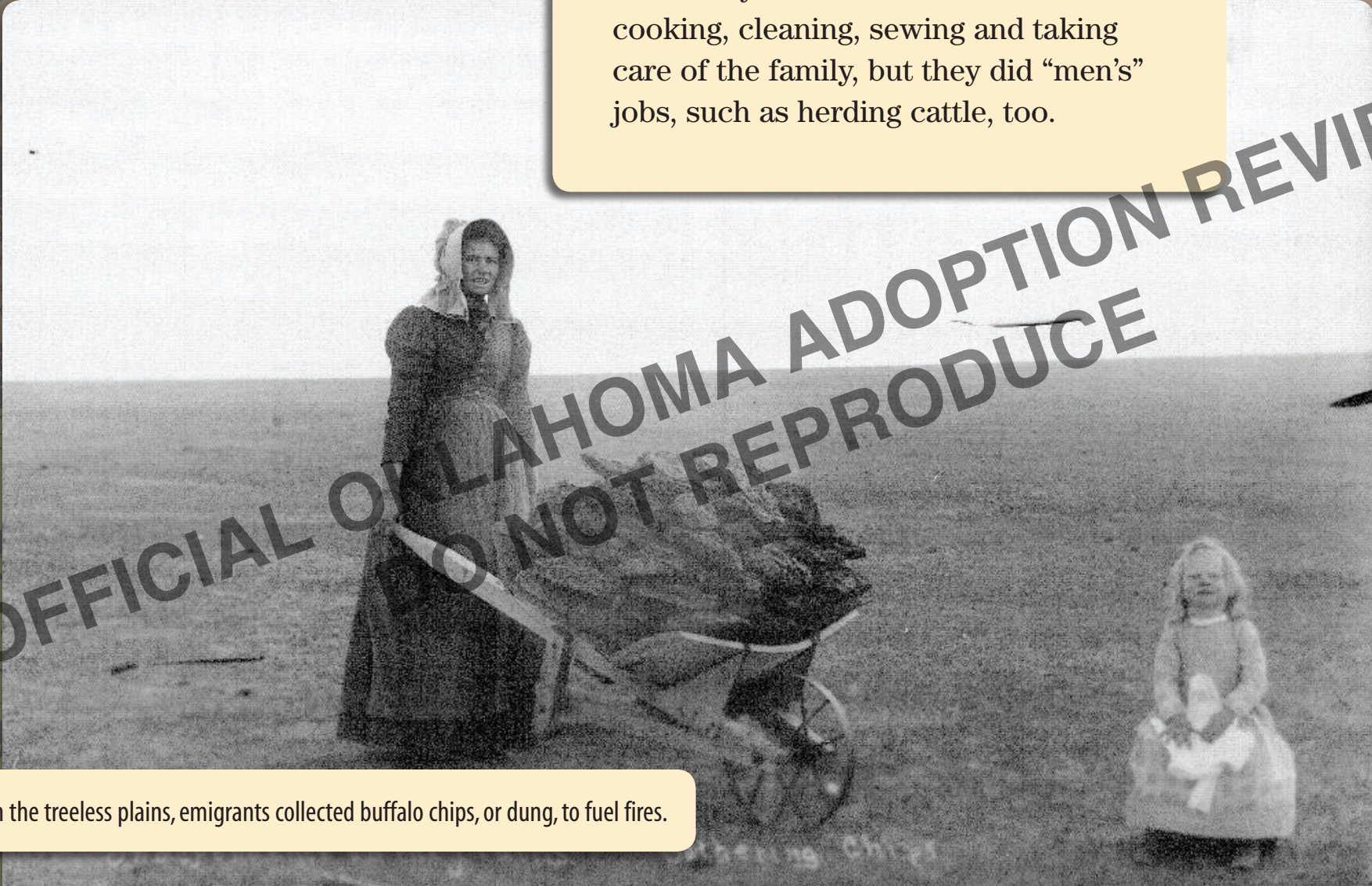
## Women On the Trail



SET 5

SLIDE 3

Pioneer women worked as hard as men. They did their traditional work of cooking, cleaning, sewing and taking care of the family, but they did “men’s” jobs, such as herding cattle, too.



On the treeless plains, emigrants collected buffalo chips, or dung, to fuel fires.

**2. How was life different for men, women, and children on the trail?** *(comparing and contrasting)*



# How did terrain and weather affect the journey?



SET 6

SLIDE 1

The emigrants who traveled the Oregon Trail encountered terrain such as they had never seen before.







### **Mountains**

Mountains were a new challenge for the emigrants. Often, several men worked together to push the heavy wagons up steep inclines. The way down the other side of the mountain could be even worse. The same men then had to act as brakes for the wagons. Wagons were attached with rope and held so they would not run over the oxen and be smashed to pieces.

- 1. Look at the photos on Slides 2–4 and read the text. What information about the land can you get from the photos and the text? What do the photos tell you that the text does not? (*comparing and contrasting*)**





SET 6

SLIDE 3



## Rivers

For most of the journey, emigrants traveled along the banks of rivers. These rivers served as their guides and provided water for the weary travelers and their animals, but they could also be very dangerous. The water could be contaminated quickly by dead animals left on the banks. And there were no bridges when the pioneers wanted to cross, but sometimes an Indian would ferry them across for a price.







## Plains

The first segment of the emigrants' journey took them across the Great Plains, a vast, dusty prairie covered with many kinds of grasses but few trees. No one wanted to be at the end of the train, choking in the great dust cloud produced by all the wagons and animals ahead of them. So most emigrants set up a system to rotate their places in the wagon train from day to day. Still, the trail often spread out as wide as a mile as emigrants sought to avoid the dust.



Thunder, lightning, and hailstorms sent emigrants running for the shelter of their wagons. Emigrants and their goods were often soaked anyway.

- 2. Compare the challenges experienced by emigrants in the plains to challenges they experienced in the mountains.**  
(comparing and contrasting)



# How did forts and landmarks help the emigrants?



SET 7

SLIDE 1

There were no street signs to tell the emigrants if they were headed the right way, and no markets where they could replenish their food supply or ask directions. However, there were some forts and landmarks along the way.

## Devil's Gate, Wyoming

After following the Sweetwater River for six miles past Independence Rock, the emigrants were amazed by the spectacular sight of Devil's Gate, two 350-ft rocks set 30 feet apart to let the Sweetwater through.

**1. Identify reasons why landmarks were important to pioneers on the Oregon Trail.** *(main idea/supporting details)*



## Fort Laramie

Fort Laramie was located about 35 miles west of the Wyoming border. Most emigrants traveling from Independence reached it about 40 days (or 667 miles) into their journey. Fort Laramie was one of the largest and most populated forts along the trail. It was like a small town, with a blacksmith, traders, soldiers, and other government personnel living there.



SET 7

SLIDE 2

**2. In what ways did emigrants rely on forts?** *(scanning)*





## Primary Source



SET 7

SLIDE 3

*From the journal of William Marshall Anderson, 1834:*

We have breakfasted this morning at the base of Rock Independence. There are few places better known or more interesting to the mountaineer than this huge boulder. . . . On the side of the rock names, dates and messages, written in buffalo grease and powder, are read and re-read with as much eagerness as if they were letters . . . It is a large, egg-shaped mass of granite, entirely separate and apart from all . . . ranges of hills. One mile in circumference, about six or seven hundred feet high, without a particle of vegetation.

Independence Rock



More emigrants' diaries comment on Chimney Rock than on any other landmark. The Indians, who had never seen a chimney, called this "The Teepee."



# What dangers did pioneers face?



SET 8

SLIDE 1

In addition to unusual terrain and climate conditions, accidental injuries and deaths were also common along the trail. Diaries tell stories of accidental shootings and of people falling out of wagons and being run over by the wheels or trampled by the animals.



With no time to mourn their dead and no place to bury them, emigrants dug shallow graves along the trail.



## Cholera



SET 8

SLIDE 2

Cholera is an infection that causes diarrhea, vomiting, and cramps. It can lead to dehydration, which means the body doesn't have enough water. Dehydration is very serious and sometimes deadly.

# CHOLERA

THE  
**DUDLEY BOARD OF HEALTH,**  
HEREBY GIVE NOTICE, THAT IN CONSEQUENCE OF THE

## *Church-yards at Dudley*

Being so full, no one who has died of the **CHOLERA** will be permitted to be buried after **SUNDAY** next, (To-morrow) in either of the Burial Grounds of *St. Thomas's*, or *St. Edmund's*, in this Town.

All Persons who die from **CHOLERA**, must for the future be buried in the Church-yard at Netherton.

**BOARD of HEALTH, DUDLEY.**  
*September 1st, 1832.*

W. MAURICE, PRINTER

This 1832 graveyard notice shows how widespread and deadly cholera was.

1. Why was cholera so dangerous to the emigrants? (*scanning*)





## Primary Source

*From the journal of Adriette Appelgate Hixon, 1852:*

As we drew nearer to where this dread disease [cholera] was prevailing we saw more fresh graves and we met returning emigrants having many tales of woe. But it was of the terrible disease raging beyond that they now told. They said, "It is terrible, and is sweeping whole families away. So we are just going back home, we are!" and cracking their whips, they moved on. It surely was a terrible disease! Sadly we discussed this new kind of obstacle that we were now facing. But there was nothing else for us to do but go ahead. It seemed that this epidemic had been prevailing in this locality for several summers. As we tried to keep going we passed wagons that were detained with their sick ones, while others, in their eagerness to get on, were traveling right along with their sick. But the silent reaper was claiming its victims and everyone felt the depression.





If a wheel broke, emigrants had to choose between losing valuable supplies or risking a dangerous delay.

- 
2. **What other dangers did pioneers face?**  
*(main idea/supporting details)*
  3. **What precautions could the emigrants take to avoid dangers on the journey?**  
*(making inferences)*



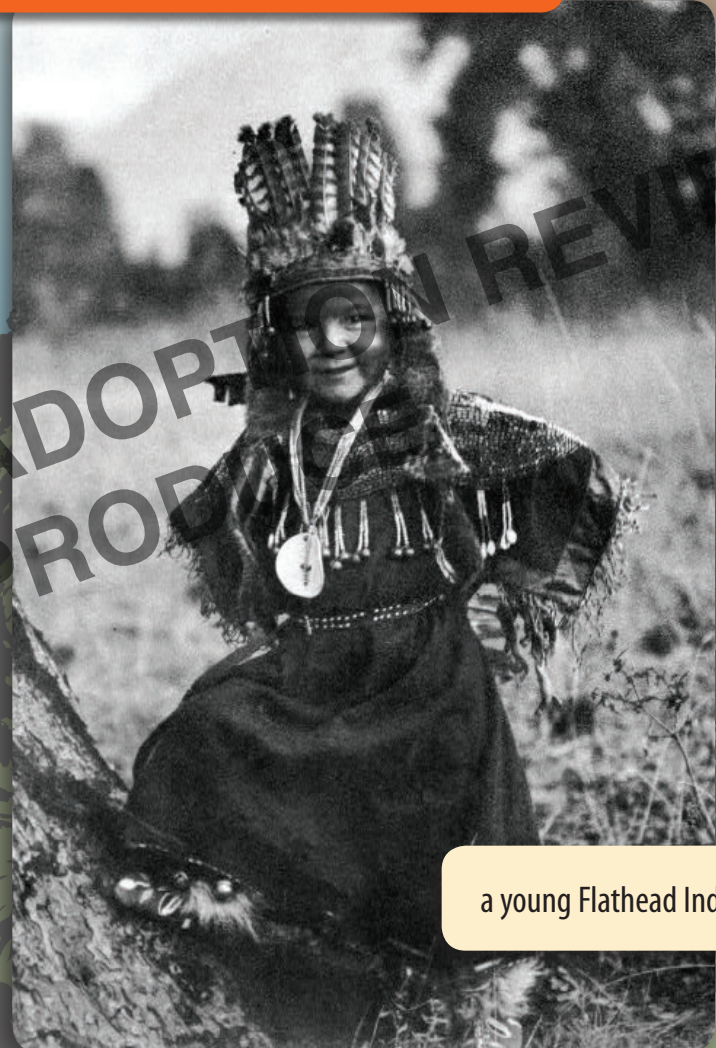


## Who were American Indians along the Oregon Trail?

The regions through which the Oregon Trail passed were home to two groups of American Indians: the Plains Indians and the Plateau Indians.

### American Indians Along the Oregon Trail

	Region	Major Tribes	Important Foods
Plains Indians	Mississippi River west to the Rockies	Crow Blackfoot Sioux Assiniboine Mandan	buffalo maize
Plateau Indians	Rockies west to the Columbia River	Nez Percé Kalispel Flathead Coeur d'Alène	salmon roots berries



a young Flathead Indian girl

1. How were the Plains Indians and the Plateau Indians similar? How were they different?  
(comparing and contrasting)





SET 9

SLIDE 2

In the summer months, Plateau Indians, like the Nez Percé, lived in teepees. The teepees were made from poles tied together and covered with bison skins. Teepees were easy to pack and move as the Indians hunted animals in the mountains.



**2. When and why did the Plains Indians use teepees?** *(scanning)*



Plains Indian society revolved around the buffalo. In the summer, the nomadic tribes would follow the buffalo on great hunts. Every part of the buffalo was used. Meat was eaten fresh or jerked (dried) to keep for the winter. Skins were sewn together to form teepee covers, clothing, and blankets. Tools were made from the bones. When the buffalo died out in the region, the Plains Indians' way of life was threatened.

a Crow Indian man



SET 9

SLIDE 3





# Why did emigrants fear American Indians?



SET 10

SLIDE 1

This 1856 painting illustrates an Indian attack, the greatest fear of most emigrants. In reality, though, it was very uncommon for Indians to attack emigrants.



Indians often guided emigrants through unfamiliar areas and gave them or traded with them for food and other items needed for survival.

**1. How are the Indians portrayed differently in these two pictures? Give examples.** *(comparing and contrasting)*





## Primary Source

Misconceptions and overactive imaginations caused emigrants to hate and fear the Indians even before they ever met or saw them.

*From the journal of Loren Hastings, 1847:*

Some boys and girls went to the Bluffs a little before sunset but did not return until after dark; some other boys put on Blankets, went around them, gave an Indian hoop & ran them into camp badly frightened. We saw signs of Indians, put out our guard; before nine o'clock some of the guards shot at what they supposed to be an Indian. After all our caution this night, the Indians crept into our camp & cut two horses loose & rode them off. The Pawnee Indians are the greatest thieves I ever saw—the best way I think to civilize or Christianize Indians is with powder & lead, & this is the way we shall do hereafter. . . .



## Primary Sources



SET 10

SLIDE 3

American emigrant and American Indian views of the land were very different. American settlers believed that land was something one could own, but the Indians believed land was to be shared. Here two Oglala Sioux chiefs express their feelings about emigrants coming into their homelands.

We did not ask you white men to come here. The Great Spirit gave us this country as a home. You had yours. We did not interfere with you. The Great Spirit gave us plenty of land to live on, and buffalo, deer, antelope and other game. But you have come here; you are taking my land from me; you are killing off our game, so it is hard for us to live. Now, you tell us to work for a living, but the Great Spirit did not make us to work, but to live by hunting. . . We do not want your civilization! We would live as our fathers did, and their fathers before them.

Chief Crazy Horse

We did not think of the great open plains, the beautiful rolling hills, and winding streams with tangled growth, as “wild.” Only to the white man was nature a “wilderness” and only to him was the land “infested” with “wild” animals and “savage” people. To us it was tame. Earth was bountiful and we were surrounded with the blessings of the Great Mystery. Not until the hairy man from the east came and with brutal frenzy heaped injustices upon us and the families we loved was it “wild” for us. When the very animals of the forest began fleeing from his approach, then it was for us that the “Wild West” began.

Chief Luther Standing Bear

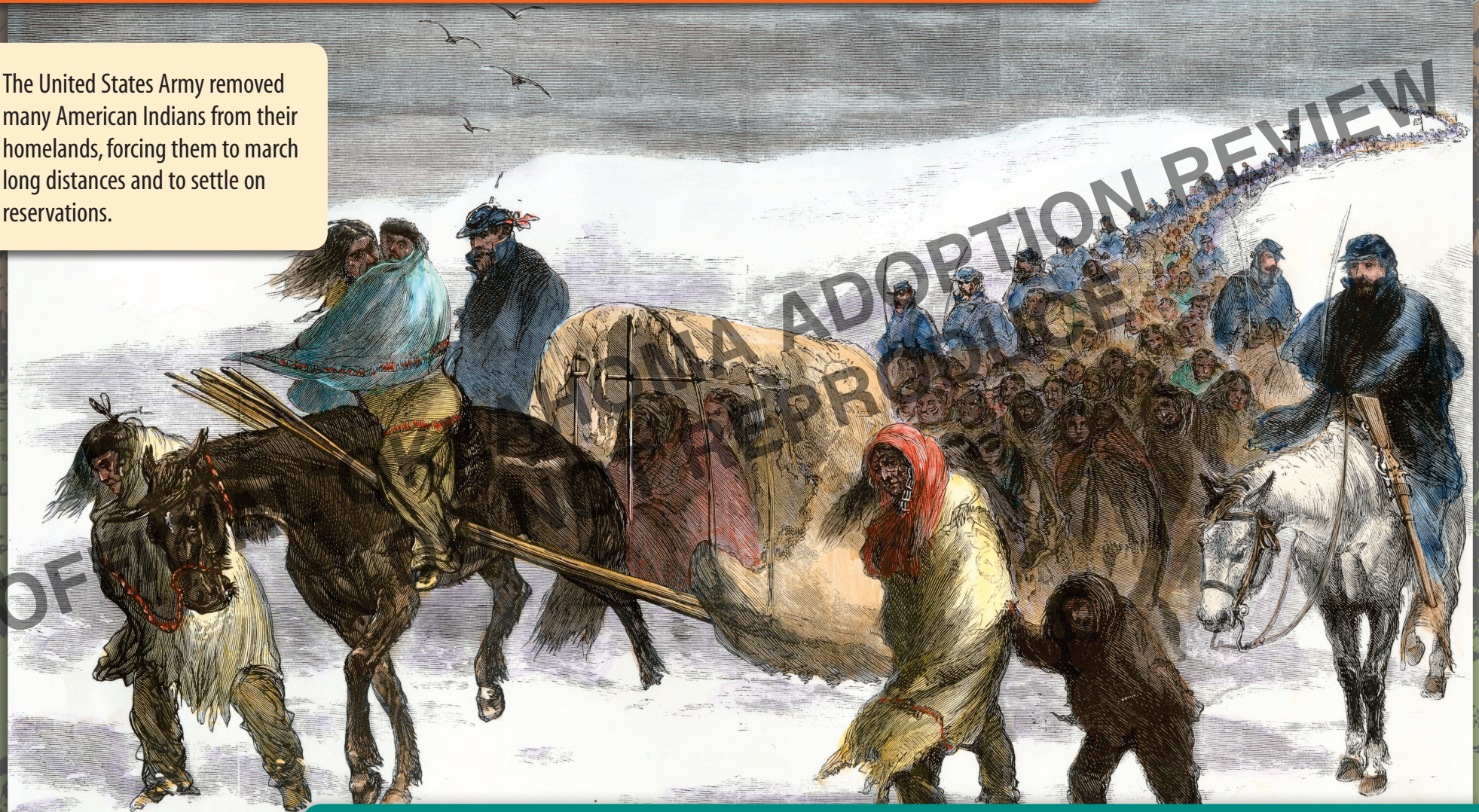
**2. What attitudes are expressed in the three primary sources on Slides 2–3? (making inferences)**





## What happened when settlers and Indians met?

The United States Army removed many American Indians from their homelands, forcing them to march long distances and to settle on reservations.



1. Summarize the story being told in the large illustration. Do you think the painter had more sympathy for the Indians or for the U.S. government? Give reasons for your answer. (*understanding visuals*)





## Dateline

continued

**15,000–35,000  
years ago  
In the Beginning**

The people who will later be called American Indians cross a land bridge from Asia and discover America.

**1700s  
Russians Trade with  
Indians**

Russians make contact with Northwest Coast Indians and trade tools for art and furs.

**1804  
Sacagawea Acts as a  
Guide**

Lewis and Clark meet Sacagawea, a Shoshone Indian woman, who acts as a guide and interpreter on their travels.





## Dateline

*continued*

### **1830 Indian Removal Act**

This act is passed by Congress, allowing President Jackson to remove eastern Indians from their homelands and relocate them to Indian Territory west of the Mississippi River.

### **1843 Westward Migration Begins**

Emigrants travel over the Oregon and California Trails.

### **1850s Western Conflicts**

In the West, a series of wars between Indians and settlers begins that will last for the next 30 years.





## Dateline

*continued*

**1871**

### **Indian Appropriation Act**

This act is passed by the House of Representatives, ending recognition of any Indian tribe as an independent nation.

**1880s**

### **Reservations**

By the mid-1880s, most of the Indians left in America have been confined to 187 reservations. These Indians lose vast areas of their land and are pressured to give up their traditions.

**1889**

### **Reduction of Indian Territory**

The U.S. government opens previously protected Indian Territory, in present-day Oklahoma, home to 75,000 Indians, to emigrant settlement.





SET 11

SLIDE 5

## Dateline

1890

### **Battle of Wounded Knee**

One hundred twenty Sioux warriors surrender to 500 U.S. troops at Wounded Knee Creek. The Indians, including women and children, are massacred. This is the last major conflict between soldiers and American Indians in the United States.

Thousands of Indians died from diseases which were new to them, such as smallpox, brought to their villages by white settlers.



**2. Look at the dateline on Slides 2–5. How do you think western expansion affected the government's policies toward Indians?** *(making inferences)*



## Primary Source



SET 11

SLIDE 6

Many Indian tribes had legends foretelling the future, which included the coming of the whites and the effects of their arrival. This Blackfoot prophecy occurred sometime after 1700 and is very similar to legends of other tribes.

One morning the people were awakened by the shouts of an old man who was greatly respected... To the chiefs he related what had been said to him in his vision:

"Our way of living, our customs, and our freedom will die in this generation. After all who now live have died, another generation will come that will wear clothing different from ours. Half of their clothing will be buckskin, and half will be made from the hair of sheep and goats. The men's fingers will explode, and all our wild game will be killed... Then there will come a new group of our people who will have no chiefs. All the men will want to be chiefs, but there will be no one with authority. Our people will think strange things, the old will wander away, and our tipis will be destroyed. Our children will live in square-like structures and will sit on the branches of trees... In time, they will no longer need our horses, for large black beetles will carry them wherever they wish to go...they will cut the earth into small pieces for each one... They will be able to watch the chief geese flying across the sky."

The prophecy has come true. The early traders and trappers changed the style of clothing. Our manner of living changed from tipis to houses. The firearms brought by the white man killed off the buffaloes and the smaller game animals. Soon the Indians' form of government broke down. The black beetles are the automobiles, and the chief geese flying across the sky are the airplanes.





SET 12

SLIDE 1

## What happened when emigrants reached Oregon?

If the trip went well, the emigrants would reach The Dalles, Oregon, in October. There, members of the wagon trains parted company and headed off to their final destinations.



This log cabin is similar to the cabins built by emigrants upon arrival in the Oregon Country in the 1800s.



## Primary Source

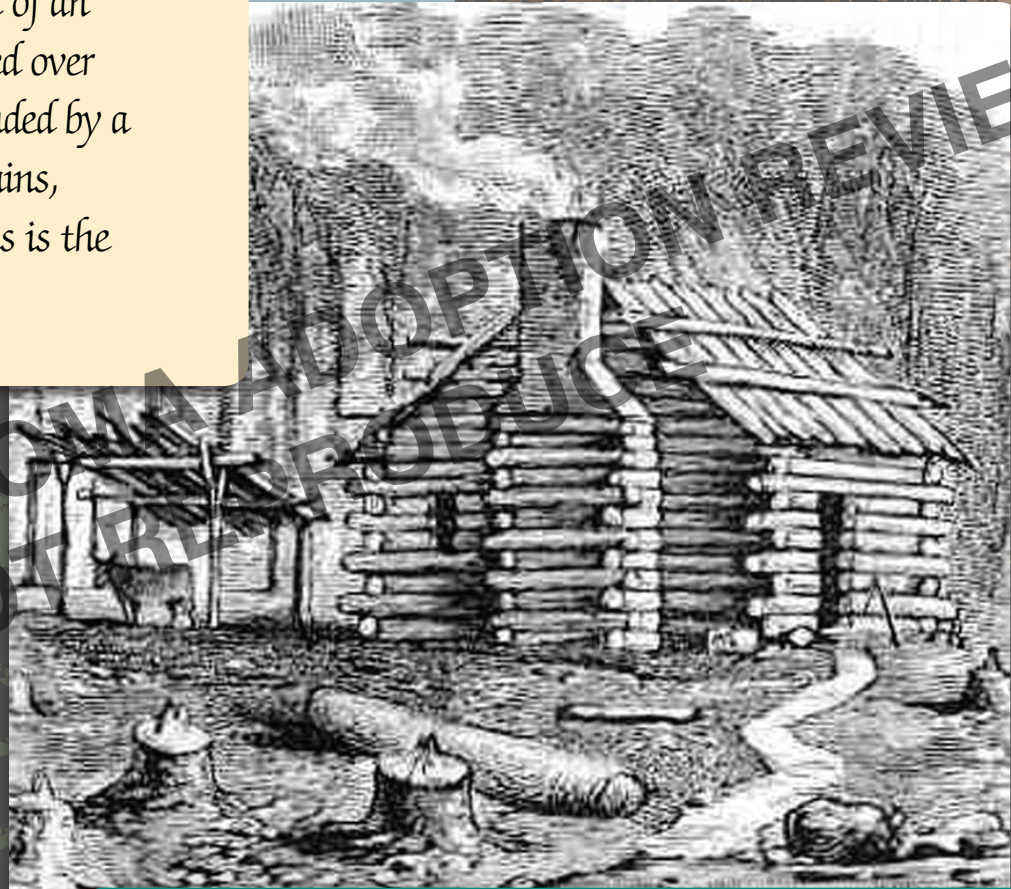


SET 12

SLIDE 2

From the journal of Adriette Applegate Hixon, 1853:

About noon of the tenth day, after leaving the Dalles, we began to see, through the timber, on ahead a vision of an open valley. Peering out, I saw that it was sprinkled over with spreading oaks, while it seemed to be surrounded by a fringe of evergreens reaching up onto those mountains, and on into the blue sky above, I thought, "Yes, this is the Oregon I have been hoping to get to."



The emigrants' first task was to clear the land, plant crops, and build a home before winter set in. Emigrants would make do with whatever supplies and furnishings remained in their wagons until spring, when their first crops would appear.

1. **What did the emigrants do to begin their new lives in Oregon?** *(main idea/supporting details)*
2. **Compare life on the trail to life in Oregon Country. How was it the same and how was it different?** *(comparing and contrasting)*





## Primary Source

*From the writing of Rev. George H. Atkinson, 1847:*

An immigrant will come in during the Autumn, put himself up a log house with a mud and stick chimney, split boards and shingles, break eight or ten or twenty acres of prairie and sow it with wheat. You call upon him the next year & he will have a fine field ripe for the sickle. His large field will be well fenced with newly split fir rails. There will be a patch of corn, another of potatoes, & another of garden vegetables. Outside a large piece will be broken for the present year's sowing. His cattle & horse & hogs will be on the prairie, thriving and increasing without care. A few sheep may be around the house. He has a spring near... The farmer wears buckskin pants. His family has few cooking utensils, few chairs. No additions since they came into the Territory.