

Teacher: Diana Garcia-Rincon	
Title: The Pony Express	Subject: U S History
Topics:	Grade: 9-12 ESY
Lesson Duration: 2 weeks	School: PCHS

Education Designs Lesson/ Unit Plan	
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	Students will develop an understanding of the historical importance of the Pony Express; the whole class will describe the operation of the Pony Express system. Then ask students to name dangers or problems the Pony Express might have encountered: weather, sickness, injury, robbery or attack, getting lost.
National Standards for History Era: Link	Era 4 Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans
Standard(s): <i>State, Local or National</i>	United states territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.
Themes/Concept:	Why did the Pony Express come to an end?
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ol style="list-style-type: none"> 1. How long did the Pony Express last? 2. Who was the youngest rider for the Express? 3. Which of the riders discovered "Uintahite"? 4. How many riders were chosen for the Pony Express? 5. Why do you thin orphans were preferred?
Elements <i>(What you want the students to understand)</i>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Develop an understanding of the historical importance of the Pony Express, the whole class will describe the operation of the Pony Express system. Make a list of elements on the board. Elements might include: horses, riders, an established trail, change points (stations,) people to help the riders and take care of the horses. Then ask students to name dangers or problems the Pony Express might have encountered: weather, sickness, injury, robbery or attack, getting lost. List these responses on the board as well. 2. Have each student choose one item from each list to research. Distribute the United States: Physical map to each student. Tell them to keep track of their research on the map by writing notes on what they learn around the sides of the map and marking where these activities took place on the map itself.

	<p>3. Students can use the school or public library to conduct their research. When students have completed their research, give them time to write a one- or two-page story about the Pony Express. Encourage students to be creative, and remind them to incorporate what they have learned during their research. Tell them to use their research/map to keep track of the facts they want to use.</p> <p>Have students share their completed stories by reading aloud then compile them into a class book.</p>		
<p>Launch Activity (Hook)</p>	<p>All students will write an advertisement for the job of a Pony Express rider. The class will choose the five best to become Pony Express riders.</p>		
<p>Knowledge & Skills</p> <p><i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i></p>	<p><u>Vocabulary</u></p> <p>Brave mail delivery Missouri station Cowboy envelope Dangerous entrepreneur Dusty thoroughbred Gallop relay system History Running pony Horse mochilla Jonnie Fry private carrier Men home station Missouri Orphan Pony express Saddlebag Saddles Speed trail West Wild bill Hickok Young</p>		<p><u>Skills</u></p> <p>Map skills Interpersonal skills working with a partner</p>
<p>Lesson Methodology <i>(How will you conduct the lesson; activities...?)</i></p>			

Assessment Evidence: <i>What evidence will show that students met the learning goal?</i>
Traditional Assessment (Quizzes, Test, Selected Responses)
<ul style="list-style-type: none"> • Pre/post questionnaire • Give each student a blank outline of the United States entitled The Pony Express, 1860-1861. Have them use atlases to find the Pony Express route that ran between St. Joseph, Missouri and Sacramento, California. Encourage students to label other information on their maps, such as the Pacific Ocean, the Mississippi River, the Rocky Mountains, their home community.
Portfolio Assessment
<ol style="list-style-type: none"> 1. Distribute copies of The Pony Express and ask a volunteer to read it aloud. This should provide enough background on this unique system of communication for students to do the following math problems. However, some students may wish to look in additional sources for more information. 2. Challenge students to calculate the following problems: <ul style="list-style-type: none"> ○ How much faster did the news of President Lincoln's inaugural address reach California than the regularly scheduled 8-day Pony Express run? (8 days minus 7 days 17 hours = 7 hours faster, or more than 1/4 of a 24 hour day was cut off the usual prairie to the coast time) ○ How many legs of the journey did it take to cover the whole route from Missouri to California? Suggest that students look for two numerical facts in The Pony Express. (1. The total mileage that the Pony Express stretched was over 2,000 miles; 3. The average miles a rider covered on one leg of the Pony Express was 10 to 15 miles). Have students share their calculations and answers with the class. <ul style="list-style-type: none"> ○ How much did the cost of a 1/2 ounce letter drop after the Pony Express became established? (It cost \$5 for 1/2 an ounce at first. This dropped to \$1 for 1/2 an ounce. The price dropped by 4/5 ths or by 80 %.)
Authentic Assessment (<i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i>)
<p>Students plot the route of the Pony Express, discover the kinds of terrain it crossed and calculate the number of legs needed to cover the distance of its total route.</p> <p>The Pony Express lasted only a year and a half. First the telegraph, then the railroads linked the East and West Coasts. Have students share their views about the advantages these two alternatives had over the Pony Express. Oral presentation 3-5 minutes long.</p>
Student Self-Assessment
Using the vocabulary word students will create a word wall as a resource. Self Assessment Peer review
Differentiation Associated with this unit
<ul style="list-style-type: none"> • Challenge students to draw a chart that compares the time it would take for a message to travel from St. Joseph, Missouri to Sacramento, California by the these methods: wagon train, Pony Express, Union Pacific transcontinental

railroad, telegraph, Amtrak train, commercial jet, telephone, e-mail. Discuss how these times affected and affect lifestyles of ordinary people then and now.

- Offer a 50/50 multiple choice test.
- Students may choose a partner to work with

Resources and instructional tools: (*Including Video Sources, Text Resources, Research Strategy*)

[Pony Express Home Station](http://www.xphomestation.com)

<http://www.xphomestation.com>