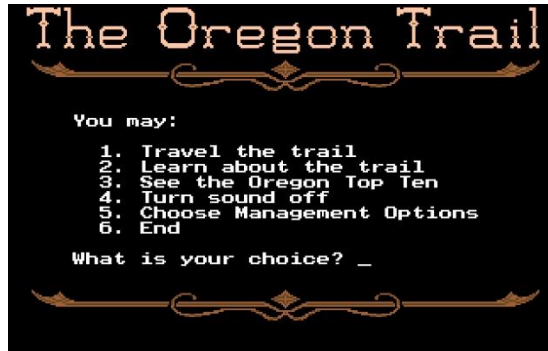# The Oregon Trail Discussion Post

Content Learning Objectives:

CLO 1: Identify patterns and effects of structural power surrounding factors such as race, gender, economic status, geography, etc.

CLO 17: Explain why migration and settlement patterns simultaneously benefited some Americans while disadvantaging or devastating others.

CLO 18: Evaluate the interconnected relationship between technology, foreign policy, migration, and environmentalism.

Instructions:

1. Play the game Oregon Trail. It works best if you play on **full screen** mode.
2. Take note of your strategies as you go. I'd suggest playing a few times.
3. Answer the prompt below.
4. Respond meaningfully to **at least one** classmate. Perhaps suggest ways that they might improve their game to survive longer.
   a. A meaningful response is one that adds a critique of a perspective (with analysis), or one that provides additional elaboration upon a point already made in the post (with analysis). Meaningful responses *do not* include lengthy responses of "I agree!" or "That was a great post!" followed by remarks about grammar, prose, or emotional commentary.

Discussion Prompt:

After playing Oregon Trail, reflect upon your experience and answer some of the following questions:

- To what extent did your experience on the "trail" reflect what you know to be the realities of the experience for colonizers moving west along the Oregon Trail (or any of the western trails for that matter)?
- What things were you perhaps expecting to see on the trail that weren't there? What things surprised you?
- What strategies did you use that helped you? OR what strategy did you choose that you think ultimately led to your untimely demise?
- If you survived, how long did it take you to make it?
- If you died, what ultimately killed you? Is that what you expected?
- What other thoughts or frustrations did you have while playing the game?

Discussion Post Rubric

	Original Response Expectations
A (20-18)	Discussion post fully answers the prompt with detailed explanations of ideas/claims. **At least 5** combined historical AND modern examples are correctly used to support ideas/claims.
B (17-16)	Discussion post answers the questions of the prompt and contains some detailed explanation of ideas/claims. **At least 4** historical OR modern examples are correctly used to support ideas/claims.
C (15-14)	Discussion post answers the basic questions of the prompt with little explanation of ideas/claims. **At least 3** historical OR modern examples are correctly used to support ideas/claims.
D (13-12)	Discussion post attempts to answer the basic questions of the prompt, but fails to answer all sections or does not do so fully. **At least 2** historical OR modern examples are correctly used to support ideas/claims.
F (11-0)	Discussion post was not completed, or makes little attempt to answer the prompt. No evidence or incorrect evidence provided to support claims/ideas.

	Follow-Up Response Expectations
5	Responds to two other students' threads with a thoughtful question, example, or perspective backed up by new, additional examples.
0	Does not respond to two other students' threads with a thoughtful question, example, or perspective backed up by new, additional examples.

***This rubric is intended as a guide. Scoring for answers that do not necessarily reflect any one stated category will be determined at the discretion of the instructor.