

Westward Expansion

Tell It Again!™ Read-Aloud Supplemental Guide

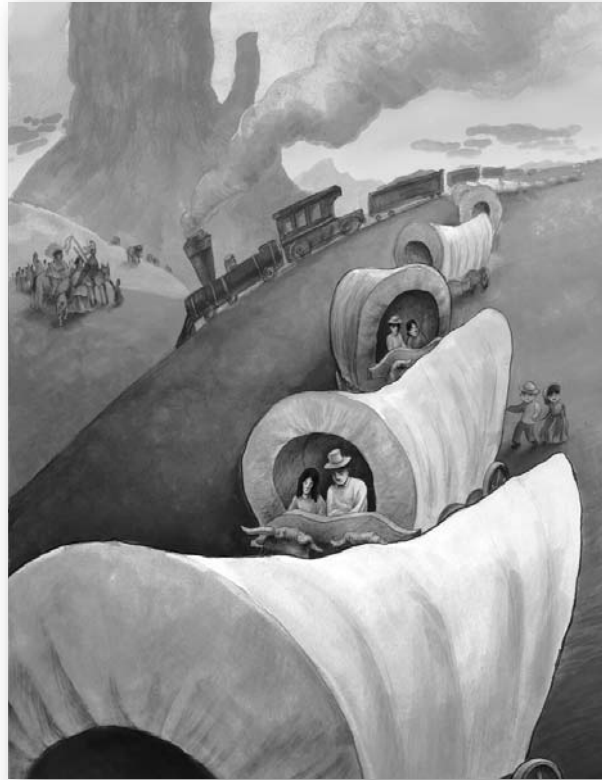
Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

GRADE 2





Westward Expansion

Transition Supplemental Guide to the
Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 2

Core Knowledge Language Arts®



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Preface to the Transition Supplemental Guide

This preface to the *Transition Supplemental Guide* provides information about the guide’s purpose and target audience, and describes how it can be used flexibly in various classroom settings.

Please note: The *Supplemental Guides* for the first three domains in Grade 2 contain modified read-alouds and significantly restructured lessons with regard to pacing and activities. These early *Supplemental Guides* provided step-by-step, scaffolded instruction with the intention that students receiving instruction from teachers using the *Supplemental Guide* for the first part of the year would be ready to participate in regular Listening & Learning lessons, and that teachers who have used the *Supplemental Guide* for the first part of the year would be equipped with the instructional strategies to scaffold the lessons when necessary. This shift from the full *Supplemental Guide* to the *Transition Supplemental Guide* affords teachers more autonomy and greater responsibility to adjust their execution of the lessons according to the needs of their classes and individual students.

Transition Supplemental Guides for the remaining domains will still contain Vocabulary Charts and *Supplemental Guide* activities such as Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. However, the *Transition Supplemental Guides* do not have rewritten read-alouds and do not adjust the pacing of instruction; the pacing and read-aloud text included in each *Transition Supplemental Guide* is identical to the pacing and read-aloud text in the corresponding *Tell It Again! Read-Aloud Anthology*. We have, however, augmented the introductions and extensions of each lesson in the *Transition Supplemental Guides* so teachers have additional resources for students who need greater English language support. As a result, there are often more activities suggested than can be completed in the allotted time for the introduction or extension activities. Teachers will need to make informed and conscious decisions in light of their particular students’ needs when choosing which activities to complete and which to omit. We strongly recommend that teachers preview the Domain Assessment prior to teaching this domain; this will provide an additional way to inform their activity choices.


Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. This guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Transition Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose individual activities from the *Transition Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. For example, teachers might use the Vocabulary Instructional Activities, Syntactic Awareness Activities, and modified Extensions during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Transition Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content.

Transition Supplemental Guide Contents

The *Transition Supplemental Guide* contains tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. The Domain Assessments and Family Letters have been modified. In some instances, the activities in the Extensions as well as the activities in the Pausing Point, Domain Review, and Culminating Activities have been modified or rewritten. Please refer to the following sample At a Glance Chart to see how additional support is communicated to the teacher.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Introductory Content	[Additional materials to help support this part of the lesson will be listed here.]	[A brief explanation about how the material can be used.]
Vocabulary Preview	[There will be one or two vocabulary preview words per lesson.]	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
<p>Note: It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions, especially before a central or difficult point is going to be presented (e.g., While we are reading this part of the read-aloud, I want to you think about . . .) and supplementary questions (e.g., Who/What/Where/When/Why literal questions) to check for understanding.</p>		
Title of Read-Aloud	[Materials that may help scaffold the read-aloud will be listed here.]	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Extension Activities	[Additional Extension activities may include a Multiple Meaning Word Activity, a Syntactic Awareness Activity, a Vocabulary Instructional Activity, and modified existing activities or new activities.]	

The additional materials found in the *Transition Supplemental Guide* afford students further opportunities to use domain vocabulary and demonstrate knowledge of content. The lessons of this guide contain activities that create a purposeful and systematic setting for English language learning. The read-aloud for each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Transition Supplemental Guide's* focus on oral language in the earlier grades

addresses the language learning needs of students with limited English language skills. These students—outside of a school setting—may not be exposed to the kind of academic language found in many written texts.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *train*, *horse*, and *walk*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *transport*, *communicate*, and *generations*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *wagon train*, *steamboat*, and *telegraph*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words

that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model the use of these words as much as possible before, during, and after each individual lesson. The Vocabulary Chart could also be a good starting point and reference for keeping track of students' oral language development and their retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities focus on sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but they might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, interrelations between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in complex written texts. These activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Transition Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, as well as teaching strategies that address those challenges.

English Language Learners

The *Transition Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) and to strengthen ELLs' understanding of the core content presented in the domains.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English, but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their

first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an education setting.

Language Development Stage	Comprehension and Production	Accommodations and Support Strategies
Entering	<ul style="list-style-type: none"> • Produces little or no English • Responds in nonverbal ways • Has a minimal receptive vocabulary in English 	<ul style="list-style-type: none"> • Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use gestures (e.g., point, nod) to indicate comprehension • Use lessons that build receptive and productive vocabulary, using illustrated pre-taught words • Use pre-taught words to complete sentence starters • Use simply stated questions that require simple nonverbal responses (e.g., “Show me . . . ,” “Circle the . . . ”) • Use normal intonation, emphasize key words, and frequent checks for understanding • Model oral language and practice formulaic expressions • Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content
Emerging (Beginner)	<ul style="list-style-type: none"> • Responds with basic phrases • Includes frequent, long pauses when speaking • Has basic level of English vocabulary (common words and phrases) 	<ul style="list-style-type: none"> • Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses • Use manipulatives, visuals, realia, props • Use small-group activities • Use lessons that expand receptive and expressive vocabulary, especially Tier 2 vocabulary • Use illustrated core vocabulary words • Use pre-identified words to complete cloze sentences • Use increasingly more difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> • Yes/no questions • Either/or questions • Questions that require short answers • Open-ended questions to encourage expressive responses • Allow for longer processing time and for participation to be voluntary • Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content

Transitioning (Intermediate)	<ul style="list-style-type: none"> • Speaks in simple sentences • Uses newly learned words appropriately • With appropriate scaffolding, able to understand and produce narratives • Has a much larger receptive than expressive vocabulary in English 	<ul style="list-style-type: none"> • Use more complex stories and books • Continue to focus on Tier 2 vocabulary • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Use increasingly difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> • Questions that require short sentence answers • <i>Why</i> and <i>how</i> questions • Questions that check for literal and abstract comprehension • Provide some extra time to respond • Pair with high-level English speakers for activities and discussions focused on the English language
Expanding (Advanced)	<ul style="list-style-type: none"> • Engages in conversations • Produces connected narrative • Shows good comprehension • Has and uses expanded vocabulary in English 	<ul style="list-style-type: none"> • Continue work with academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Use questions that require opinion, judgment, and explanation • Pair with native English speakers
Commanding (Proficient)	<ul style="list-style-type: none"> • Uses English that nearly approximates the language of native speakers • Can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences. • Has and uses an enriched vocabulary in English 	<ul style="list-style-type: none"> • Build high-level/academic language • Expand figurative language (e.g., by using metaphors and idioms) • Use questions that require inference and evaluation • Pair with students who have a variety of skills and language proficiencies

(Adapted from Hirsch and Wiggins 2009, 362–364; New York Department of Education 2013; Smyk et al. 2013)

Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Transition Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

Goals and Expectations

Make sure students know the purpose and the desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, storymaps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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Alignment Chart for Westward Expansion

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Westward Expansion	Lesson								
	1	2	3	4	5	6	7	8	9
Core Content Objectives									
Describe a pioneer family's journey westward	✓					✓			
Describe family life on the frontier	✓								
Explain the significance of the steamboat		✓							
Identify Robert Fulton as the developer of the steamboat		✓							
Identify steamboats, canals, and trains as new means of travel that increased the movement of people west		✓	✓					✓	
Describe the importance of canals			✓						
Identify the Erie Canal as the most famous canal built during the Canal Era			✓						
Demonstrate familiarity with the song "The Erie Canal"			✓						
Explain the significance of Sequoyah's invention of the Cherokee writing system				✓					
Explain why writing was important to Sequoyah and the Cherokee				✓					
Describe the Cherokee writing system in basic terms				✓					
Explain that the U.S. government forced Native Americans from their lands					✓				✓
Identify the Trail of Tears as a forced march of the Cherokee					✓				
Identify the Oregon Trail as a difficult trail traveled by wagon trains						✓			
Identify the Pony Express as a horseback mail delivery system							✓		
Identify the transcontinental railroad as a link between the East and the West								✓	
Identify "iron horse" as the nickname given to the first trains in America								✓	✓
Explain the advantages of rail travel								✓	

Alignment Chart for Westward Expansion

Lesson

	1	2	3	4	5	6	7	8	9
Demonstrate familiarity with the song “I’ve Been Working on the Railroad”								✓	
Explain that westward expansion meant displacement of Native Americans									✓
Explain that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land									✓
Describe the effect of diminishing buffalo on the life of Plains Native Americans									✓

Note: The Language Arts Objectives in the Lessons may change depending on teacher’s choice of activities.

Reading Standards for Literature: Grade 2

Key Ideas and Details

STD RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.								
CKLA Goal(s)	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song			✓					✓

Reading Standards for Informational Text: Grade 2

Key Ideas and Details

STD RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.								
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud					✓			
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships					✓			
STD RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.								
CKLA Goal(s)	Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text		✓	✓	✓	✓	✓	✓	✓


Alignment Chart for Westward Expansion

Lesson

		1	2	3	4	5	6	7	8	9
STD RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.									
CKLA Goal(s)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud	✓	✓	✓	✓	✓	✓	✓	✓	
Craft and Structure										
STD RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.									
CKLA Goal(s)	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions					✓				
Integration of Knowledge and Ideas										
STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.									
CKLA Goal(s)	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud	✓	✓	✓	✓	✓	✓	✓	✓	
STD RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.									
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds			✓		✓			✓	
Range of Reading and Level of Text Complexity										
STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.									
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4					✓				

Alignment Chart for Westward Expansion

Lesson

		1	2	3	4	5	6	7	8	9
Writing Standards: Grade 2										
Text Types and Purposes										
STD W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.									
CKLA Goal(s)	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section	✓	✓	✓	✓	✓		✓	✓	✓
Research to Build and Present Knowledge										
STD W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).									
CKLA Goal(s)	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)						✓			
STD W.2.8	Recall information from experiences or gather information from provided sources to answer a question.									
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds	✓		✓			✓	✓	✓	✓
	With assistance, categorize and organize facts and information within a given domain to answer questions	✓					✓			
	Generate questions and gather information from multiple sources to answer questions						✓			
Speaking and Listening Standards: Grade 2										
Comprehension and Collaboration										
STD SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.									
STD SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).									
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.									

Alignment Chart for Westward Expansion

Lesson

		1	2	3	4	5	6	7	8	9
STD SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.									
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age					<input checked="" type="checkbox"/>				
STD SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.									
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud					<input checked="" type="checkbox"/>				
STD SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.									
CKLA Goal(s)	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud					<input checked="" type="checkbox"/>				
STD SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.									
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Presentation of Knowledge and Ideas										
STD SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.									
CKLA Goal(s)	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences				<input checked="" type="checkbox"/>					
STD SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.									
CKLA Goal(s)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)									
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification					<input checked="" type="checkbox"/>				

Alignment Chart for Westward Expansion

Lesson

		1	2	3	4	5	6	7	8	9
Language Standards: Grade 2										
Vocabulary Acquisition and Use										
STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.									
STD L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).									
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions								✓	
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.									
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).									
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>)					✓				
	Provide synonyms and antonyms of selected core vocabulary words								✓	
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions		✓	✓						
STD L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).									
CKLA Goal(s)	Learn the meaning of common sayings and phrases				✓					
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)					✓				
Additional CKLA Goals										
	Prior to listening to a read-aloud, identify orally what they have learned that may be related to the specific read-aloud	✓								✓
	Share writing with others	✓	✓	✓	✓	✓		✓	✓	✓



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Westward Expansion

Transition Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Westward Expansion* domain. The *Transition Supplemental Guide for Westward Expansion* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

Week One									
Day 1	#	Day 2	#	Day 3	#	Day 4	#	Day 5	ⓐ#
Lesson 1A: "Going West" (40 min.)		Lesson 2A: "Mr. Fulton's Journey" (40 min.)		Lesson 3A: "The Journal of a Twelve-Year-Old on the Erie Canal" (40 min.)		Lesson 4A: "The Story of Sequoyah" (40 min.)		Lesson 5A: "The Trail of Tears" (40 min.)	
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)		Lesson 4B: Extensions (20 min.)		Lesson 5B: Extensions (20 min.)	
60 min.		60 min.		60 min.		60 min.		60 min.	

Week Two									
Day 6	ⓐ#	Day 7	ⓐ#	Day 8	#	Day 9	#	Day 10	#
Pausing Point (60 min.)		Lesson 6A: "Westward on the Oregon Trail" (40 min.)		Lesson 7A: "The Pony Express" (40 min.)		Lesson 8A: "Working on the Transcontinental Railroad" (40 min.)		Lesson 9A: "The Buffalo Hunters" (40 min.)	
		Lesson 6B: Extensions (20 min.)		Lesson 7B: Extensions (20 min.)		Lesson 8B: Extensions (20 min.)		Lesson 9B: Extensions (20 min.)	
60 min.		60 min.		60 min.		60 min.		60 min.	

Week Three			
Day 11	ⓐ#	Day 12	Day 13
Domain Review (60 min.)		Domain Assessment (60 min.)	Culminating Activities (60 min.)
60 min.		60 min.	60 min.

ⓐ Lessons include Student Performance Task Assessments.

Lessons require advance preparation and/or additional materials; please plan ahead.

Lesson Implementation

It is important to note that the interactive activities in the *Transition Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions. To check for understanding—especially before a difficult point is to be presented—you might say, “While we are reading this part of the read-aloud, I want you to think about . . .,” or you could ask supplementary questions, such as Who/What/When/Where/Why literal questions.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances that beginning English Language Learners would benefit from being in a group of three. Also, pairing an older student or an adult volunteer with a student who has a disability may prove to be an advantage for that student. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers and Domain-Wide Activities

Several different organizers and domain-wide activities are included to aid students in their learning of the content in the *Westward Expansion* domain.

- *Westward Expansion* Timeline—Instructional Master 1A-1 shows a completed *Westward Expansion* Timeline. Create a timeline that displays, in chronological order, the items addressed in this domain. Beginning in Lesson 2, students can start filling in their own *Westward*

Expansion Timeline using Instructional Master 2B-1 and image sheet (Instructional Master 2B-2). **Note:** Keep this Timeline for the *U.S. Civil War* domain.

- **Transportation Brainstorm**—A central theme in this domain is transportation and the invention of the steamboat and locomotive as well as the creation of the Transcontinental Railroad. Create a Transportation Brainstorm for students to tell about the different forms of transportation they already know and to show the types of transportation used during westward expansion. (You may wish to use the images from Instructional Master 1A-2.)
- **Westward Expansion Map** (Instructional Master 2A-2)—This is a student copy of a map of America marked with different types of routes to the west. It is recommended that a large U.S. map be marked with these routes for students to reference. Students may use this map to keep track of the routes referred to in the read-alouds by coloring each route a different color.
- **Westward Expansion Response Cards**—Several Response Cards are provided in this domain: Oregon Trail (Instructional Master 2A-1); Steamboat vs. Flatboat (Instructional Master 3A-1); Sequoyah (Instructional Master 4A-1); Pony Express (Instructional Master 7A-1); Transcontinental Railroad (Instructional Master 8A-1); and Buffalo Hunters (Instructional Master 9A-1). Students can use these Response Cards to preview, review, and discuss content from the read-alouds.
- **Westward Expansion Quilt**—Students will be making “quilt” squares for several read-aloud topics. They will draw and write the main topic in the middle and write four details or related words on the corners. On the back of their quilt pieces, they will write a sentence using the words they have written on the front. You may wish to create a cumulative class Westward Expansion quilt or have students create their own individual quilts. Instructional Master 1B-2 is provided if you would like to use it as a center square in your quilt.
- **Music connections**—You may wish to coordinate with the school’s music teacher to practice singing the songs presented in this domain: “The Erie Canal,” and “I’ve Been Working on the Railroad.”

Anchor Focus in Westward Expansion

This chart highlights two Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.2.2	<i>Westward Expansion Quilt</i> —Students will create “quilt” pieces that present content from the read-alouds. Relevant academic language include the following words: <i>main topic, details, sentences, recall, and represent.</i>
Language	L.2.4b	Determine the meaning of the new word when a known prefix is added to a known word (e.g., <i>dis-</i> , <i>trans-</i> , <i>inter-</i> , <i>tele-</i>)

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk or the Tell It Again! Flip Book** for *Westward Expansion*
- *Tell It Again! Image Cards* for *Westward Expansion*

**The Tell It Again! Multiple Meaning Word Posters* for *Westward Expansion* are found at the end of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 2)*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

Why Westward Expansion Is Important

This domain will introduce students to an important period in the history of the United States—the time of westward expansion during the 1800s. Students will learn why pioneers were willing and eager to endure hardships to move westward. Your class will learn about important innovations in both transportation and communication during that period, which greatly increased the movement of people westward. More specifically, students will learn about Fulton’s steamboat, the Erie Canal, the transcontinental railroad, and the Pony Express. Students will

also come to understand the hardships and tragedies that Native Americans endured because of westward expansion. This domain will build the foundation for learning about *The U.S. Civil War* and *Immigration* later in Grade 2 as well as other periods of American history in future grades. Students will study westward expansion in greater depth in Grade 5.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Westward Expansion*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

Native Americans (Kindergarten)

- Recall that Native Americans were the first inhabitants of North America
- Explain that there are many tribes of Native Americans
- Identify the environment in which the Lakota Sioux lived
- Identify the Lakota Sioux as a nomadic tribe
- Describe the food, clothing, and shelter of the Lakota Sioux
- Explain the importance of the buffalo to the Lakota Sioux
- Explain that Native Americans still live in the U.S. today

Columbus and the Pilgrims (Kindergarten)

- Explain why Columbus called the land “India” and the inhabitants “Indians”

Colonial Towns and Townspeople (Kindergarten)

- Explain that long ago, during the colonial period, families who lived in the country on farms were largely self-sufficient, and that this meant all family members had many daily responsibilities and chores
- Identify reasons why people who lived in the country traveled to town

Presidents and American Symbols (Kindergarten)

- Recognize Thomas Jefferson as the third president of the United States
- Identify Thomas Jefferson as the primary author of the Declaration of Independence
- Describe the purpose of the Declaration of Independence as a statement of America’s liberty
- Identify Abraham Lincoln as an important president of the United States

Early American Civilizations (Grade 1)

- Explain the importance of hunting among early peoples
- Explain that a shift occurred from hunting and gathering to farming among early peoples

Animals and Habitats (Grade 1)

- Explain why and how habitat destruction can cause extinction

A New Nation (Grade 1)

- Describe how the thirteen English colonies in America evolved from dependence on Great Britain to independence as a nation
- Locate the thirteen original colonies on a map
- Describe the contributions of Thomas Jefferson as Patriot, inventor, writer, the author of the Declaration of Independence, and the third president of the U.S.
- Explain the significance of the Declaration of Independence
- Identify “We hold these truths to be self-evident, that all men are created equal . . . ” as a part of the Declaration of Independence
- Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen English colonies in America to independence as a nation

Frontier Explorers (Grade 1)

- Locate the Appalachian Mountains on a map
- Recall basic facts about Daniel Boone

- Describe Daniel Boone as a trailblazer
- Identify what the phrase *Wilderness Road* refers to
- Locate the Mississippi River on a map
- Locate the Rocky Mountains on a map
- Explain why Thomas Jefferson wanted to purchase New Orleans
- Identify and locate the Louisiana Territory on a map
- Explain the significance of the Louisiana Territory and Purchase
- Explain the reasons that Lewis and Clark went on their expedition
- Explain that there were many, many Native American tribes living in the Louisiana Territory before the Lewis and Clark expedition
- Recall basic facts about Lewis and Clark’s encounters with Native Americans
- Explain why and how Sacagawea helped Lewis and Clark

Core Vocabulary for Westward Expansion

The following list contains all of the core vocabulary words in *Westward Expansion* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

campfire
settled
sights
sympathy
wagon train

Lesson 2

design
inventor
journey
steamboats
voyage

Lesson 3

Erie Canal
freight
tow
transport

Lesson 4

approach
concluded
create
generations
interacting

Lesson 5

encountered
forced
insisted
miserable
relocate

Lesson 6

hardships
ruts
scout
steep
territory

Lesson 7

endurance
landmarks
route
venture

Lesson 8

ancestor
convenient
iron horse
spanned
transcontinental
railroad

Lesson 9

bison
charged
skilled
solemnly

In addition to this core vocabulary list, every lesson includes its own Vocabulary Chart. Words in this chart either appear several times in the Read-Aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the General Service list of the 2000 most common English words or part of the Dale-Chall list of 3000 words commonly known by Grade 4. Moreover, a conscious effort has been made to include words from the Primary Priority Words according to Biemiller’s (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for Mr. Fulton’s Journey			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	aboard Albany Boiler captain Clermont Europe fleet smokestack steamboats	energy engine <i>invented/inventor</i> succeed sympathy* transportation voyage*	boat owner river sailor
Multiple Meaning	dock paddle/paddles <i>steam</i>	crowd design journey plan travel	<u>back</u>
Phrases	Hudson River Mississippi River New York (City) on board Robert Fulton Robert Livingston steam engine	cast off	on its way proved them wrong
Cognates	a bordo capitán europa	energía <i>inventado/inventor</i> transportación plan	bote

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus, OH: SRA/McGrawHill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.
4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

Comprehension Questions

In the *Transition Supplemental Guide for Westward Expansion*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 2.1 (RL.2.1) and Reading Standards for Informational Text 2.1 (RI.2.1).


Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2.2–2.5 (RL.2.2–RL.2.5) and Reading Standards for Informational Text 2.2–2.4 and 2.6 (RI.2.2–RI.2.4; RI.2.6).

Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 2.8


(RI.2.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 2.9 (RL.2.9) and Reading Standards for Informational Text 2.9 (RI.2.9).

The *Transition Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands that aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 2.7 (RL.2.7) and Reading Standards for Informational Text 2.7 (RI.2.7) are addressed as well.

Student Performance Task Assessments

In the *Transition Supplemental Guide for Westward Expansion*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Transition Supplemental Guide for Westward Expansion*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide Activities

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word

Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ↔.

Recommended Resources for Westward Expansion

The *Transition Supplemental Guide* includes a number of opportunities in the Extensions, Pausing Point, and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Trade Book List

1. *Americans Move West*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050195
2. *Buffalo Before Breakfast (Magic Tree House, No. 18)*, by Mary Pope Osborne (Random House, 1999) ISBN 978-0679890645
3. *The Buffalo Storm*, by Katherine Applegate and illustrated by Jan Ormerod (Clarion Books, 2007) ISBN 978-0618535972
4. *Daily Life in a Covered Wagon*, by Paul Erickson (Puffin Books, 1997) ISBN 978-0140562125
5. *Dancing Teepees: Poems of American Indian Youth*, selected by Virginia Driving Hawk Sneve and illustrated by Stephen Gammell (Holiday House, 1989) ISBN 978-0823407248
6. *Dandelions*, by Eve Bunting and illustrated by Greg Shed (Sandpiper, 2001) ISBN 978-0152024079

7. *Food and Recipes of the Westward Expansion*, by George Erdosh (The Rosen Publishing Group, Inc., 1997) ISBN 978-0823951154
8. *Frontier Women Who Helped Shape the American West*, by Ryan Randolph (The Rosen Publishing Group, Inc., 2005) ISBN 978-1404255470
9. *Ghost Town at Sundown (Magic Tree House, No. 10)*, by Mary Pope Osborne (Random House Books for Young Readers, 1997) ISBN 978-0679883395
10. *Going West*, by Jean Van Leeuwen and illustrated by Thomas B. Allen (Puffin Books, 1992) ISBN 978-0140560961
11. *Going West*, by Laura Ingalls Wilder and illustrated by Renee Graef (HarperCollins, 1997) ISBN 978-0064406932
12. *If You Traveled West in a Covered Wagon*, by Ellen Levine and illustrated by Elroy Freem (Scholastic, Inc., 1992) ISBN 978-0590451581
13. *I Have Heard of a Land*, by Joyce Carol Thomas and illustrated by Floyd Cooper (HarperCollins, 2000) ISBN 978-0064436175
14. *Life in the West (A True Book)*, by Teresa Domnauer (Scholastic Inc., 2010) ISBN 978-0531212462
15. *Life on a Pioneer Homestead*, by Sally Senzell Isaacs (Heinemann Library, 2001) ISBN 978-1588103000
16. *Mailing May*, by Michael O. Tunnell and illustrated by Ted Rand (Greenwillow Books, 1997) ISBN 978-0064437240
17. *Meet Kirsten*, by Janet Shaw and illustrated by Renee Graef (American Girl, 1988) ISBN 978-0937295014
18. *A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840*, by Barbara Greenwood and illustrated by Heather Collins (Houghton Mifflin, 1994) ISBN 978-0395883938
19. *Pioneer Cat*, by William H. Hooks (Random House, 1988) ISBN 978-0394820385
20. *Rachel's Journal: The Story of a Pioneer Girl*, by Marissa Moss (Sandpiper, 2001) ISBN 978-0152021689

21. *The Santa Fe Trail*, by Ryan P. Randolph (The Rosen Publishing Group, Inc., 2003) ISBN 978-0823962921
22. *Twister on Tuesday (Magic Tree House, No. 23)*, by Mary Pope Osborne and illustrated by Sal Murdocca (Random House Books for Young Readers, 2001) ISBN 978-0679890690
23. *Wagon Wheels*, by Barbara Brenner and illustrated by Don Bolognese (HarperCollins, 1984) ISBN 978-0064440523
24. *Westward Expansion (A True Book)*, by Teresa Domnauer (Scholastic Inc., 2010) ISBN 978-0531212493

Erie Canal

25. *The Amazing Impossible Erie Canal*, by Cheryl Harness (Aladdin Paperbacks, 1999) ISBN 978-0689825842

Robert Fulton

26. *Making It Go: The Life and Work of Robert Fulton*, by Don Herweck (Teacher Created Materials, 2008) ISBN 978-0743905787
27. *Robert Fulton*, by Lola Schaefer (Pebble Books, 2000) ISBN 978-0736887311
28. *Robert Fulton: Engineer of the Steamboat*, by Don Herweck (Compass Point Books, 2009) ISBN 978-0756539610
29. *Robert Fulton's Steamboat*, by Renée C. Rebman (Compass Point Books, 2008) ISBN 978-0756533519
30. *What's So Great About . . . ? Robert Fulton*, by Jim Whiting (Mitchell Lane Publishers, 2007) ISBN 978-1584154785

Oregon Trail

31. *Apples to Oregon*, by Deborah Hopkinson and Nancy Carpenter (Aladdin Paperbacks, 2004) ISBN 978-1416967460
32. *Clara Morgan and the Oregon Trail Journey*, by Marty Rhodes Figley and illustrated by Craig Orback (Millbrook Press, 2011) ISBN 978-0761358787
33. *Facing West: A Story of the Oregon Trail*, by Kathleen Kudlinski (Puffin, 1996) ISBN 978-0140369144
34. *Life on the Oregon Trail (Picture the Past)*, by Sally Senzell Isaacs (Heinemann Library, 2001) ISBN 978-1575723174

35. *Roughing It on the Oregon Trail*, by Diane Stanley and illustrated by Holly Berry (Joanna Cotler Books, 2000) ISBN 978-0064490061

The Pony Express

36. *Buffalo Bill and the Pony Express*, by Eleanor Coerr and illustrated by Don Bolognese (Harper Trophy, 1996) ISBN 978-0064442206
37. *Off Like the Wind!: The First Ride of the Pony Express*, by Michael P. Spradlin and illustrated by Layne Johnson (Walker Publishing Company, 2010) ISBN 978-0802796523
38. *They're Off!: The Story of the Pony Express*, by Cheryl Harness (Simon & Schuster Books for Young Readers, 2002) ISBN 978-0689851216
39. *Whatever Happened to the Pony Express?*, by Verla Kay and illustrated by Kimberly Bulcken Root and Barry Root (Putnam, 2010) ISBN 978-0399244834

Sequoyah and the Cherokee

40. *The First Strawberries: A Cherokee Story*, retold by Joseph Bruchac and illustrated by Anna Vojtech (Puffin Books, 1993) ISBN 978-0140564099
41. *If You Lived with the Cherokees*, by Peter and Connie Roop and illustrated by Kevin Smith (Scholastic, Inc., 1998) ISBN 978-0590956062
42. *Rainbow Crow*, retold by Nancy Van Laan and illustrated by Beatriz Vidal (Alfred A. Knopf, 1989) ISBN 978-0679819424
43. *Sequoyah: The Cherokee Man Who Gave His People Writing*, by James Rumford (Houghton Mifflin Company, 2004) ISBN 978-0618369478
44. *Trail of Tears*, by Joseph Bruchac and illustrated by Diana Magnuson (Random House, 1999) ISBN 978-0679890522

Transcontinental Railroad

45. *American History Ink: The Transcontinental Railroad*, by Glencoe/McGraw-Hill—Jamestown Education (McGraw-Hill, 2007) ISBN 978-0078780288

46. *The Building of the Transcontinental Railroad*, by Nathan Olson and illustrated by Richard Dominguez and Charles Barnett III (Capstone Press, 2007) ISBN 978-0736896528
47. *Coolies*, by Yin and illustrated by Chris Soentpiet (Puffin, 2003) ISBN 978-0142500552
48. *The Railroad: Life in the Old West*, by Bobbie Kalman (Crabtree Publishing, 1999) ISBN 978-0778701088
49. *Railroad!: A Story of the Transcontinental Railroad*, by Darice Bailer and illustrated by Bill Farnsworth (Soundprints Division of Trudy Corporation, 2003) ISBN 978-1592490172
50. *The Transcontinental Railroad (True Books: Westward Expansion)*, by John Perritano (Children’s Press, 2010) ISBN 978-0531212486

Websites and Other Resources

Teacher Resources

1. Interactive Map: Westward Expansion
<http://bit.ly/XYmkBy>
2. The Invention of the Steamboat
http://www.pbs.org/wnet/newyork/laic/episode1/topic7/e1_t7_s3-is.html
3. “Trail Kids”
<http://on.doi.gov/Z71RQE>
4. “Inventions: Transportation” Pictures
<http://bit.ly/YYaFeC>
5. The Erie Canal
<http://bit.ly/ZjpiMJ>

Audio with video

6. “The Erie Canal Song,” by Thomas S. Allen
<http://www.youtube.com/watch?v=HcNJ2RMOd3U>
7. “The Erie Canal Song,” by Thomas S. Allen
<http://www.youtube.com/watch?v=vQE2sNfYXpg>
8. “I’ve Been Working on the Railroad”
<http://www.youtube.com/watch?v=7IDlfDtJYF8>



Going West

1

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe a pioneer family's journey westward
- ✓ Describe family life on the frontier

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between a series of historical events such as colonial times and westward expansion (RI.2.3)
- ✓ With assistance, create and interpret timelines related to colonial times and westward expansion (RI.2.7)
- ✓ Write simple sentences to represent details or information from "Going West" (W.2.2)
- ✓ Make personal connections to going on a long car ride and moving to a new place like pioneer families' journeys westward (W.2.8)
- ✓ Ask questions to clarify directions for the Westward Expansion Quilt activity. (SL.2.3)
- ✓ Draw pictures to represent details or information from "Going West" (SL.2.5)
- ✓ Prior to listening to "Going West," identify what they know about America prior to westward expansion
- ✓ Share writing with others

Core Vocabulary

campfire, n. An outdoor fire used for warmth or cooking, usually when camping

Example: Nick and Anna gathered wood for the campfire so they could roast marshmallows.

Variation(s): campfires

settled, v. Moved to a place and made it your home

Example: My cousins moved to California and settled into their new house.

Variation(s): settle, settles, settling

sights, n. Things or places seen

Example: Juanita walked for hours and hours enjoying the sights and sounds of New York City.

Variation(s): sight

sympathy, n. Feeling sorry about someone else's trouble or misfortune

Example: I felt sympathy for my friend when his dog died, so I tried to cheer him up.

Variation(s): sympathies

wagon train, n. A line or caravan of wagons traveling together

Example: The wagon train moved slowly westward over the rough and rocky landscape.

Variation(s): wagon trains


Vocabulary Chart for Going West

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	buffalo California campfire Cheyenne oxen pioneers Nebraska Oregon Pawnee raft schooner supper settled /settlers	dusty/dustiness exhausted possessions recorded sights* sympathy**	diary/journal east/west horses miles river traveled/traveling walk weeks
Multiple Meaning	ferry herd landmark trail	covered dust harder <i>journey</i> supplies trip	pack
Phrases	Chimney Rock Columbia River covered wagon Fort Dalles Fort Laramie Great Plains Indian/Indian Territory Mississippi River Missouri River Oregon Trail wagon train Williamette Valley	It could be worse.	chilled to the bone
Cognates	búfalo ferry pioneros	posesiones	este millas

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Do We Know?	Image Cards 1–4; Instructional Master 1A-1 (Class Westward Expansion Timeline); chart paper, markers	Use the timeline to review prior important events in U.S. history.
	U.S. Map	Help students locate the areas of the thirteen English colonies and the Louisiana Purchase on the map.
Domain Introduction	U.S. Map	Show the area west of the Mississippi River.
	Instructional Master 1A-2 (Transportation Brainstorm Image Sheet); chart paper, markers	Create a Transportation Brainstorm that will be used throughout this domain.
Essential Background Information or Terms	U.S. Map	Help students locate the compass rose, and explain what the cardinal directions are. Help students locate the West Coast of the United States.
	Image Cards 14 (Paul Bunyan), 15 (Pecos Bill)	Review these tall tale characters with students.
	Image 1A-2	Introduce the phrase <i>wagon train</i> .
Vocabulary Preview: Settled/ Settlers, Journey	Image 1A-3	
Purpose for Listening		

Exercise	Materials	Details
Presenting the Read-Aloud (15 minutes)		
Going West		Note: This read-aloud is longer than usual. You may wish to split it into two parts: from the beginning to Image 1A-7; and from Image 1A-7 to the end.
	U.S. Map	Point out Oregon, California, Indiana, the Mississippi River, and the Missouri River as you read about them.
		You may wish to explain the different meanings of the word <i>herd</i> (as a verb and as a noun).
	realia: example of a simple journal or diary	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Sights		
 Complete Remainder of the Lesson Later in the Day		
Extensions		
Westward Expansion Quilt	Instructional Master 1B-1	Write the main topic, important details, and an example sentence on the board. Provide an example of a completed quilt square.
Covered Wagon	Image 1A-1; masking tape	Measure out the dimensions of a covered wagon: 10–12 feet long, 4 feet wide, and 10 feet high.
Domain-Related Trade Book	trade book about westward expansion; drawing paper, drawing tools	
Take Home Material		
Family Letter	Instructional Masters 1B-3–1B-5	

Advance Preparation

For *What Do We Know?*, prepare a class Westward Expansion Timeline on chart paper. Refer to Instructional Master 1A-1 for a completed example of a timeline. You will add Image Cards 1–4 to the Timeline during this part of the lesson and save the Timeline

for future lessons. **Note:** You will also refer to this timeline in the *U.S. Civil War* domain.

For the *Domain Introduction*, create a Transportation Brainstorm poster. Using Instructional Master 1A-2 (Transportation Brainstorm Image Sheet), cut out the various forms of transportation in advance. As the class thinks of a mode of transportation or if one is introduced in a lesson, add the corresponding image to the Transportation Brainstorm poster.

Make a copy of Instructional Master 1B-1 for each student. This will be the “quilt” square for the Oregon Trail.

Find a trade book about westward expansion to read aloud to the class. Suggestions include *Going West*, by Jean Van Leeuwen; or *Going West*, by Laura Ingalls Wilder.

Notes to Teacher

The read-aloud for this lesson is lengthy. You may wish to split it into two parts: from the beginning to Image 1A-7; and from Image 1A-7 to the end.

Throughout this domain, several different forms of transportation are discussed. You may wish to create a Transportation Brainstorm poster at the beginning of the domain, adding to it as the class learns about new or different types of transportation. You may wish to compare more recent forms of transportation with earlier forms introduced throughout the domain.

Throughout this domain, as students make a quilt square for each lesson, you may wish to display all of the squares for that particular lesson together. For every nine students a 4'x4' area of open wall space will give you *plenty* of room to display all of the quilt squares from this domain. Alternatively, students may keep their individual quilt squares and make their own personal Westward Expansion quilt at the end of this domain.

Instructional Master 1B-2 is provided if you would like to use it as a center square in the quilt.



Going West

1
A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Do We Know?

10 minutes

Create a timeline as described below to review important aspects of the history of the United States prior to the time period of this domain. Make sure the timeline is long enough to add seven additional image cards throughout the course of the domain. Show students Image Card 1 (Thirteen Colonies); ask what it depicts, and then place it on the timeline. Ask students what they remember about the thirteen English colonies. You may prompt discussion with the following questions:

- Why did people, such as the Pilgrims, choose to leave England and start a new life in North America?
- Where were the thirteen English colonies located? (Have students locate this area on a map.)
- Why did these colonies develop near the East Coast?
- Who ruled the thirteen English colonies?
- Who already lived in the areas settled by the colonists?

Show students Image Card 2 (Declaration of Independence); ask what it depicts, and then place it on the timeline. Ask students what they remember about the Declaration of Independence. You may prompt discussion with the following questions:

- Why did the colonists decide to declare independence from England?

- What official document was written to declare independence?
- What name was chosen for the new, independent nation?
- Show students Image Card 3 (Louisiana Purchase); ask what it depicts, and then place it on the timeline. Ask students what they remember about the Louisiana Purchase. You may prompt discussion with the following questions:
 - Why did President Jefferson make this purchase?
 - How did the purchase change the size of the United States? (Have students locate this area on a map.)
 - Who already lived in this area?
 - How did the purchase affect the movement of settlers?

Show Image Card 4 (Lewis and Clark); ask what it depicts, and then place it on the timeline. Ask students what they remember about the expedition of Lewis and Clark. You may prompt discussion with the following questions:

- Why did President Jefferson send Lewis and Clark on an expedition?
- Who already lived in the area they explored?
- How did their expedition affect the movement of settlers?

Have a student explain what the timeline now shows. Save this timeline for use in later lessons.

Domain Introduction

5 minutes

Tell students that after the Lewis and Clark expedition, the United States continued to grow and became more crowded in the East. More and more people decided to move westward to the frontier, looking for open land and new opportunities. Remind students that they learned about the word *frontier* in the *Fairy Tales and Tall Tales* domain. Review with students the two different meanings of the word *frontier*. (A frontier can be a boundary, or the edge, of a country or land; the word *frontier* can also describe the unexplored areas of a country or place.) What was known as the frontier during the time of westward expansion, or growth, was the area west of the Mississippi River, where more and more people moved

and settled. (Show this area on a U.S. map.) We call the people who first settled in new areas of the frontier “pioneers.” Remind students that many of the tall tales they heard were set in this time period. Tell students that for the next couple of weeks they will be learning about westward expansion and the exciting innovations, or new ideas, prompted by a country spreading westward, including the invention of steamboats, the building of the Erie Canal, the operation of the Pony Express, and the building of the transcontinental railroad. Explain to students that they will also learn about the hardship and tragedy westward expansion caused for both pioneers and Native Americans.

Essential Background Information or Terms

5 minutes

- Display the U.S. map. Ask for a volunteer to locate the compass rose on the map and explain what it tells.
- Ask for volunteers to show the northern U.S., southern U.S., eastern U.S. and western U.S. on the map.
- Point to the West Coast on the map. Explain that *westward* means “toward the west.” During this time, pioneers were moving toward the western part of the country.
- Tell students that expansion means to make something bigger. So, *westward expansion* refers to making the country bigger, toward the west.
- Show students Image Card 14 (Paul Bunyan) and Image Card 15 (Pecos Bill). Remind students of the stories, “Paul Bunyan” and “Pecos Bill” from the *Fairy Tales and Tall Tales* domain.
- Ask students to describe what is happening in each image. You may prompt discussion with the following questions:
 - Where was Pecos Bill’s family moving?
 - Why did his family want to move west?
 - What did they travel in?
 - Why did Paul Bunyan clear the land in the Midwest?
 - What natural landmarks did Paul Bunyan supposedly create? (the Great Plains, the Grand Canyon, the Great Lakes, the Mississippi River, etc.)

- Refer back to the class-created Transportation Brainstorm poster. Ask students if they thought of a covered wagon as a means of transportation. Add it to the brainstorm if it is not already there.



← **Show image 1A-2: Wagon train**

- Explain to students that a line or group of many covered wagons traveling together is called a wagon train. Explain that wagon trains were used during westward expansion.

Vocabulary Preview

5 minutes

Settled/Settlers



← **Show image 1A-3: Wagon train family and their belongings**

1. In today's read-aloud, you will hear about the Morgan family. The Morgan family were *settlers* during the time of westward expansion. The Morgan family *settled* on a farm in Oregon.
2. Say the word *settlers* with me three times.
Say the word *settled* with me three times.
3. Settlers are people who settle, or make their home, in a new place.
To be settled means to have moved to a new place and made it your home.
4. The settlers traveled through many new western towns before they settled in one that they wanted to call home.
5. Tell your partner about the place or places your family has settled. Use the word *settled* when you tell about it.

Journey

1. In today's read-aloud, you will hear about the Morgan family's *journey* westward.
2. Say the word *journey* with me three times.
3. A journey is a long trip, or a time of travel, from one place to another. A journey usually takes a long time.
4. On the first day of their journey, the Morgans walked fourteen miles.
The journey from the East Coast of the United States to the West Coast took four days by car.

5. Tell your partner about a journey you have taken. Where did you go? What did you see or do? How long did the journey take? Use the word *journey* when you tell about it.

Purpose for Listening

Tell students to listen carefully to learn about the experiences another family has as they move westward. Explain that the next read-aloud is historical fiction. It is about a fictional family called the Morgans whose experiences during their journey west were what real pioneer families experienced in the 1800s.

Going West

Have you ever gone on a long car trip with your family? Did you get bored during that long trip? Did you ask that famous question, which all parents love to hear: “Are we there yet?”

Well, let me tell you—it could have been worse!



← **Show image 1A-1: Photo of a covered wagon**

You could have been going west in the 1800s. In those days there were no cars. You would have traveled in a covered wagon like the one shown here.¹

Your wagon would have been pulled by horses, mules, or oxen. You and your family would have bumped along unpaved, dusty roads. You would have traveled all day long, and it would have taken you about six months to get from the East to the West! Does that sound like fun?

Actually, your trip might have been even harder. Your family would have had to pack everything you owned into a wagon, including personal belongings, clothing, food, water, and supplies, so there wouldn’t have even been room for you to ride in the wagon.² That’s right, you might have had to walk all the way to Oregon!

1 The covered wagons were called prairie *schooners* because they were like ships sailing across the prairie. The wagon covers looked like the ships’ sails.

2 They packed their belongings into wooden trunks and put the trunks into the wagon.



← **Show image 1A-2: Wagon train**

In the 1840s and 1850s, tens of thousands of Americans went west in **wagon trains**.³ These pioneers hoped to make a better life for themselves. Many of them were eager to claim farmland in Oregon or California. They left many of their friends and family behind, loaded everything they had into a wagon, and set off for the West.⁴

The following story tells about what it was like to make the trip west. Unlike some ancient civilizations that we learned about, in which we got most of our information from archeologists, this account is based on records that people left behind such as

3 What do you think a wagon train is?

4 What were the people who moved west called?

diaries and journals. In this account the Morgan family makes the trip from Indiana to Oregon. The Morgans were farmers. They hoped to start a new life in Oregon. This is their story:

- 5 Can you imagine trying to fit everything your family owns into a covered wagon?



- 6 A campfire is an outdoor fire used for warmth or cooking.

- 7 [You may want to reference a calendar, pointing out dates as you read, to help students comprehend the passage of time.]

- 8 [Show the distance across Indiana and Illinois on a map.]

- 9 Today our cars can take us more than sixty-five miles in an hour, so twenty miles in one day is not a lot is it? [You might reference something that is about fourteen miles away from school to give students a frame of reference.]



- 10 [Have a student point to the ferry in the image.]

The Morgans left for Oregon in April of 1846. They had a single wagon, loaded with all of their belongings.⁵ Mrs. Morgan and the young children rode in the wagon. The older children walked alongside. They also helped herd the cows that trailed along behind the wagon.

← **Show image 1A-3: Wagon train family and their belongings**

On the first day of their journey, the Morgans traveled fourteen miles. When the sun began to set, they set up camp. The boys gathered wood for a **campfire**.⁶ Then Mrs. Morgan cooked supper. After supper, Mrs. Morgan set up beds for the children in the wagon. Once the children were asleep, she lit a candle and wrote the first entry in a journal she had decided to keep:⁷

April 11, 1846. Began our journey to Oregon. Made fourteen miles on our first day. The sun felt warm upon our skin as we made our way along. Our journey was brightened by the wildflowers that dotted the landscape. By the time we made camp, the older children were exhausted from walking. I have to admit that I gave them each a little extra stew for supper tonight.

For the next few weeks, the Morgans traveled west across Indiana and Illinois.⁸ They rose early each morning and traveled until just before sundown. On their good days they covered twenty miles. When it rained or the roads were bad, they covered fewer.⁹

← **Show image 1A-4: Flatboats on the river**

About one month after starting their journey, the Morgans reached the Mississippi River. They hired a ferry to carry them, their wagon, and their animals across the river.¹⁰ On that day Mrs. Morgan had a lot to write in her journal. This is some of what she wrote:

May 10, 1846. The great Mississippi is wider than I could ever have imagined. Our wagon, our horses, and our supplies were

loaded onto a flatboat and carried across the mighty Mississippi. I held my breath as I watched all our earthly possessions float away.

Another month later, the Morgans reached St. Joseph, Missouri, where they bought food and supplies. The next morning, they crossed the Missouri River. This meant they were leaving the United States and were entering the area people called “Indian territory.” On this day, Mrs. Morgan wrote in her journal:

June 5, 1846. The children are hoping to see Indians. We have been told that the Cheyenne and the Pawnee live in the area we are traveling through. We have heard that they are sometimes willing to trade horses and food for clothes and tobacco.



11 This map shows the Oregon Trail. It was a two-thousand mile wagon trail that ran from Missouri to the Pacific Ocean.

← **Show image 1A-5: Map of their journey on Oregon Trail**¹¹

A few days later, the Morgans turned onto the main road to Oregon, known as the Oregon Trail. There were many other settlers traveling on this road. The Morgans joined up with a group of more than one hundred settlers traveling to Oregon.

By mid-June, the wagon train was crossing the Great Plains. On all sides they saw vast open fields of grass, without a tree in sight.



← **Show image 1A-6: Herds of buffalo**

The Morgans also began to see large herds of buffalo. They noticed that these magnificent creatures spent much of their time with their heads bowed, grazing on the abundant grass.

On one moonlit June night, as the stars sparkled in the sky, Mr. Morgan shot a buffalo, and Mrs. Morgan cooked the meat for supper. On that night Mrs. Morgan wrote in her journal:

June 14, 1846. Buffalo meat, although tasty, takes a lot of chewing. I watched the children eat as the flames from the flickering fire lit their dirty faces. The good thing was that, while they were chewing, they weren't complaining!

A few days later, the Morgan's wagon broke. Mrs. Morgan stood guard all night in the rain while Mr. Morgan fixed the wagon.¹²

12 What was she watching for?

Two weeks later, something even worse happened. Eight of the oxen that pulled the Morgan's wagon vanished during the night. The Morgans searched for the animals but could not find them. They hitched up some of their cows instead, but these animals were not used to pulling a wagon, and the Morgans made slow progress until they could get better animals.



← **Show image 1A-7: View of Chimney Rock**

13 [Point to the image and show students Chimney Rock on the map 1A-5.] Why do you think it is called Chimney Rock?

14 *Sights* are things or places you see.

In mid-July the Morgans reached Chimney Rock,¹³ in what is now Nebraska. You can see Chimney Rock in this photograph. While admiring the **sights**,¹⁴ Mrs. Morgan and a friend almost got caught in a hailstorm. This is what Mrs. Morgan had to say about this adventure that evening in her journal:

July 15, 1846. We are making much slower progress. Yesterday we only covered eleven miles. We were delighted to see Chimney Rock, though we had the most dreadful hail-storm. Mrs. Peterson and I were pelted by hailstones the size of small rocks. The hailstones tore some of the wagon covers off, broke some bows, and scared several of the oxen away.



← **Show image 1A-8: Image of Fort Laramie**

15 [Point to Fort Laramie on the map.]

16 [Point to the Rocky Mountains on the map.]

A few days later, the wagon train reached Fort Laramie,¹⁵ another common landmark on the trip for pioneers heading west. Two weeks later, they crossed the Rocky Mountains.¹⁶ Mrs. Morgan wrote:

August 9, 1846. We wound our way over the mountains along a very crooked road. Had rain and hail today, which made it a very disagreeable experience. However, Papa and I smiled so as not to discourage the children.

In late August, the Morgans traveled across a dry, dusty desert. Mrs. Morgan wrote that the dustiness was like nothing her friends in the East had ever seen:

August 30, 1846. My friends back east know nothing about dust. This dust makes it impossible for us to see where we are going. We cannot even see the oxen that pull our wagon. The

cattle struggle to breathe and we have the taste of the dusty air in our mouths all the time. When the children go to sleep, every one of them is covered in a layer of dust.

In mid-September the Morgans encountered some Native Americans on their journey. Mrs. Morgan wrote:



← **Show image 1A-9: Native Americans on the Snake River**

September 14, 1846. The Native Americans along Snake River wear only a cloth tied around their hips. They have few horses and no blankets. The immigrants are happy to trade them old clothes for fish.

Toward the end of September, a young woman in the Morgans' party decided she had had enough of the Oregon Trail. She sat down on the side of the trail and claimed that she could not travel any farther. Then she began to sob loudly.

17 *Sympathy* means to feel sorry.

The Morgans felt **sympathy**¹⁷ for her but there was nothing else to do but to press on.



← **Show image 1A-10: Crossing the river**

In mid-November, the Morgans reached Fort Dalles, Oregon on the banks of the Columbia River.¹⁸ They built a raft that would carry them and their things down the river. Unfortunately, it had been raining for several days. The river was flooded and running too fast for raft travel. The Morgans had to wait for several days by the riverside. It was cold, rainy, and windy. The family huddled around a campfire to try to stay warm. Mrs. Morgan recorded two entries while they waited for the weather to improve:

18 [Point to Oregon on a U.S. map.] Oregon in November would be very cold.

November 14, 1846. We are unable to move forward. We must wait for the wind to ease. We have one day's provisions left. The warm sunshine has abandoned us and we are chilled to the bone.

November 16, 1846. No let-up in the weather. If anything, it is worse. Waves rise up over our simple raft. It is so very cold that icicles hang down from the wagon. On all sides we see vast open fields of grass, without a tree in sight.



← **Show image 1A-11: Painting of Oregon City 1800**

Finally, the Morgans were able to make their way down the river into the Willamette Valley of Oregon. This painting shows what an Oregon town looked like at the time.

Unfortunately, toward the end of the trip, Mr. Morgan had fallen ill. Mrs. Morgan rented a tiny house in Portland and, with the help of some kind men, the Morgans moved into the tiny house for the winter. Mrs. Morgan sold their last possessions to buy food. Mr. Morgan was so sick he could not get out of bed. Some of the children got sick as well.¹⁹ Mrs. Morgan was so busy caring for her family that she stopped writing in her journal for a while.

In mid-February, she started writing again:

February 13, 1846. It rains constantly. Our house is cold and the roof leaks badly. It is difficult to keep our spirits up. We are only able to eat one good meal a day. We still dream of our new home in Oregon. I know we will get there.

19 Many people during that time got sick because of unsanitary conditions and lack of medical care.



← **Show image 1A-12: Map showing where their journey ended**

Mr. Morgan recovered and, in the spring, the Morgan family **settled**²⁰ on a farm in Oregon.

The Morgan family's journey ended well, though for many others who traveled west it did not.

So, the next time you're on a long trip, thinking how boring and terrible it is, think of the Morgans and their trip to Oregon, and remember—it could be worse!²¹

20 *Settled* means they moved there and made it their home.

21 [Ask students who participated in CKLA in Grade 1 if they remember the story "The Crowded, Noisy House," also known as "It Could Always Be Worse."]

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who was going west in this read-aloud? (the Morgan family)
2. *Literal* How did they travel? (in a covered wagon)
3. *Literal* What did they take with them? (much of what they owned: trunks of clothes, food and water, personal belongings, animals, etc.)
4. *Inferential* Why did they want to move to the West? (a better way of life; to have land of their own for growing crops; etc.)
5. *Inferential* What difficulties did they face on their trip? (Their wagon broke; they lost their oxen; the weather was sometimes bad; they had to cook on a campfire; they had to cross a wide river; the father got sick; etc.)
6. *Literal* Where did the family decide to settle? (Oregon) What interesting sights did they see on the way? (Chimney Rock, Fort Laramie, Rocky Mountains, buffalo, rivers, etc.)
7. *Inferential* Was life easy or difficult once they settled in Oregon? How do you know? (It was difficult because many of them were sick; they had to rent a small house; Mama had to sell the last of their possessions for food; they endured a harsh winter; etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Would you have liked to have been part of a pioneer family going to the West? Why or why not? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Sights

5 minutes

1. In the read-aloud you heard, “While admiring the *sights*, Mrs. Morgan and a friend almost got caught in a hailstorm.”
2. Say the word *sights* with me.
3. Sights are things or places seen.
4. We saw many beautiful sights as we traveled down the Mississippi River.
5. What interesting sights are in your neighborhood, city, or state? Try to use the word *sights* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “_____ are interesting sights in . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *sights*? How do you know?

Use a *Word to World* activity for follow-up. Directions: I am going to name some sights you might see in a particular place. Tell me where the sights would be seen using the sentence, “Those are sights on/in/at _____.” For example, if I say, “a barn, fields, cows, horses and chickens,” you would say, “Those are sights on a farm.”

1. The White House, the Capitol Building, the Washington Monument, the Jefferson Memorial
Those are sights in Washington, D.C.
2. Sand, ocean, seagulls, seashells
Those are sights at the beach.
3. Skyscrapers, taxis, buses, museums, people walking
Those are sights in the city.
4. Evergreen trees, streams, lakes, animals
Those are sights in a forest.
5. Melting snow, flowers blooming, baby birds and animals, buds on trees
Those are sights in spring.



Complete Remainder of the Lesson Later in the Day



Going West

1B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Westward Expansion Quilt (Instructional Master 1B-1) 15 minutes

Note: Write the main topic of the read-aloud (*westward expansion* or *the Oregon Trail*), and ask students to tell you important details about the main topic. Write accurate student responses on the board for students to refer to as they complete their quilt squares. Some details you may wish to list are: *dusty, long journey, covered wagon, trail, crossing rivers, storms, oxen, campfire, sickness, Chimney Rock, few possessions or belongings, hard winter*. Include any available images (or drawings) that help explain the information. If needed, model writing a sentence about the main topic using one or two of the words on the board. You may also wish to provide an example of a completed quilt square.

Show students Image Card 5 (Quilts). Tell students that many pioneers sewed quilts from small pieces of fabric to take with them on their journey westward. Some pioneer women made quilts before their trips, while others who stayed behind made quilts for their family members and friends who were moving west. These friendship quilts served as a remembrance of dear ones left behind.

Although very special quilts were packed in trunks or used to wrap precious belongings, everyday quilts were left out for bedding. Pioneers quickly found other uses for quilts on the trail. For example, a folded quilt offered a little padding on the wagon seat; when the wind was blowing, quilts were used to cover the cracks and openings that let the dust or rain inside the wagon.

Tell students that they are going to be making their own quilts (from paper rather than cloth) to help them remember some of the important things they learn about westward expansion. If you have a quilt, you may want to bring it in to show them.

Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What was the Oregon Trail?
- Why did people travel the Oregon Trail?
- What was one hardship people experienced on the Oregon Trail?
- What was one feeling pioneers on the Oregon Trail experienced?

Tell students that they will be making one square of the quilt today using Instructional Master 1B-1. First, they should cut out the quilt square. Next, they should draw a picture of a covered wagon in the center diamond to represent the main topic of the read-aloud. (westward expansion, or the Oregon Trail) Then, they should write a word or short phrase in each corner, sharing facts learned about journeying on the Oregon Trail. Next, ask students to write a sentence on the back of the quilt square, using one or more of the words they've written. Finally, students should share their drawings and writing with a partner.

Say: "Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, 'What do we draw in the center diamond?' Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class."

Save these quilt squares for making the complete quilts at a later time.



Covered Wagon

20 minutes

← Show image 1A-1: Photo of a covered wagon

To help students understand the size of a typical wagon used on the Oregon Trail, help them measure the outline of a covered wagon, or prairie schooner. [Covered wagons were about 10–12 feet long, 4 feet wide, and 10 feet high.]

Remind students that families going west had to pack all their food, clothing, and supplies in the covered wagon, so that sometimes there was not enough space for people to sit in the wagon. Have students think about which possessions their family would take in a covered wagon if they were going west. Then have partner pairs make a list of things they would take in the wagon. Give students an idea of how much would fit by placing actual objects inside the wagon outline.

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this Supplemental Guide, and choose one trade book about westward expansion to read aloud to the class. [Suggested trade books are *Going West*, by Jean Van Leeuwen; or *Going West*, by Laura Ingalls Wilder.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new to them or different from the read-aloud they heard. Ask students to label their pictures or write a sentence to go along with their drawings. Have students share their drawings and writing with their partner pair or with home-language peers.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-3–1B-5.



Mr. Fulton's Journey

2

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify steamboats as a new means of travel that increased the movement of people west
- ✓ Explain the significance of the steamboat
- ✓ Identify Robert Fulton as the developer of the steamboat

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify the main topic of “Mr. Fulton’s Journey” by creating a quilt square (RI.2.2)
- ✓ Describe the connection between a series of historical events such as the invention of Fulton’s steamboat and westward expansion (RI.2.3)
- ✓ With assistance, create and interpret a timeline related to the invention of Fulton’s steamboat and westward expansion (RI.2.7)
- ✓ Write simple sentences to represent details or information from “Mr. Fulton’s Journey” (W.2.2)
- ✓ Interpret information presented, and then ask a question beginning with the word *who* to clarify information in “Mr. Fulton’s Journey” (SL.2.3)
- ✓ Draw pictures to represent details or information from “Mr. Fulton’s Journey” (SL.2.5)

- ✓ Determine the meaning of multiple-meaning words and phrases, such as *back* (L.2.5a)
- ✓ Prior to listening to “Mr. Fulton’s Journey,” identify what they know and have learned about people moving west
- ✓ Share writing with others

Core Vocabulary

design, v. To create the plans for something

Example: King Minos asked Daedalus to design a maze.

Variation(s): designs, designed, designing

inventor, n. A person who invents or creates a new product

Example: Cai Lun was the inventor of paper.

Variation(s): inventors

journey, n. A trip

Example: The ancient Egyptians took a journey across the desert.

Variation(s): journeys

steamboats, n. Boats that are powered by steam

Example: We enjoy watching the steamboats travel up and down the Mississippi River.

Variation(s): steamboat

voyage, n. A long journey or trip, especially by sea

Example: Columbus sailed on his first voyage to America in 1492.

Variation(s): voyages

Vocabulary Chart for Mr. Fulton's Journey

Core Vocabulary words are in **bold**.


Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	aboard Albany Boiler captain Clermont Europe fleet smokestack steamboats	energy engine <i>invented/inventor</i> succeed sympathy* transportation voyage*	boat owner river sailor
Multiple Meaning	dock paddle/paddles <i>steam</i>	crowd design journey plan travel	<u>back</u>
Phrases	Hudson River Mississippi River New York (City) on board Robert Fulton Robert Livingston steam engine	cast off	on its way proved them wrong
Cognates	a bordo capitán europa	energía <i>inventado/inventor</i> transportación plan	bote

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Instructional Master 2A-1 (Response Card 1)	Have students refer to Response Card 1 as you review Lesson 1.
	Instructional Master 2A-2 (Westward Expansion Map), red marker or crayon; large U.S. map; red sticker dots	Mark the Oregon Trail using red sticker dots (or a red marker) on a large U.S. map. Have students locate and color the Oregon Trail red on their individual maps.
Vocabulary Preview: steam/steamboat, invented/inventor	Image Card 6 (Fulton's Steamboat)	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Mr. Fulton's Journey	Image Card 6	You may wish to explain the different meanings of the word <i>paddles</i> (as a noun and as a verb).
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Voyage	world map	Use the map to point out Columbus's voyage to America.
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Back	Poster 1M (Back)	
Syntactic Awareness Activity: Prefix Dis-	battery-operated flashlight	demonstrate <i>disable</i> by removing the batteries from a flashlight
Vocabulary Instructional Activity: Sympathy		(This is a word from Lesson 1.)

Exercise	Materials	Details
Westward Expansion Timeline	Image Card 6; Instructional Master 2B-1 (Westward Expansion Timeline); Instructional Master 2B-2 (Timeline Image Sheet)	Students will begin to create their own Westward Expansion Timelines. Have students add Fulton's steamboat to their individual Timelines.
Transportation Brainstorm	Transportation Brainstorm; Transportation Image Sheet	Revisit the poster, and add <i>steamboat</i> if it is not already there.
Westward Expansion Quilt	Instructional Master 2B-3	Write the main topic, important details, and an example sentence on the board.

Advance Preparation

For *What Have We Already Learned?*, make a copy of Instructional Master 2A-1 for each student. Refer to it as Response Card 1 for this domain; it shows images related to the Oregon Trail.

Create a poster-size, class Westward Expansion Map using a large U.S. map. Mark off the Oregon Trail with red sticker dots, using Instructional Master 2A-2 as a guide. Keep this map on display throughout this domain.

Make a copy of Instructional Master 2A-2 for each student. This will be their Westward Expansion Map. Help students locate the Oregon Trail on the map's legend and color it in red. Then have students color the Oregon Trail red on their map.

Make a copy of Instructional Master 2B-1 (Westward Expansion Timeline) for each student. Students will create their own Timelines as you fill in the class Timeline. Students may depict each event by labeling or drawing pictures. Instructional Master 2B-2 (Timeline Image Sheet) is available for students to cut out images and paste them onto their Timelines.

Make a copy of Instructional Master 2B-3 for each student. This will be the "quilt" square for Fulton's steamboat.



Mr. Fulton's Journey

2_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Ask students to retell the adventures of the family moving to the West from the previous read-aloud. You may prompt discussion with the following questions:

- Why did the family decide to move to the West?
- How did they travel?
- What things did they take with them?
- Was their trip easy or difficult?
- What kinds of difficulties did they have?
- What sights did they see?
- Where did they decide to settle?
- Did it take them a long time or a short time to get to the West in the covered wagon?

Vocabulary Preview

5 minutes

Steam/Steamboat

1. [Show Image Card 6 (Fulton's Steamboat).] In today's read-aloud, you will hear about a new kind of transportation called a steamboat. A steamboat is powered by steam.
2. Say the word *steamboat* with me three times.
Say the word *steam* with me three times.
3. Steam is the vapor, or gas, that water changes into when it is heated to the boiling point.
A steamboat is a boat with an engine that is powered by steam.
[You may wish to take the opportunity to point out that

steamboat is a compound word and show how students can figure out its meaning if they know the two words *steam* and *boat*.]

4. We could see steam coming out of the steamboat's smokestack as it was traveling down the river.
5. With your partner, think of as many examples as you can of when steam is produced. [Call on several partners to share. Possible answers include steam from a hot iron, steam from a tea kettle or other water cooking on the stove, steam from a locomotive, steam from a vaporizer or humidifier, when rain at a cooler temperature falls on a warmer asphalt surface, steam from a hot bowl of soup, and steam from your breath on a cold day.]



Invented/Inventor

← **Show image 2A-3: Fulton and Livingston in Paris/diagram of steamboat**

1. In today's read-aloud, you will hear about a person who *invented* one of the best steamboats of his time. The *inventor's* name was Fulton. [Point to Fulton showing his work on the table.]
2. Say the word *invented* with me three times.
Say the word *inventor* with me three times.
3. *Invented* means created or made for the very first time.
An inventor is someone who creates or makes something that has never been created or made before.
4. Cai Lun was an ancient Chinese inventor that invented a way to make paper.
5. [List the following three inventions on the board: *silk*, *Olympics*, *labyrinth/maze*.] On the board are three inventions that you have learned about. I will say the name of the inventor. Your job is to repeat the inventor's name and tell what the inventor invented. Use a complete sentence when you answer: "_____ invented the _____." [inventors: ancient Greeks, Chinese, Daedalus (from *Greek Myths* domain)]

Purpose for Listening

Share the title of today's read-aloud. Remind students that they learned the word *journey* in yesterday's lesson. Ask for volunteers to give the meaning of journey. Remind students that a journey is a trip or travel from one place to another.

Tell students that an inventor named Robert Fulton had a very important invention that changed the way people traveled from one place to another during westward expansion. Tell students to listen carefully to determine the main topic of the read-aloud and to learn about this invention that changed the way people traveled during westward expansion.



Mr. Fulton's Journey

← Show image 2A-1: Fulton greeting woman in pink and her husband¹

1 What is happening in the picture?

As she stepped from the dock onto the boat, the lady in the pink dress held a matching pink parasol, or umbrella, above her head. It was a sunny August day in 1807 in New York City, and she wanted to protect her delicate skin from the sunlight. She smiled at one of the boat's owners. "Mr. Fulton," she said, "I hope your boat will do everything you have built her to do."²

2 What do you think Mr. Fulton's boat was built to do? What is the setting for this story?

The lady's husband shook Mr. Fulton's hand and said, "It will be a great day if you succeed, Fulton; a great day, indeed!" Then the couple walked forward to join the other ladies and gentlemen already on board. The man whom they had greeted, Robert Fulton, wore a confident smile, but inside, he was terribly nervous. He thought to himself, "If all goes well today, I will be rich, and people all over the world will know my name. If I fail, I will lose a great deal of money and be laughed at as a dreamer and a fool. That must not happen!"³

3 What do you think Mr. Fulton is trying to accomplish?



← Show image 2A-2: Livingston standing next to Fulton

Fulton felt a hand on his shoulder and turned to find his business partner, Robert Livingston, standing at his side. Robert Livingston was a wealthy, important man. He had worked for the government both in the United States and in Europe. Many years ago in 1801, while Fulton was in Europe doing business, he met Livingston at a restaurant in Paris.⁴ Fulton told Livingston, "What I am working on right now will forever change the way people travel and the way in which everyone does business."⁵

4 a city in the country of France

5 What do you think Mr. Fulton had been working on back then?



← Show image 2A-3: Fulton and Livingston in Paris/diagram of steamboat

Livingston's eyes lit up with interest. "Tell me more, Fulton," he said.

"Well, as you know, an Englishman has invented what he calls a 'steam engine.' Basically, you light a coal or wood fire inside of

6 or water vapor

a furnace to heat a boiler of water. When the fire gets very hot, the water is also heated, and steam⁶ comes off it. That steam is fed to an engine and provides energy to power the engine.”

“Yes, I have heard of this steam engine,” Livingston replied, “Please, continue.”

7 What do you think a steamboat is? [Show Image Card 6 (Fulton’s Steamboat).] Yes, it’s a boat that moves because of the power of steam.

“I’m sure you have also heard of **steamboats**.”⁷

“Actually, I have,” said Livingston.

8 *Back* refers to the location of something, such as on a boat. Back is the opposite of front. *Back* means something else, too. Your back is part of your body. Let’s all pat ourselves on the back. [Demonstrate the motion.]

Fulton continued, “Well, Livingston, I plan on building one. But my steamboat will be much better than the ones already made. I shall use steam power to turn paddles on the back⁸ of the boat. With steam turning the paddles, the boat will move more quickly than by using human muscle or wind in a sail.”⁹

“Extraordinary!” said Livingston.

9 Canoes move fairly slowly through the water, as do sailboats when winds are calm.

“That is not all,” Fulton continued. “My boat will be flat on the bottom, not curved. This will allow us to carry more people and products on each **voyage**.¹⁰ Picture a whole fleet of such boats, Livingston! Why, the owners would become richer than even you can imagine.”¹¹

10 or journey

11 A fleet is a group of boats.



← **Show image 2A-4: Fulton and Livingston shaking hands**

Livingston noticed that Fulton had used the word *us*, as if he were already sure that Livingston would join him in this project. Livingston didn’t mind. He agreed to help fund the plan, and the two friends became partners. Livingston knew that Fulton was not the only **inventor** working to **design** a steamboat, but the two men thought Fulton’s design was far better than any other.¹²

12 An inventor is someone who invents or creates something. An inventor has to design, or plan, the invention before s/he makes it.



← **Show image 2A-5: On deck for maiden voyage**

After many years of countless improvements to the boat’s design, the day for the steamboat’s first voyage had finally arrived.¹³ Now, standing on deck, Livingston said, “Those were our last guests coming aboard, Fulton. We can begin our journey whenever you are ready.”

13 Do you think the word *countless* means just a few or many? Yes, Mr. Fulton worked to improve his design many times.

Fulton turned to his boat’s captain, who told him, “The engine is all fired up, sir. I await your orders.”¹⁴

14 What kind of engine powered the boat?

“Then let us begin,” Fulton answered.

The captain called to several sailors, “Cast off bow and stern lines!” The sailors untied the thick ropes holding the boat to the dock. Then the captain turned to the pilot, whose job it was to steer the boat, and told him, “Take us to Albany!”¹⁵ As the guests on board and the spectators on the dock began to cheer, steam began to pour from the boat’s smokestack. The steamboat was on its way!¹⁶

15 Albany is another city in the state of New York.

16 How do you think Mr. Fulton and Mr. Livingston are feeling?



← **Show image 2A-6: Map of route**

The plan was to travel along the wide Hudson River from New York City to the state capital of Albany, stopping briefly at Livingston’s home in Clermont, New York—which explains the name of Fulton’s steamboat: *North River Steamboat of Clermont*.¹⁷ Not only did the steamboat have to make the trip safely in order to show that steam travel would work, the boat also had to move faster than other types of boats—or no one would see any reason to switch to steam.¹⁸ As the viewers on the dock watched the steamboat paddle away, some people said, “I don’t see how they will ever do it!” Others said, “Let’s wait and see. After all, this fellow Fulton convinced Robert Livingston, a man who controls much of the river travel in New York, that his plan would work!”¹⁹

17 [Trace the route on the map.]

18 How were boats powered previously?

19 Do you think the voyage on the steamboat will be a success?



← **Show image 2A-7: Safe arrival in front of crowd**

The believers were right. About two days later, a second crowd stood cheering on the dock in Albany as Fulton’s steamboat puffed into view. The steamboat had taken less than two days for a voyage that usually took sailing ships four days!²⁰

“Congratulations, Mr. Fulton,” said the lady in the pink dress as she and her husband stepped off the boat. “Many didn’t believe it could be done. You proved them wrong.”

Shaking Fulton’s hand, Livingston said, “Congratulations, Fulton! New York will never be the same!”

“No, Livingston,” Fulton replied, “the *world* will never be the same!”²¹

20 Was Fulton’s steamboat faster than sailing ships?

21 What do you think Mr. Fulton meant when he said, “The world will never be the same”? How might Mr. Fulton’s steamboat change the world?



22 [Point to the two steamboats in the image.]

23 Do you think other people will invent faster and cheaper ways to travel between cities and to places not connected by rivers?

Show image 2A-8: Map showing two rivers with steamboats

Robert Fulton was right. Over the next few years, the two partners set a whole fleet of steamboats afloat on the Hudson River and the Mississippi River.²² People realized that steamboats were faster, much cheaper, and much more reliable than other types of transportation. There was only one problem. Steamboats needed rivers to travel on, and there were no rivers between some of the biggest cities. So, people still couldn't use steamboats to go everywhere they wanted.²³

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* What is the main topic of the read-aloud? (the steamboat; the invention of the steamboat; Robert Fulton's steamboat, etc.)
2. *Inferential* What was the setting of this read-aloud? (New York) Is this located in the East or the West? (East)
3. *Inferential* Why were Robert Fulton, Robert Livingston, and others taking an important journey on the steamboat? (to see if Fulton's steamboat design was faster than other boats)
4. *Inferential* Was Fulton's voyage a success? (yes) Why? (He showed people that his steamboat could carry people and goods faster than other boats, and his design allowed the steamboat to carry more people and goods on each voyage.)
5. *Evaluative* Why do you think Robert Fulton worked very hard as an inventor? (Answers may vary, but may include his interest in inventing or his desire for wealth and/or fame.)

6. *Inferential* What was the advantage of a boat powered by steam rather than by people or the wind? (It could move faster; it was cheaper and more reliable; it was not dependent on the weather.)
7. *Inferential* What was the disadvantage of steamboat travel? (There had to be water, and some cities did not have rivers between them.)
8. *Evaluative* How do you think Fulton’s steamboat affected westward expansion? (Movement increased because the steamboat, when it could be used, was faster, cheaper, and more reliable than other forms of river transportation.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

9. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Voyage

5 minutes

1. In the read-aloud you heard, “This will allow us to carry more people and products on each *voyage*.”
2. Say the word *voyage* with me.
3. A voyage is a long journey or trip, especially by sea.
4. Columbus sailed on his first voyage to America in 1492. [Show the span across the ocean from Spain to America.]
5. Have you ever been on a voyage across the ocean or sea? Would you like to take a voyage across the sea one day? Where would you like to go? Try to use the word *voyage* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I would like to take a voyage to . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *voyage*?

Use a *Making Choices* activity for follow-up. Directions: I will ask a question. Make sure to answer each question in complete sentences and use the word *voyage* when you respond. (Answers may vary for all.)

1. If you could take a voyage anywhere in the world, where would you go? (I would go on a voyage to . . .)
2. Which ocean or body of water would you cross? (I would cross the Atlantic/Pacific ocean.)
3. What kind of transportation would you use for your voyage? (I would use a _____ to go on my voyage.)
4. Who would be the captain of your ship or boat on your voyage? (_____ would be the captain on my voyage.)
5. What kinds of things should you take with you when you go on a voyage? (I would take _____ with me on my voyage.)



Complete Remainder of the Lesson Later in the Day



Mr. Fulton's Journey

2_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Associated Phrase: Back

1. [Show Poster 1M (Back).] In the read-aloud you heard, “I shall use steam power to turn paddles on the *back* of the boat.” The back of the boat refers to the end of the boat that is opposite the front. [Ask a student to come up to point to the back of the steamboat on the picture.]
2. *Back* can also mean something else. It is a part of your body that is opposite your stomach. [Ask a student to come up to the poster and point to this sense of *back*.]
3. [Point to the back of the boat.] With your partner, talk about what you think of when you see this kind of back. I will call on a few partners to share their responses. (When I think of this type of back, I think of the back of my house, the backseat of the car, the back of the classroom, the back of the bus, etc.)
4. [Point to John Henry's back.] With your partner, talk about what you think of when you see this kind of back. I will call on a few partners to share their responses. (When I think of this kind of back, I think of back bends, a backache, patting myself on the back, stretching my back, etc.)

↔ Syntactic Awareness Activity

5 minutes

Prefix: Dis-

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct.

Teacher Reference Chart		
<i>dis-</i> = not; opposite of		
Word	Definition	Example
disappear	to leave from sight; to cease to be visible	Have a student go from being visible to the class to not being visible by standing behind a door or outside of the room to show <i>appear</i> and <i>disappear</i> .
disable	to cause to not function	Take the batteries out of a battery-operated flashlight.
disconnect	to undo or break the connection of	Undo the connections of computer speakers, or unplug a piece of electronic equipment.
disbelief	the state of not believing	Student 1 tells Student 2 something. Student 2 expresses that s/he does not believe Student 1.
disorganize	to break up the regular arrangement or organization of something	Student 1 disorganizes a bookshelf or something else in the classroom.
disagree	to not agree	Student 1 and Student 2 express opposing opinions about something.
discourteous	not courteous or polite; rude	Student 1 acts rudely to Student 2.

1. In yesterday's read-aloud, you listened to part of Mrs. Morgan's journal: "Had rain and hail today, which made it a very *disagreeable* experience. However, Papa and I smiled so as not to *discourage* the children."

2. Say the word *disagreeable* with me. Say the word *discourage* with me.
3. Do you hear the same sounds in these two words?
Disagreeable and *discourage* both begin with the prefix *dis-*.
4. A prefix is a word part added to the beginning of a word to give it a new meaning.
The prefix *dis-* means not, or the opposite of.
5. *Disagreeable* means not agreeable.
Discourage means to take away someone's courage or confidence.
6. [Choose two to three words on the chart. Say the words, putting emphasis on *dis-*, and have students guess what the meaning of the word might be. Tell students the definition. Then invite volunteers to demonstrate the word.]
7. With your partner, make a sentence using a word that has the prefix *dis-*.
[If time allows, you may wish to have students act out the word.]

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Sympathy

1. In yesterday's read-aloud about the Morgan family traveling on the Oregon Trail, we heard that the Morgans felt *sympathy* for a young woman who could not travel any farther on the trail.
2. Say the word *sympathy* with me three times.
3. Sympathy is caring about and feeling sorry for someone else's troubles.
4. I felt sympathy for my friend when she broke her leg and couldn't play on the playground.
5. Traveling on the Oregon Trail during the time of westward expansion was very difficult. Can you think of a reason why someone might feel sympathy for the pioneers making that journey?
[Ask two or three students. If necessary guide and/or rephrase students' answers, "Someone might feel sympathy for the

pioneers because they had to _____.” (*leave many belongings behind, travel by foot through rain, hailstorms and dust storms, suffer through sickness, live with cold and little food, walk many, many miles*)]

6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow up. Directions: Turn to your partner and take turns sharing a time when you felt sympathy for someone, or someone felt sympathy for you. Be sure to use the word *sympathy* when you talk about it. Then, I will call on one or two of you to share your partner’s example with the class.

Westward Expansion Timeline

5 minutes

Briefly review what was placed on the Westward Expansion Timeline in the previous lesson. Show students Image Card 6 (Fulton’s Steamboat). Explain that Robert Fulton took his first voyage on the *Clermont*—the steamboat that he had designed—in 1807, the year after Lewis and Clark returned from their expedition. Ask students where the Image Card should be placed on the Timeline, and then place it to the right of the image of the Lewis and Clark Expedition.

Then have students add Fulton’s Steamboat to their individual Westward Expansion Timelines. Students should include the year (1807) and a depiction of the event in writing and/or pictures.

Transportation Brainstorm

5 minutes

Revisit the class Transportation Brainstorm poster. Ask students if they thought of a steamboat as a method of transportation. Add *steamboat* along with its image to the poster if it is not already there.

Westward Expansion Quilt (Instructional Master 2B-3) 15 minutes

Note: Write the main topic of the read-aloud (*the steamboat*), and ask students to tell you important details about the main topic. Write accurate student responses on the board for students to refer to as they complete their quilt squares. Some details you may wish to list are *Fulton, inventor, steam, paddles, carry more people, carry more goods, faster than other boats*. Include any

available images (or drawings) that help explain the information. If needed, model writing a sentence about the main topic using one or two of the words on the board.

Tell students that they are going to make another quilt square for their quilts. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What is a steamboat?
- What was needed in order for steamboats to be used for transportation?
- How was the steamboat superior to other boats of the time?
- Who is known for designing a superior steamboat?
- How did the invention of steamboats affect westward expansion?

Tell students that they will be making one piece of the quilt today using Instructional Master 2B-1. First, they should cut out the quilt square. Next, they should draw a picture representing the main topic of the read-aloud in the center diamond. (the steamboat) Then, they should write a word or short phrase in each corner, relating to facts they learned about the steamboat. Next, ask students to write a sentence on the back of the quilt square, using one or more of the words they've written. Finally, students should share their drawings and writing with a partner.

Save these quilt squares for making the complete quilts at a later time.



The Journal of a Twelve-Year-Old on the Erie Canal

3

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify steamboats and canals as new means of travel that increased the movement of people west
- ✓ Describe the importance of canals
- ✓ Identify the Erie Canal as the most famous canal built during the Canal Era
- ✓ Demonstrate familiarity with the song “The Erie Canal”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply rhythm and meaning in the song “The Erie Canal” (RL.2.4)
- ✓ Identify the main topic of “The Journal of a Twelve-Year-Old on the Erie Canal” by creating a quilt square (RI.2.2)
- ✓ Describe the connection between a series of historical events such as the Erie Canal and westward expansion (RI.2.3)
- ✓ With assistance, create and interpret a timeline related to westward expansion and the Erie Canal (RI.2.7)
- ✓ Compare and contrast similarities and differences between the song “The Erie Canal” and the character in “The Journal of a Twelve-Year-Old on the Erie Canal” (RI.2.9)

- ✓ Write simple sentences to represent details or information from “The Journal of a Twelve-Year-Old on the Erie Canal” (W.2.2)
- ✓ Make connection between the steamboat in “Mr. Fulton’s Journey” and the waterways in “The Journal of a Twelve-Year-Old on the Erie Canal” (W.2.8)
- ✓ Draw pictures to represent details or information from “The Journal of a Twelve-Year-Old on the Erie Canal” (SL.2.5)
- ✓ Determine the meaning of multiple-meaning words and phrases, such as *board* (L.2.5a)
- ✓ Prior to listening to “The Journal of a Twelve-Year-Old on the Erie Canal,” identify what they know and have learned about canals
- ✓ Share writing with others

Core Vocabulary

Erie Canal, n. A 363-mile-long, man-made waterway created during the early 1800s to join the Hudson River to Lake Erie in New York State

Example: Last summer, we enjoyed a sailboat ride on the Erie Canal.

Variation(s): none

freight, n. Goods that are moved from one place to another by ship, train, truck, wagon, or airplane

Example: It took the captain’s crew an entire morning to load the large amount of freight onto his ship.

Variation(s): none

tow, v. To haul or pull along behind

Example: We had to tow my uncle’s car to a service station when it broke down on the highway.

Variation(s): tows, towed, towing

transport, v. To carry or move from one place to another

Example: Trucks transport many of the fruits and vegetables that we buy in the grocery store.

Variation(s): transports, transported, transporting

Vocabulary Chart for The Journal of a Twelve-Year-Old on the Erie Canal

Core Vocabulary words are in **bold**.


Multiple Meaning Word Activity word is underlined>.

Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics>*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	flatboat Buffalo (N.Y.) freight <i>mules</i> Albany oxen towpath canal westward	goods products transport* travel/traveling	easier east/west faster money sell town horses coal wood
Multiple Meaning	tow* pace trail floats	cost flat trip weigh	time work hard land water way board front/back
Phrases	Erie Canal on board		
Cognates	<i>mulos</i> canal	productos transportar	este

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Instructional Master 3A-1 (Response Card 2)	Have students refer to this Response Card as you review the steamboat and introduce the flatboat.
	chart paper, whiteboard, or chalkboard; writing tools	Create a T-chart of the advantages and disadvantages of steamboat travel.
Essential Background Information or Terms	Image Card 7 (Erie Canal), U.S. map	You may wish to explain the word <i>innovative</i> .
	Westward Expansion Map; blue crayons or colored pencils; large U.S. map, blue sticker dots	Mark the Erie Canal using blue sticker dots (or a blue marker) on a large U.S. map. Have students locate and color the Erie Canal blue on their individual maps.
Vocabulary Preview: Freight, Mules	Image 3A-2	
	Image 3A-3; additional image of mule, donkey, and horse	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
The Journal of a Twelve-Year-Old on the Erie Canal	U.S. map	compound word: flatboat
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	U.S. map	
Word Work: Transport		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Board	Poster 2M (Board)	
Syntactic Awareness Activity: Prefix Trans-	U.S. map, world map	Demonstrate the words <i>transatlantic</i> , <i>transnational</i> and <i>transcontinental</i> .

Exercise	Materials	Details
Vocabulary Instructional Activity: Tow		
Westward Expansion Timeline	Image Card 7, Westward Expansion Timeline; Timeline Image Sheet	Have students add the Erie Canal to their individual Timelines.
Transportation Brainstorm	Transportation Brainstorm; Transportation Image Sheet	Revisit the poster, and add <i>flatboat</i> if it is not already there.
Song: “The Erie Canal”	Instructional Master 3B-1; Recording, “The Erie Canal”	You may choose to have students work in pairs to identify rhyming word pairs from the song.
	chart paper, whiteboard or chalkboard; writing tools	Create a Venn Diagram to compare and contrast the song and the read-aloud.
Westward Expansion Quilt	Instructional Master 3B-2, drawing tools	Write the main topic, important details, and an example sentence on the board.

Advance Preparation

Make a copy of Instructional Master 3A-1 for each student. Refer to it as Response Card 2 for this domain; it shows an image of a steamboat and an image of a flatboat. Students may refer to the images on the response card as you review the content of Lesson 2 and introduce and discuss the content of Lesson 3.

Create a T-Chart listing the advantages and disadvantages of steamboat travel. [Save this T-Chart for Lesson 7.]

+ Advantages	- Disadvantages
Steamboat	
faster than other boats cheaper than other boats could carry more goods than other boats	couldn't go everywhere needed rivers to travel on

Mark off the Erie Canal with blue sticker dots, using Instructional Master 2A-2 as a guide. Help students locate the Erie Canal on their map's legend and color it in blue. Then have students color the Erie Canal blue on their map.

Bring in images of a mule, a donkey, and a horse; choose a recording of the song “The Erie Canal.” [Refer to the Recommended Resources list at the front of this guide for suggestions.]



The Journal of a Twelve-Year-Old on the Erie Canal

3A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Show students each of the Flip Book images from the previous read-aloud, and have them retell, in a continuous narrative, the story of Robert Fulton's steamboat. Make sure students use Robert Fulton's name and identify him as the inventor of a superior steamboat. Also, discuss the advantages and disadvantages of steamboat travel during westward expansion.

Essential Background Information or Terms

5 minutes

Reread the following sentences from the previous read-aloud:

Steamboats needed rivers to travel on, and there were no rivers between some of the biggest cities. So, people still couldn't use steamboats to go everywhere they wanted.

Ask students if they think people were innovative and designed waterways between cities that did not have rivers. Students who participated in the Core Knowledge Language Arts program in Grade 1 may recall from the *Early American Civilizations* and *Early World Civilizations* domains that canals were dug in ancient times to move water from place to place.

Show students Image Card 7 (Erie Canal). Tell students that this is an image of a canal. Explain that a canal is a deep, wide ditch dug by people to allow water to move from a river or lake to another place. Explain that during the time of westward expansion in the United States, people were very innovative, and canals were

built to connect rivers to lakes or other rivers. By using canals, steamboats, and other types of boats, Americans were able to travel to more places. One very famous canal named the Erie Canal was built between Lake Erie (one of the five Great Lakes) and the Hudson River. Have students repeat the words *Erie Canal*. Show this location on a U.S. map.

Explain that soon other states, including Ohio and Pennsylvania, built canals, and by the 1830s there was an all-water route from New York to New Orleans. (Trace a route from New York to New Orleans on the map.) By the 1840s there were more than three thousand miles of canals in the United States. This time in the history of our country is known as the Canal Era. Have students repeat the words *Canal Era*. Explain that an era is a period of time, so the Canal Era was the period of time when canals greatly increased the westward movement of people.

Vocabulary Preview

5 minutes



Freight

← Show image 3A-2: Loading and unloading the flatboat cargo

1. In today's read-aloud, you will hear, "Because a flatboat floats on water, it's much easier to transport heavy *freight* like coal and wood."
2. Say the word *freight* with me three times.
3. Freight is goods that are moved from one place to another by ship, train, truck, wagon, or airplane.
4. It took the captain's crew an entire morning to unload the large amount of freight off his ship. [Invite students to point to the boxes of freight.]
5. What are different ways that freight is moved, or shipped?
(*train, airplane, ship, truck*)
What are some examples of freight? (*wood, building materials, steel, animals, food, cars, furniture, clothes*)



Mules

← **Show image 3A-3: Taking care of the mules**

1. In today's read-aloud you will see a flatboat pulled by *mules*.
2. Say the word *mules* with me three times.
3. Mules are the babies of a donkey and a horse. [Show images of a mule, a donkey, and a horse.]
4. During the time of westward expansion, people used mules to help pull their freight.
5. Mules are generally used as work animals. Tell your partner some jobs that you think mules would be used for. What are the mules doing in this drawing?

Purpose for Listening

Share the title of the read-aloud. Ask students if they know what a journal is. Explain that they will be listening to what a young boy has written about his adventures on the Erie Canal. Explain that the story in the next read-aloud is historical fiction based on the real experiences of people in our country who worked on the Erie Canal during the Canal Era.

Tell students to listen carefully to determine the main topic of the read-aloud and to learn what life was like living on the Erie Canal during westward expansion.



The Journal of a Twelve-Year-Old on the Erie Canal

← Show image 3A-1: Pa and son on flatboat¹

- 1 What is happening in the picture?
- 2 What is the Erie Canal? Albany and Buffalo are both cities in New York. Remember, the first voyage on Fulton's steamboat also took place in New York.
- 3 [Ask a student to point out the goods or products on the flatboat.]
- 4 What is the flatboat traveling up and down on?

Pa and I have been making our way along the Erie Canal from Albany to Buffalo today at a good, steady pace.² We're traveling on our brand new flatboat. A flatboat is a big, flat boat on which we carry goods and products along the Erie Canal.³

Well, to be honest, the flatboat isn't *quite* ours yet, but almost. Last night Pa told me, "When we reach Buffalo, we will have made the last payment on this flatboat. Then it's all ours at last."

You see, we made a deal with Mr. Franklin that every time we take the flatboat up and back for him, part of our pay goes toward buying the flatboat for ourselves.⁴ It has taken three years of hard work. We're really excited to actually own the flatboat, because then we will be able to keep all the money we earn on each trip we make.



← Show image 3A-2: Loading and unloading the flatboat cargo

- 5 Freight is goods, like crops from farmers, that are being moved.
- 6 A board is flat piece of wood, but *board* also means to go onto a boat. Why do they take more goods on board if it slows them down?

Ma and sis are waiting for us in Buffalo. I can't wait to see them again! I love being on the flatboat with Pa, but all the work we do makes us tired. The thing is, I don't know exactly how many more days it will take to get to Buffalo. It depends on how much of the **freight** we sell along the way.⁵ The more we sell, the less the flatboat will weigh, and the faster we will be able to travel. Sometimes, a store owner or manufacturer at some town or village asks us to add his products onto our flatboat. Every time we take more goods on board, it slows down our travel.⁶



← Show image 3A-3: Taking care of the mules⁷

- 7 [Point to the mules, towpath, and connecting ropes as you read the next paragraph.]
- 8 or pull it

My favorite part of helping Pa is that I get to care for the mules. We have such a big flatboat that it takes three mules to **tow** it.⁸ They walk on the towpath next to the canal and pull the ropes that are connected to the flatboat. Some smaller flatboats along the canal are one-mule flatboats, or sometimes horses or oxen do the pulling.



← **Show image 3A-4: Flatboat on the canal**

9 [Show the location of the Erie Canal again on the map. Explain that the Erie Canal made traveling through New York faster.]

10 or move from one place to another

11 Do you remember all the dangers the family in the first story encountered with their covered wagon? [Point to the image.] Families like this one had less difficult journeys on flatboats when the weather was good.

Before folks built the **Erie Canal**, it took longer to move things from the East westward.⁹ Because a flatboat floats on water, it's much easier to **transport**¹⁰ heavy freight like coal and wood. Plus, you don't need to worry about a wagon wheel breaking on the trail.¹¹

Not only that, it costs less money to travel on the canals than over land. Pa says that for every dollar it used to cost to travel on land, it now costs only about a dime to travel on the canal's water.

Because the canal made it so much easier and faster to head westward, many people moved west to farm or build new cities. See, Pa explained to me that moving out to the West seemed like a good idea once the people there knew they could sell whatever they grew or made to folks back in the East, as well as to people in the West. It's amazing how much the Erie Canal changed things here. It's hard to imagine a time without it!



← **Show image 3A-5: Traveling through a fierce snowstorm**

12 Hold your hand out in front of you. Imagine that it's snowing so hard that you can only see snow and not your hand.

Lucky for us, today was a really great day for traveling up the canal. In nice weather, we can travel a lot of miles. When it's stormy, though, like it was a couple of weeks ago, it is not so pleasant. It was snowing so much, we nearly had to stop right where we were. The snow was coming down so heavily you couldn't see your hand if you held it out right in front of you.¹² Fortunately, our mules are always able to stay on the path, even in a snowstorm, so I just let them lead the way, and they bring us safely to the next town.



← **Show image 3A-6: Boy writing in his journal**

13 What kind of flatboat adventures do you think this twelve-year-old boy will have on the Erie Canal tomorrow?

Anyway, I think that's about it for now. I'm pretty tired after all the work today. I think it is time for me to get some sleep so I'm ready to work on the flatboat tomorrow.¹³

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* What was the main topic of the read-aloud? (the Erie Canal)
2. *Literal* Who wrote the journal entry that you just heard? (a twelve-year-old boy)
3. *Inferential* What is the setting for this story? (a flatboat on the Erie Canal) [Ask a student to point to the location of the Erie Canal on the map.]
4. *Inferential* Why were canals built in the United States in the 1800s? (so that boats could travel to cities where there were no rivers, to transport goods faster)
5. *Literal* The boy and his father were not traveling on the Erie Canal because they wanted to move to the West like the family in the first read-aloud. They traveled back and forth because of their work. What kind of work did they do? (They transported freight on the Erie Canal.)



← **Show image 3A-3: Taking care of the mules**

6. *Literal* How were mules and other animals important on the Erie Canal? (They towed the flatboats.)
7. *Inferential* What problems did boats on the canal face? (bad weather, moving slowly because of the amount of freight, etc.)
8. *Inferential* How did canals like the Erie Canal increase westward expansion? (Boats on the canal transported freight and people faster and farther west; it cost less to travel on the canals than over land.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share*: Would you like to have worked on a flatboat on the Erie Canal? Why or why not? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Transport

5 minutes

1. In the read-aloud you heard, “Because a flatboat floats on water, it’s much easier to *transport* heavy goods like coal and wood.”
2. Say the word *transport* with me.
3. *Transport* means to carry or move from one place to another.
4. The farmer will use his truck to transport his produce to the farmers’ market.
5. What do you and your family use to transport things? What do you transport? Try to use the word *transport* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “My family uses a _____ to transport _____.”]
6. What’s the word we’ve been talking about? What part of speech is the word *transport*?

Use a *Word to World* activity for follow-up. Directions: I am going to ask a question about how you would transport certain things. Answer each question with a complete sentence, telling how you would transport the things I ask about. For example, if I ask, “How would you transport goods across a river?” you could answer, “I would transport goods across a river on a flatboat.” (Answers may vary.)

1. How would you transport children to school?
I would transport children to school on a bus.
2. How would you transport people to another continent?
I would transport people to another continent on a plane.
3. How would you transport horses to a farm?
I would transport horses to a farm in a horse trailer.
4. How would you transport a dog to a veterinarian's office?
I would transport a dog to the veterinarian's office in a car.
5. How would you transport games to a friend's house?
I would transport games to a friend's house in my backpack.

Note: Explain to students that the words *transport*, *transported*, *transporting*, and *transportation* are all from the same root word, *transport*.



Complete Remainder of the Lesson Later in the Day



The Journal of a Twelve-Year-Old on the Erie Canal

3_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Multiple Choice: Board

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Board).] In the read-aloud you heard, “Every time we take more goods on *board*, it slows down our travel.” Which picture of *board* matches the way *board* is used in the lesson?
2. *Board* can also mean other things, like a long, thin, flat piece of wood. Which picture matches this description of *board*?
3. In addition, *board* can mean a flat piece of material that is used for a special purpose, like a chalkboard or whiteboard. Which picture matches this description of *board*?
4. Now with your partner, quiz each other on the different meanings of the word *board*. Remember to be as descriptive as possible and use complete sentences. For example, you could say, “We could see the people on the floor below us through a crack between the boards.” And your partner should respond, “That’s ‘2.’”

Syntactic Awareness Activity

5 minutes

Prefix: Trans—

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct.

Teacher Reference Chart		
trans- = across; on or to the other side of		
Word	Definition	Example
transfer	to pass or cause to pass from one person or place to another	Move an object from one student's cubby to another's.
transform	to change in appearance or structure	action figures, such as Superman and Batman; a solid changing to a liquid, such as ice to water
translate	to change from one language or set of symbols to another	Give examples of translated words the students may be familiar with (e.g., good-bye=adiós, friend=amigo).
transplant	to remove from one place, and settle or put elsewhere	transplanting a plant or flower from one location to another
transatlantic	across the Atlantic Ocean	Show or ask a volunteer to show the span of one side of the Atlantic ocean to the other on a world map.
transnational	across a nation or country	Show or ask a volunteer to show the span of one side of the United States to the other on a U.S. map.
transcontinental	across a continent	Show or ask a volunteer to show the span of one side of any continent to the other on a world map.

1. In today's read-aloud, you heard, "Because a flatboat floats on water, it's much easier to *transport* heavy freight like coal and wood."
2. Say the word *transport* with me.
3. The word *transport* begins with the prefix *trans-*.
4. A prefix is a word part added to the beginning of a word to give it a new meaning.
The prefix *trans-* means across, or to the other side of.
5. *Transport* means to carry or move from one place to another.
6. [Choose two to three words on the chart. Say the words, putting emphasis on *trans-*, and have students guess what the meaning of the word might be. Tell students the definition. Then provide an example of the word.]
7. With your partner, make a sentence using a word that has the prefix *trans-*.
[If time allows, you may wish to have students act out the word.]

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Tow

1. In today's read-aloud, you heard, "We have such a big flatboat that it takes three mules to *tow* it."
2. Say the word *tow* with me three times.
3. *Tow* means to haul or pull behind someone or something.
4. We had to tow my uncle's car to a service station when it broke down on the highway.
5. Tell your partner about a time that you or your family towed something (behind a bike, scooter, car or in a wagon). Use the word *tow* when you tell about it.
6. What's the word we've been talking about? What part of speech is *tow*?

Use a *Word to World* activity for follow-up.

Directions: I will name something that can be towed. In a complete sentence, tell me what would tow the thing that I name. For example, if I say, “a flatboat,” you would say, “Mules tow a flatboat.”

1. a broken down car
A tow truck tows a broken down car.
2. a water skier
A speedboat tows a water skier.
3. a freight car
A locomotive tows a freight car.
4. a barge, or freight across the water
A tugboat tows a barge or freight across the water.
5. a camper
A truck or car tows a camper.

Westward Expansion Timeline

5 minutes

Briefly review what was placed on the class Westward Expansion Timeline in the previous lessons. Show students Image Card 7 (Erie Canal). Explain that the Erie Canal was first used in 1825, which was almost twenty years after the first voyage of Robert Fulton’s steamboat. Ask students where the Image Card should be placed on the Timeline, and then place it to the right of the image of Fulton’s steamboat. (Refer to the answer sheet for Instructional Master 1A-1.) Save the Timeline for use in later lessons.

Have students add the Erie Canal to their individual Timelines. Students should include the year (1825) and a depiction of the event in writing and/or pictures.

Transportation Brainstorm

5 minutes

Revisit the class Transportation Brainstorm poster. Ask students if they thought of a flatboat as a form of transportation. Add *flatboat* along with its image to the poster if it is not already there.



Song: “The Erie Canal” (Instructional Master 3B-1)

15 minutes

← **Show image 3A-3: Taking care of the mules**

Have students retell what is happening in the illustration. Explain that in 1905, a songwriter named Thomas Allen wrote a song about working on the Erie Canal—the most famous of canals during the Canal Era—about eighty years after the canal was built. Tell students to listen carefully to find out how the experience described in the song is similar to and/or different from the experience written about in the boy’s journal.

Find and play a version of “The Erie Canal.” See the Recommended Resources list at the front of this Anthology for suggestions.

The Erie Canal

by Thomas Allen

I’ve got a mule; her name is Sal,

Fifteen miles on the Erie Canal,

She’s a good old worker and a good old pal,

Fifteen miles on the Erie Canal.

We’ve hauled some barges in our day.

Filled with lumber, coal, and hay,

And we know ev’ry inch of the way

From Albany to Buffalo.

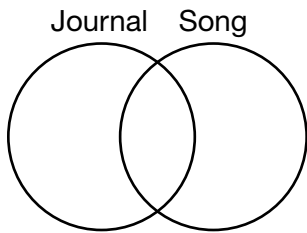
Low bridge! Ev’rybody down,

Low bridge! ’Cause we’re coming to a town

And you’ll always know your neighbor,

You’ll always know your pal,

If you’ve ever navigated on the Erie Canal.



Ask students to share how the experience shared in the song is similar to the journal entry. (Both talked of mules towing boats; both were about traveling on the Erie Canal; both talked about transporting freight; both mentioned traveling from Albany to Buffalo; etc.)

Ask students to share differences between the story in the song and that in the journal. (One mule was mentioned in the song rather than three; the song talked of people needing to duck as they went under a bridge; etc.)

Ask students what they notice about how the story is told in the song compared to how it is told in the read-aloud. Tell students that although many songs do rhyme, they do not all use rhyme as a technique. Explain that some songwriters use repetition of sounds or of words and phrases to emphasize certain things or feelings, such as Mr. Allen did in this song. Ask students what words and phrases are repeated in this song for emphasis.

You may need to read each verse or play the song multiple times. The music and lyrics may be found on Instructional Master 3B-1.

Use the echo technique to teach the song to students.

Note: If your school has a music teacher, you may want to collaborate with him/her to teach this song to students.

Westward Expansion Quilt (Instructional Master 3B-2) 15 minutes

Note: Write the main topic of the read-aloud (Erie Canal), and ask students to tell you important details about it. Write accurate student responses on the board for students to refer to as they complete their quilt squares. Some details you may wish to list are *flatboat*, *freight*, *coal*, *wood*, *tow*, *transport goods*, *mules*, *1830s-1840s*, *travel west*. Include any available images (or drawings) that help explain the information. If needed, model writing a sentence about the main topic using one or two of the words on the board.

Tell students that they are going to make another quilt square for their quilts. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What is the Erie Canal?
- Why were canals like the Erie Canal built?
- What type of animal often pulled the flatboats that traveled on the Erie Canal?
- Did steamboats also travel the Erie Canal?
- How were the Erie Canal and other canals helpful to settlers who had moved farther west?
- What was the Canal Era?

Remind students that first they should cut out the quilt square. Next, they should draw a picture representing the main topic of the read-aloud in the center diamond. (the Erie Canal) Then, they should write a word or short phrase in each corner, relating to facts they learned about the Erie Canal. Next, ask students to write a sentence on the back of the quilt square, using one or more of the words they've written. Finally, students should share their drawings and writing with a partner.

Save these quilt squares for making the complete quilts at a later time.



The Story of Sequoyah

4

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Explain the significance of Sequoyah’s invention of the Cherokee writing system
- ✓ Explain why writing was important to Sequoyah and the Cherokee
- ✓ Describe the Cherokee writing system in basic terms

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify the main topic of “The Story of Sequoyah” by creating a quilt square (RI.2.2)
- ✓ Describe the connection between a series of historical events such as the Cherokee writing and westward expansion (RI.2.3)
- ✓ With assistance, create and interpret a timeline related to Cherokee writing and westward expansion (RI.2.7)
- ✓ Write simple sentences to represent details or information from “The Story of Sequoyah” (W.2.2)
- ✓ Interpret information presented, and then ask a question beginning with the word *who* to clarify information in “The Story of Sequoyah” (SL.2.3)

- ✓ Recount a personal experience with appropriate facts and relevant, descriptive details about a time when they had to “go back to the drawing board” (SL.2.4)
- ✓ Draw pictures to represent details or information from “The Story of Sequoyah” (SL.2.5)
- ✓ Learn common sayings and phrases such as “back to the drawing board” (L.2.6)
- ✓ Prior to listening to “The Story of Sequoyah,” identify what they know and have learned about Native American tribes
- ✓ Share writing with others

Core Vocabulary

approach, n. A way of doing or thinking about something

Example: The artist used a unique, or different, approach to create her painting.

Variation(s): approaches

concluded, v. Decided after a period of thought or observation

Example: After playing in the hot, bright sun all afternoon, the children concluded that it would be a good idea to go swimming.

Variation(s): conclude, concludes, concluding

create, v. To make or produce something; to cause something new to exist

Example: My little brother and I are going to create a skyscraper using these blocks.

Variation(s): creates, created, creating

generations, n. All people who are about the same age and live during the same time

Example: The farm had been owned by many generations of the same family.

Variation(s): generation

interacting, v. Talking or doing things with other people

Example: The students were interacting with each other to finish their project.

Variation(s): interact, interacts, interacted

Vocabulary Chart for The Story of Sequoyah

Core Vocabulary words are in **bold**.


Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Ayoka Carolinas Cherokee folktales Georgia sequoia Sequoyah <i>syllable</i> Tennessee	clever communicate* concluded confident create*/created/ creating generations interacting messages orally skeptical symbol	language learn/learned officer read spoken
Multiple Meaning	chief crops native reservations	approach convinced forced honored	work writing
Phrases	Native Americans southeastern U.S. talking leaves writing system	heavy blow went up in smoke	
Cognates	nativo/native reservaciones sílabas	comunicar* concluído confiado crear*/creado generaciones escéptico símbolo	lenguaje nacional

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Essential Background Information or Terms	U.S. map	Use the map to point out Oklahoma.
	Image 4A-6; Instructional Master 4A-1 (Response Card 3)	Use this image and Response Card as you introduce Sequoyah.
Vocabulary Preview: generations, syllable		You may wish to create a Family Tree showing three generations: student, parent, and grandparent.
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
The Story of Sequoyah	U.S. map	Point out the southeastern United States: Georgia, Tennessee, and the Carolinas.
		You may wish to explain the word <i>skeptical</i> , as well as the phrases <i>up in flames</i> and <i>stand a little taller</i> .
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Create		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Sayings and Phrases: Back to the Drawing Board	whiteboard or chalkboard; writing utensil	Write the phrase on the board. Have students read it before you ask if they have heard it before.
Vocabulary Instructional Activity: Communicate		

Exercise	Materials	Details
Westward Expansion Timeline	Image Card 8 (Cherokee Writing); Westward Expansion Timeline; Timeline Image Sheet	Have students add Sequoyah's Cherokee writing system to their individual Timelines.
Westward Expansion Quilt	Instructional Master 4B-1	Write the main topic, important details, and an example sentence on the board.

Advance Preparation

Make a copy of Instructional Master 4A-1 for each student. Refer to it as Response Card 3 for this domain. It shows images related to Sequoyah and the Cherokee writing system. Students may refer to the images on the Response Card as you introduce and discuss the content of Lesson 4.

Notes to Teacher

At some point after reading the read-aloud, you may wish to have students think about and discuss how their lives would be different if there were no writing system in place.



The Story of Sequoyah

4_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

10 minutes

Students who have used the Core Knowledge Language Arts program in Kindergarten and Grade 1 will be familiar with some Native American tribes and the roles Native Americans played in early American exploration and settlement from the *Native Americans* domain (Kindergarten), the *Columbus and the Pilgrims* domain (Kindergarten), and the *Frontier Explorers* domain (Grade 1). Remind students that during the westward expansion of the United States, Native Americans already lived in the area. Remind students that there are many different tribes of Native Americans, and that in the 1800s each tribe had its own way of eating, dressing, and living, depending on where they were located. Explain that different geographical regions influenced different lifestyles, so even today, each Native American group has its own distinctive culture.

Tell students that in today's read-aloud they are going to hear about a very important man from the Cherokee tribe. His name was Sequoyah. Have students repeat the name *Sequoyah*. The Cherokee are presently the largest Native American group in the United States, and live mostly in Oklahoma. Point to Oklahoma on a map of the United States.

Tell students that Sequoyah cared very much for his people and his Cherokee culture. European settlers were trying to replace Native American customs with their customs. Sequoyah wanted

the Cherokee people to stand tall, or be proud of their culture. How do you think he made sure his people’s voices didn’t fade away, or disappear completely, as more and more white men, or Europeans, moved westward onto Native American lands? Keep listening carefully to find out.

Vocabulary Preview

5 minutes

Generations

1. In today’s read-aloud, you will hear, “The Cherokee people had many folktales that had been told and retold for many *generations*.”
2. Say the word *generations* with me three times.
3. Generations are people who are about the same age and live during the same time.
4. All the students in this class are part of the same generation; you were all born and live around the same time. You (student) and I (teacher) are from different generations.
5. [Draw a simple Family Tree on the board: student, parent, grandparent.] With your partner, take turns naming someone from your family who is from an older generation than you. Try to use the word *generation* when you tell it.

Syllable

1. In today’s read-aloud, you will hear, “Sequoyah realized that all Cherokee words were made up of *syllables*.”
2. Say the word *syllable* with me three times.
3. A syllable is a word or part of a word that has one vowel sound.
4. The word *expansion* has three syllables: ex–pan–sion.
5. I am going to say a word. Say each word after me, and tell how many syllables it has.
[You may wish to have students clap out the syllables.]
westward (two)
Sequoyah (three)
chief (one)

Cherokee (three)
transportation (four)
generations (four)

Purpose for Listening

Tell students to listen carefully to determine the main topic of the read-aloud and to learn more about Sequoyah and the Cherokee.



The Story of Sequoyah

← Show image 4A-1: Cherokee storyteller

People are not born knowing how to read and write. They have to learn these skills, just as they have to learn to talk. This is true for individuals like you and me, and it is also true for groups of people.

In the early 1800s the Cherokee people had a spoken language they used to communicate, but they did not have a written language for reading and writing. The Cherokee were Native Americans who lived in what is now the southeastern United States. There were Cherokee settlements in Georgia, Tennessee, and the Carolinas. The Cherokee people had many folktales that had been told and retold for many **generations**.¹ But none of these tales had ever been written down because the Cherokee kept and passed down meaningful information orally, or by talking.²

That changed because of the hard work and dedication of a Cherokee man named Sequoyah. Sequoyah was born in Tennessee. He grew up with his Cherokee family, speaking the Cherokee language. But Sequoyah, who was a farmer and a silversmith, also spent a lot of time **interacting** with the white settlers who were living near Cherokee lands.³

← Show image 4A-2: Sequoyah watching officers communicate

Sequoyah believed that having a written language could make the Cherokee people even stronger.⁴ In 1809, he began to think about creating a writing system for his native language. Three years later, during the War of 1812, Sequoyah and other Cherokee joined the United States under General Andrew Jackson to fight the British troops. There, Sequoyah observed how the U.S. Army officers sent and received messages. The idea of creating a written language was not new to him, but Sequoyah saw how useful reading and writing was when the officers needed to communicate.

1 Generations are groups of people who are born and live during the same time.

2 Up until this time, the Cherokee had communicated by speaking but not reading or writing.

3 *Interacting* means talking or doing things with other people. So Sequoyah spent time talking and doing things with the settlers.



4 In what ways do you think writing is useful? [Encourage students to identify ways in which writing is used, e.g., writing down laws, poems, songs, history, stories, etc.]

The Cherokee called the letters that the officers sent each other “talking leaves.” Sequoyah had seen how helpful they were for the soldiers. He was convinced it would be good if the Cherokee people could use “talking leaves,” too.



← **Show image 4A-3: Sequoyah in his cabin writing**

5 In English, do we have individual symbols that stand for each of our words? Or do we have symbols—letters—that you can put together to make words?

6 [Point to Sequoyah carving symbols in the image.] Sequoyah carved the symbols on slats, or shingles, of wood.

7 Why did his wife think he didn't know what he was doing?

8 Why do you think the Cherokee thought his writing would bring them bad luck?

9 Since his wife and his people didn't believe in him, do you think Sequoyah will give up trying to create a Cherokee writing system now that all his work is gone?

When the war ended, Sequoyah kept working to develop a writing system for the Cherokee language. At first he tried to come up with a symbol for each word in the language.⁵ He spent a year trying to **create**, or make, symbols for all the words in the Cherokee language. Even after a year, he was still not done.⁶

Sequoyah was so busy with his project developing the symbols for the Cherokee written language that he didn't plant any crops that year. All he did was work on creating symbols. His wife was worried. She thought Sequoyah didn't know what he was doing.⁷ She thought he was just wasting his time. She did not understand what Sequoyah was trying to do. How would she and her children survive without crops? What were they supposed to eat? Some historians have recorded that, after a while, Sequoyah's wife was so upset that she gathered up all of Sequoyah's work and burned it. Others have said that his fellow Cherokee destroyed the symbols because they thought they would bring their people bad luck.⁸ Either way, Sequoyah's work went up in smoke.⁹

This was a heavy blow for Sequoyah. But, in a way, it was a good thing. It was good because Sequoyah realized the **approach**, or the way he had chosen to create the symbols, was not the best one.

← **Show image 4A-4: Photo of Sequoyah's symbols**



10 [You may wish to remind students that the Chinese writing system uses eight thousand symbols.]

11 How many letters does the English language have that we use to make all the words we speak?

It is possible to make a writing system in which there is a different symbol for each word in the language. Writing systems of this sort do exist, but they took a long time to create and are very difficult to learn.¹⁰

Think what it would be like if we had to learn a different symbol for all of the tens of thousands of words in the English language. How would we ever remember all those symbols?¹¹

Sequoyah knew there had to be a better way. There was a better way, and eventually he found it. Sequoyah realized that all Cherokee words were made up of syllables. So he created eighty-four symbols to represent all of the syllables in the Cherokee language. This was extraordinarily clever. Sequoyah had never learned to read and write, but he figured out a writing system for his native language.¹²

12 Do you think it would be difficult for someone who didn't know how to read or write to create an entire written language?

Once Sequoyah had come up with symbols for the eighty-four syllables in the Cherokee language, he was confident that he could teach other people to use them. He started by teaching his own daughter Ayoka [ah-YOH-kah]. Ayoka easily learned to read and write with the symbols Sequoyah created. Then Sequoyah went to show his writing system to the chiefs of the Cherokee nation.



← **Show image 4A-5: Sequoyah and his daughter at council house**

At first, the chiefs were skeptical. Some of them did not understand what Sequoyah was trying to do. Others thought his system might not really work. A few thought Sequoyah might be trying to trick them.¹³

13 Why do you think the chiefs thought he was trying to trick them?

Sequoyah had expected this. He told the chiefs he could prove that his system really worked. He would send Ayoka away. Then he would write down any words the chiefs wanted him to write. When he had done this, he would call Ayoka back and she would read the words. That way the chiefs could be sure Sequoyah was not tricking them.

The chiefs agreed. Ayoka went away. One of the chiefs spoke some words in the Cherokee language. Sequoyah wrote down what he said, using his syllable symbols. Then they sent for Ayoka.¹⁴ When she returned, she read the words Sequoyah had written.

14 Do you think she will be able to read it?

15 The chiefs admired Sequoyah's hard work and were interested in what he had done, but they still didn't believe it was true.

The chiefs were impressed. But they were not convinced.¹⁵ They tried the same test a few more times, using different words each time. The chiefs had Sequoyah write the symbols and then called Ayoka in to read them. Then the chiefs had Ayoka write the symbols and called Sequoyah in to read them. Finally, the chiefs **concluded** that Sequoyah's writing system really did work!¹⁶

16 *Concluded* means they decided after a period of thought and observation.



← **Show image 4A-6: Painting of Sequoyah and his writing system**

After all of his hard work, Sequoyah’s writing system was accepted. He and Ayoka taught other Cherokee people to use the symbols—and that is how the Cherokee people learned to read and write.¹⁷

17 Was Sequoyah successful at making sure that the Cherokee language would never fade away?

Later, many sad things happened to the Cherokee people. In the 1830s they were forced to leave their lands. Later they were forced onto reservations and into English-speaking classrooms. Thanks to Sequoyah’s hard work, the Cherokee were able to keep their language alive. Even today, almost two hundred years later, the Cherokee language is written with symbols developed by Sequoyah.¹⁸

18 [You may wish to tell students that the Cherokee language is still kept alive due to modern technology, such as the Internet.]



← **Show image 4A-7: Photographs of Sequoyah statue and sequoia trees**

Sequoyah is remembered and honored as the man who taught his people to read and write. However, he is not only honored by the Cherokee people, he is considered to be a national hero, too. There is a statue of Sequoyah in the U.S. Capitol building. And, it is believed that the tall, strong sequoia trees that grow in California may have been named to honor the man who allowed his people to stand a little taller, too.¹⁹

19 [Point to the statue and the sequoia trees in the image. Note that the spelling of the tree and the man are different.]

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* What was the main topic of the read-aloud? (Sequoyah and the Cherokee writing)
2. *Literal* What made Sequoyah famous? (He created a writing system for the Cherokee.)

3. *Inferential* Why did Sequoyah feel that writing down the Cherokee language was important? (He wanted to capture their voice; he wanted to preserve Cherokee culture and customs; he cared about his culture and thought that writing was a way to keep the Cherokee strong.)
4. *Inferential* Did people like what Sequoyah was doing at first? (no) How do you know? (His wife thought he didn't know what he was doing; the Cherokee people thought his symbols were bad luck; Sequoyah's work was burned.) What changed their minds? (The chiefs saw how people could communicate through reading and writing.)
5. *Evaluative* After Sequoyah's work was burned, he had to start over again. Describe the kind of writing he invented that the Cherokee still use today. (He invented symbols that represent the different syllables in the Cherokee language. There are eighty-four symbols that stand for the various syllables.) Does the English language have more symbols or fewer symbols than the Cherokee language? (fewer symbols)
6. *Inferential* Why was Sequoyah's invention important? (What had once only been communicated through speaking and listening could now be written and read.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

7. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, "Who did you hear about in today's read-aloud?" Turn to your neighbor and ask your *who* question. Listen to your neighbor's response. Then your neighbor will ask a new *who* question and you will get a chance to respond. I will call on several of you to share your questions with the class.
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Create

5 minutes

1. In the read-aloud you heard, “[Sequoyah] spent a year trying to *create* symbols for all the words in the Cherokee language.”
2. Say the word *create* with me.
3. The word *create* means to make or produce something that did not exist.
4. In art class the students will create their own paintings.
5. Have you ever created something? What did you use to create it? Try to use the word *create* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses:
“I once used _____ to create . . . ”]
6. What is the word we’ve been talking about? What part of speech is the word *create*?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of something that you have created or something that you would like to create. Be sure to answer in complete sentences and use the word *create* when you tell about it. I will call on a few students to share their drawings.

Note: Explain to students that the words *create*, *created*, *creating*, and *creation* are all from the same root word, *create*.



Complete Remainder of the Lesson Later in the Day



The Story of Sequoyah

4_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Sayings and Phrases: Back to the Drawing Board

5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Note: Before asking students if they have ever heard the saying before, have them practice reading it. Write the word *board* on the whiteboard or chalkboard. Have students read it out loud. Add the word *drawing* in front of *board*. Have students read the two words together (*drawing board*). Add the words *to the* in front of *drawing*. Have students read the phrase (*to the drawing board*). Finally, write the word *back* at the beginning of the phrase, and have students read the whole saying (*back to the drawing board*).

Ask students if they have ever heard the saying “back to the drawing board.” Have students repeat the saying. Explain that if someone has to go back to the drawing board, that means s/he has to start something they have been working on all over again because it didn’t work out the first time. Remind students that in the read-aloud they heard, Sequoyah’s work was burned because the Cherokee people thought his symbols

for the Cherokee writing system were bad luck, and they didn't understand what he was doing. He lost all of his work in the fire. Instead of giving up, Sequoyah went back to the drawing board and started his work on the Cherokee writing system all over again. He found a better way to create the writing system, and he even won an award for it. You may wish to explain that going back to the drawing board may be difficult, but in the end, something good may come out of it, just as it did for Sequoyah.

Ask: "Have you ever had to go back to the drawing board and start over on something you had worked really hard on? In the end, were you proud of what you accomplished?" Give students the opportunity to share their experiences, and encourage them to use the saying.

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Communicate

1. In the read-aloud you heard, "Sequoyah saw how useful reading and writing was when the officers needed to communicate."
2. Say the word *communicate* with me.
3. *To communicate* means to give information to someone else.
4. I communicate with my grandmother by talking on the phone.
5. How do you communicate with others? Try to use the word *communicate* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I communicate with others by . . ."]
6. What's the word we've been talking about?

Use a *Word to World* activity for follow up. Directions: With your partner, think of as many ways to communicate as you can. [After students have had a chance to talk, call on several pairs to share. Some possible answers include *by letter, telegram, telling a story, radio or television broadcast, telephone, e-mail, text message and other instant messaging, video-chat, skywriting, billboards, and posters.*]

Note: Explain to students that the words *communicate*, *communicated*, *communicating*, and *communication* are all from the same root word, *communicate*.

Westward Expansion Timeline

5 minutes

Briefly review what was placed on the Westward Expansion Timeline in the previous lessons. Show students Image Card 8 (Cherokee Writing). Explain that Sequoyah completed his system for writing the Cherokee language in 1821, which was after Fulton’s steamboat took its first voyage but a few years before the completion of the Erie Canal. Ask students where the Image Card should be placed on the Timeline, and then place it between the image of Fulton’s steamboat and the image of the Erie Canal. (Refer to the answer key on Instructional Master 1A-1.)

Have students add Sequoyah’s Cherokee writing system to their individual Timeline. Students should include the year (1821) and a depiction of the event in writing and/or pictures.

Westward Expansion Quilt (Instructional Master 4B-1)

15 minutes

Note: Write the main topic of the read-aloud (*Sequoyah* or *Cherokee writing*), and ask students to tell you important details about the main topic. Write accurate student responses on the board for students to refer to as they complete their quilt squares. Some details you may wish to list are *Sequoyah*, *Cherokee*, *writing system*, *symbol*, *syllables*, *communicate*, *culture*, *customs*, *language*, *preserve/keep going/continue*, *hero*, and “*talking leaves*.” Include any available images (or drawings) that help explain the information. If needed, model writing a sentence about the main topic using one or two of the words or phrases on the board.

Tell students that they are going to make another quilt square for their quilts. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- Who was Sequoyah?
- Why is Sequoyah famous?
- Why did Sequoyah think that it was important to invent a writing system for the Cherokee language?

Remind students that first they should cut out the quilt square. Next, they should draw a picture representing the main topic of the read-aloud in the center diamond. (Sequoyah or Cherokee writing) Then, they should write a word or short phrase in each corner, sharing facts learned about Sequoyah. Next, ask students to write a sentence on the back of the quilt square, using one or more of the words they've written. Finally, students should share their drawings and writing with a partner.

Save these quilt squares for making the complete quilts at a later time.



The Trail of Tears

5

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain that the U.S. government forced Native Americans from their lands
- ✓ Identify the Trail of Tears as a forced march of the Cherokee

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify the main topic of “The Trail of Tears” by creating a quilt square (RI.2.2)
- ✓ Describe the connection between a series of historical events such as the Trail of Tears and westward expansion (RI.2.3)
- ✓ With assistance, create and interpret a timeline related to the Trail of Tears and westward expansion (RI.2.7)
- ✓ Compare and contrast similarities and differences between John Ross and Sequoyah, two leaders of the Cherokee (RI.2.9)
- ✓ Write simple sentences to represent details or information from “The Trail of Tears” (W.2.2)
- ✓ Draw pictures to represent details or information from “The Trail of Tears” (SL.2.5)
- ✓ Prior to listening to “The Trail of Tears,” identify what they know and have learned about Sequoyah and the Cherokee

✓ Share writing with others

Core Vocabulary

encountered, v. Unexpectedly met

Example: The hikers encountered many problems when they unexpectedly got lost in the forest.

Variation(s): encounter, encounters, encountering

forced, adj. Not done of one's own choice; done because it was necessary, not because it was planned or wanted

Example: The emperor who desired the Great Wall of China to be built ordered many people into forced labor.

Variation(s): none

insisted, v. Demanded

Example: Koda's mother insisted that he brush his teeth before bed so he wouldn't get cavities.

Variation(s): insist, insists, insisting

miserable, adj. Very uncomfortable or unhappy

Example: Walking to the park in the newly fallen snow was fun, but the walk back home was miserable because it was so cold.

Variation(s): none

relocate, v. To move a home, people, or animals from one place to another place

Example: The company my father works for is moving to another state, so we have to relocate there, too.


Variation(s): relocates, relocated, relocating

Vocabulary Chart for The Trail of Tears

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Cherokee Georgia government Kentucky tribes wagons	encountered* insisted miserable relocate	businesses carry corn died history home sad war west
Multiple Meaning		<i>force/forced</i> journey supply/supplies	farm land long move storm
Phrases	Indian Territory John Ross Native Americans President Andrew Jackson Trail of Tears		
Cognates		se encontró con insister en miserable	historia moveuse

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Response Card 3	Use this Response Card to review the story of Sequoyah and the Cherokee writing system.
Essential Background Information or Terms	U.S. map	Use this map to show where the Cherokee were living and where they were forced to relocate.
	Image 5A-5	Show this image as you introduce the Trail of Tears.
	Westward Expansion Map, purple marker or crayon; large U.S. map, purple sticker dots	Mark the Trail of Tears using purple sticker dots (or a purple marker) on a large U.S. map. Have students locate and color the Trail of Tears purple on their individual maps.
Vocabulary Preview: Forced, Relocate		
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
The Trail of Tears	U.S. map	Point out Georgia and Kentucky as you mention them.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Encountered		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Westward Expansion Timeline	Image Card 9 (Trail of Tears); Westward Expansion Timeline; Timeline Image Sheet	Have students add the Trail of Tears to their individual timelines.
Westward Expansion Quilt	Instructional Master 5B-1	Write the main topic, important details, and an example sentence on the board.

Exercise	Materials	Details
Domain-Related Trade Book	trade book about Sequoyah or the Trail of Tears; drawing paper, drawing tools	
Take-Home Material		
Family Letter	Instructional Masters 5B-2 and 5B-3	

Advance Preparation

Mark off the Trail of Tears with purple sticker dots (use Instructional Master 2A-2 as a guide). Help students to locate the Trail of Tears on their map's legend and color it in purple. Then have students color the Trail of Tears purple on their map.

Find a trade book about Sequoyah or the Trail of Tears to read aloud to the class.



The Trail of Tears

5_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Remind students that they have just heard about Sequoyah. Ask students to share who Sequoyah was and why he was important. (Sequoyah was a Cherokee man who invented a writing system for the Cherokee. There are very few people in the world who have invented writing systems on their own.) Remind students that the Cherokee were just one of many Native American tribes living in North America before the European colonists settled here.

Essential Background Information or Terms

10 minutes

Share with students that as more and more white Americans settled the United States, there were many conflicts between Native Americans and the settlers who wanted their land. Tell students that as a result, many Native American tribes were moved from their original homes in the East—and throughout the United States—to other locations. Tell students that this also happened to the Cherokee.

Show students a map of the United States. Point to the state of Georgia on the map, and share with students that years ago many Cherokee lived there. You may also want to point to the eastern parts of Tennessee and the western part of the Carolinas, sharing that the Cherokee also lived in these areas near the Appalachian Mountains. Remind students that Sequoyah was born in Tennessee. Then point to Oklahoma.

In the 1830s gold was discovered on Cherokee land in Georgia. The Cherokee were forced by the white men to leave their land and move farther west. Many Cherokee died on the journey, which is called the “Trail of Tears.”

Share with students that the U.S. government told the Cherokee they had to move from their homes in Georgia and Tennessee to what they called “Indian Territory,” which is now the state of Oklahoma. Trace this distance on the map with your finger.

Vocabulary Preview

5 minutes

Forced

1. In today’s read-aloud, you will hear about a *forced* movement that made the Cherokee leave their homes and land.
2. Say the word *forced* with me three times.
3. If something is forced, it is done because it is necessary or had to be done, not because it is planned or wanted.
4. The Cherokee had to move to another state; it was forced by the American government.
5. Tell your partner why you think the Cherokee’s move was forced. Tell your partner whether or not you think the Cherokee’s forced movement was fair.

Relocate

1. In today’s read-aloud, you will hear, “John Ross tried many different ways to talk to the U.S. government and pleaded with them not to *relocate* the Cherokee.”
2. Say the word *relocate* with me three times.
3. *Relocate* means to move a home, people, or animals from one place to another place.
4. The company my father works for is moving to another state, so we have to relocate there, too.
5. Have you or someone you know ever had to relocate their home? Tell your partner about it. Use the word *relocate* when you tell about it.

Purpose for Listening

Tell students to listen carefully to determine the main topic of the read-aloud and to learn more about this journey of the Cherokee people.



The Trail of Tears

← Show image 5A-1: John Ross and son looking at cornfield¹

- 1 [Point to the people in the image.] This is an illustration of a Cherokee man and his son in a Cherokee village. Describe how they are dressed and what their village looks like. [After students share, explain that some Cherokee, like John Ross, adopted parts of the settlers' culture, including the way they dressed, the design/style of their villages, and learning to read and write.]
- 2 Remember, the Cherokee are a Native American tribe that first lived in the southeastern part of the United States.
- 3 John Ross should have been happy with his life, but why do you think he wasn't?
- 4 Why were the white settlers jealous of the Cherokee? Do you think the Cherokee should move and leave their land and businesses so the settlers can have them?

Looking out over his field of waving corn, John Ross smiled. He told his son, "This will be the best harvest of corn we have ever had, and the other crops are just as fine. Life is good here, and one day, all that your mother and I have built will be yours." John Ross was a leader of the Cherokee.² He was rich and successful, and had close friends among both his Cherokee and his white neighbors in Georgia. John Ross should have felt very happy with his life.³

But on that sunny morning in 1830, standing with his son looking out over his cornfield, John Ross knew there was a possibility his son would never own the farm he worked so hard to get and keep. Some white people were jealous of the land and businesses the Cherokee owned. They wanted land and businesses, too. They began asking, "Why don't the Cherokee move? Our government can offer them land farther west, and we will keep their farms and businesses here for ourselves."⁴



← Show image 5A-2: Ross petitioning the government for protection

Many of the Cherokee were worried. They did not want to leave their homes, and they were afraid that the U.S. government might force them to leave. John Ross tried many different ways to talk to the U.S. government and pleaded with them not to **relocate** the Cherokee.⁵ The government didn't listen.⁶

- 5 John Ross begged the U.S. government not to move the Cherokee from their homes to a new place.
- 6 How do you think this made the Cherokee feel?



← Show image 5A-3: Andrew Jackson portrait

- 7 Remember, you learned about Andrew Jackson in *The War of 1812*. What was his achievement? (won the Battle of New Orleans)
- 8 The Indian Territory was land in the West that the government set aside for the Native Americans. *Insisted* means demanded. So President Jackson made the Cherokee relocate.

Two years prior, in 1828, an army general named Andrew Jackson had been elected president of the United States.⁷ President Jackson was on the side of those settlers who wanted to take Native American land. President Jackson **insisted** that Native Americans move west to what was called “Indian Territory.”⁸ He sent soldiers to make them go.

Hoping to avoid another war, U.S. government leaders told the Cherokee, “If you will move to the Indian Territory, we will pay you five million dollars to share among yourselves. You can use this to build a new life.” There had already been many wars between Native American tribes and the U.S. government. In many of these wars, the Native Americans lost, and the U.S. government took their land without paying them for it.



← Show image 5A-4: John Ross organizing the Cherokee

- 9 What do you think happened to the Cherokee if there were not enough supplies, like food?
- 10 Three miles is the distance from here to _____. Do you think this was an easy or difficult journey for this many people with so few resources?

The U.S. government had promised to supply the Cherokee with wagons, oxen, horses, and food for the long journey, but there were not enough supplies for all of them.⁹ John Ross helped organize the Cherokee to face the problems of a long, difficult journey and a lack of supplies. “We will divide into smaller groups and make sure there is a doctor for each group. We do not have enough food to feed everyone, so we will have to hunt and fish on the way. There are not enough wagons to carry all the children, the old, or the sick. Many of us must walk and carry what we can on our backs.” When the Cherokee set out, there were so many people that the line stretched for three miles.¹⁰



← Show image 5A-5: Cherokee struggling through the snow

- 11 What does the word *miserable* mean?
- 12 They met a terrible storm as they traveled mostly on foot to the Indian Territory.

The road West was difficult. Many Cherokee were sick or injured, but they could not stop to heal. They had to keep walking. It was **miserable**.¹¹

Then, partway to the Indian Territory, while in Kentucky in November, the Cherokee **encountered** a horrible winter storm.¹² Through the bitter cold and falling sleet and snow, the Cherokee continued their journey. Many people died, and even after the

13 The Trail of Tears is what people call the relocation of the Cherokee from their homes in Georgia to land set aside for the Cherokee in present-day Oklahoma.

14 or movements made not by choice



← **Show image 5A-6: New life in Oklahoma**

storm ended, others were too weak to finish the trip. So many Cherokee died on the way that the survivors called this journey the “Trail of Tears,” and it has been called that ever since.¹³

The Trail of Tears and other **forced** movements¹⁴ of Native Americans are some of the saddest events in the history of the United States, but that is why we need to remember them. It’s important to remember the sadder parts of history to prevent them from happening again.

With tremendous courage, and after many years of hard work, the Cherokee built themselves a new life. But most of them, and many other Native Americans who were forced to relocate, never again saw their old homes back in Georgia.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* What was the main topic of the read-aloud? (the Trail of Tears, or the forced relocation of the Cherokee people)
2. *Literal* Where were the Cherokee told to relocate? (“Indian Territory,” or present-day Oklahoma)
3. *Literal* What is the Trail of Tears? (the forced relocation or movement of the Cherokee from Georgia to “Indian Territory”)
4. *Inferential* Why was the Cherokee forced relocation so difficult and miserable? (They did not have a choice; they had to leave behind their homes and businesses; they did not have enough supplies; the sick and weak did not have time to rest; they encountered a terrible winter storm; many people died.)

5. *Inferential* Many pioneers like the Morgans *chose* to move to the West. However, the Cherokee were *forced* to move. Who insisted that the Cherokee abandon their homes and businesses and move from their lands? (President Andrew Jackson, the U.S. government) Why? (The American settlers and colonists wanted the Cherokee land and businesses for themselves.)
6. *Evaluative* What adjectives could you use to describe the Cherokee's relocation, or their journey from their homes in the East to land farther west? (miserable, cold, difficult, sad, etc.)
7. *Evaluative* Why do you think this journey is known as the Trail of Tears? (Many people died; there was terrible suffering; it was an extremely sad time for the Cherokee; etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* John Ross and Sequoyah were both leaders of the Cherokee. How were they similar as leaders? (Answers may vary.) How were they different? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Encountered

5 minutes

1. In the read-aloud you heard, “Then, partway to [the Indian Territory], while in Kentucky in November, the Cherokee *encountered* a horrible winter storm.”
2. Say the word *encountered* with me.
3. *Encountered* means met or came upon something suddenly or unexpectedly.
4. While camping in the woods with his brother, Marcus encountered a raccoon.
5. Have you ever encountered something unexpectedly? Try to use the word *encountered* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Once, I encountered . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *encountered*?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the sentence describes someone who encountered something or someone, say, “That was encountered.” If the sentence describes someone who planned to meet another person, say, “That was planned.” [You may want to emphasize that the difference will be if the meeting was planned or not.]

1. While at the grocery store, Sergio and his mother unexpectedly met Sergio’s teacher. (That was encountered.)
2. Lisbeth asked her friend to meet her at the mall at 6:00, and when she got there, her friend was waiting for her. (That was planned.)
3. Patrice suddenly came upon a small snake while raking leaves in the backyard. (That was encountered.)
4. Thomas saw his grandfather waiting for him outside the school, just as he does every day. (That was planned.)
5. Dylan thought the puzzle was going to be easy to do, but he ran into many difficulties while he was working on it. (That was encountered.)



Complete Remainder of the Lesson Later in the Day



The Trail of Tears

5_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Westward Expansion Timeline

5 minutes

Briefly review what was placed on the Westward Expansion Timeline in the previous lessons. Show students Image Card 9 (Trail of Tears). Explain that the U.S. government forced the Cherokee to leave their homes in Georgia and relocate farther west in Indian Territory in 1838, which was just a few years after Sequoyah developed his writing system for the Cherokee language, and just a few years after the Erie Canal was first used. Ask students where the Image Card should be placed on the Timeline, and then place it to the right of the image of the Erie Canal. (Refer to Answer Key on Instructional Master 1A-1.)

Have students add the Trail of Tears to their individual Timelines. Students should include the year (1838) and a depiction of the event in writing and/or pictures.

Westward Expansion Quilt (Instructional Master 5B-1) 15 minutes

Note: Write the main topic of the read-aloud (*Trail of Tears*), and ask students to tell you important details about the main topic. Write accurate student responses on the board for students to refer to as they complete their quilt squares. Some details you may wish to list are *Cherokee, John Ross, President Andrew Jackson, U.S. government, Georgia to Oklahoma, forced to leave, lost businesses and farms, miserable, cold, difficult, sad, winter storm, people died, not enough supplies, and Indian Territory*. Include any available images (or drawings) that help explain the information. If

needed, model writing a sentence about the main topic using one or two of the words or phrases on the board.

Tell students that they are going to make another quilt square for their quilts. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What was the Trail of Tears?
- Who forced the Cherokee to relocate?
- Why did the U.S. government force the Cherokee to relocate?
- Where were the Cherokee relocated?
- What are some adjectives you might use to describe this terrible event?

Remind students that first they should cut out the quilt square. Next, they should draw a picture representing the main topic of the read-aloud in the center diamond. (The Trail of Tears) Then, they should write a word or short phrase in each corner, sharing facts learned about the Trail of Tears. Next, ask students to write a sentence on the back of the quilt square, using one or more of the words they've written. Finally, students should share their drawings and writing with a partner.

Save these quilt squares for making the complete quilts at a later time.

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Sequoyah or the Trail of Tears to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Ask students to label their pictures or write a sentence to go along with their drawings. Have students share their drawings and writing with their partner or with home-language peers.

Take-Home Material

Family Letter

Send home Instructional Masters 5B-2 and 5B-3.



Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of westward expansion. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Describe a pioneer family's journey westward
- ✓ Describe family life on the frontier
- ✓ Explain the significance of the steamboat
- ✓ Identify Robert Fulton as the developer of the steamboat
- ✓ Identify steamboats, canals, and trains as new means of travel that increased the movement of people west
- ✓ Describe the importance of canals
- ✓ Identify the Erie Canal as the most famous canal built during the Canal Era
- ✓ Demonstrate familiarity with the song "The Erie Canal"
- ✓ Explain the significance of Sequoyah's invention of the Cherokee writing system
- ✓ Explain why writing was important to Sequoyah and the Cherokee
- ✓ Describe the Cherokee writing system in basic terms

- ✓ Explain that the U.S. government forced Native Americans from their lands
- ✓ Identify the Trail of Tears as a forced march of the Cherokee

Student Performance Task Assessment

10 Westward Expansion, Part I (Instructional Master PP-1)

Directions: I am going to read several sentences about the time of westward expansion. If what I describe in the sentence is correct, circle the “T.” If what I describe in the sentence is not correct, circle the “F.”

1. The settlers who headed for a new life out west were called pioneers. (T)
2. It was easy for pioneer families to move west in covered wagons. (F)
3. Robert Fulton was the inventor of a steamboat that was better than other boats. (T)
4. Sequoyah thought that it was important to put the Cherokee language in writing. (T)
5. The Erie Canal went all the way across the United States. (F)
6. The Cherokee people were forced to walk hundreds of miles; the route they walked is known as the Trail of Tears. (T)

10 Westward Expansion: A Letter (Instructional Master PP-2)

Note: Show several images from Lesson 1 to refresh student’s memory about the Morgan family’s journey west. If necessary, first model how to write a friendly letter before asking students to write their own letter. You may wish to create a class list of answers to the brainstorming questions—what they see, hear, smell, feel, and taste. Allow students to use answers from this list in their letter.

Directions: Fill in the date on the top right. Pretend you are traveling west in 1842 during the time of westward expansion. Write a letter to a friend telling him or her about your travels: what you see, how you feel, hardships you face, what you eat, etc. Be sure to write or sign your name at the end of your letter.

Activities

Somebody Wanted But So Then

Materials: Instructional Master PP-3

Explain to students that they are going to retell the story of Sequoyah’s life, first individually, and then together as a class using Instructional Master PP-2, a Somebody Wanted But So Then worksheet. Students who participated in Core Knowledge Language Arts in Kindergarten and Grade 1 should be very familiar with this chart and will have seen their Kindergarten and Grade 1 teachers model the exercise. If you have any students who are new to the Core Knowledge Language Arts program, you may wish to work with them individually or in a small group, guiding them through the exercise.

If time allows, have students share their charts with the class. As they recount Sequoyah’s life, you may wish to refer back to the images for this read-aloud. As students retell the read-aloud, be sure to use complete sentences and domain-related vocabulary to expand upon their responses. For your reference, completed charts should follow these lines:

Somebody	Sequoyah
Wanted	Wanted to preserve his Cherokee culture and customs.
But	But the Cherokee only had oral stories.
So	So, he created a writing system to represent the different sounds of the Cherokee language.
Then	Then the Cherokee’s customs and stories could be written, so their culture would never fade away.

You may prefer to have students work in pairs to orally fill in the chart together while one person acts as the scribe. This type of chart may also be used to summarize “The Trail of Tears.”

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Image Card Review

Materials: Image Cards 5–9

Give each of the Image Cards to a different group of students. Have the students take turns using *Think Pair Share* or *Question? Pair Share* to ask and answer questions about the particular image.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular person, invention, or event related to westward expansion; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

You Were There: Robert Fulton’s First Steamboat Voyage; Traveling on the Erie Canal

Have students pretend that they were at one of the important events during the westward expansion of the United States. For example, for Robert Fulton’s historic steamboat voyage, students may talk about seeing the paddle wheels turn, or steam pouring from the smokestacks. They may talk about hearing the water splash, or the captain giving orders, etc. Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters describing this historic voyage. Have them write a group news article using the Wh-question word model to describe this event.

Who	Robert Fulton
What	invented a better and faster steamboat
When	1807
Where	along the Hudson River from New York City to Albany, New York
Why	Fulton wanted to change the way people travel

Class Book: Westward Expansion

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have the students brainstorm important information about the different ways pioneers traveled west, Robert Fulton, Sequoyah, the Erie Canal, or the Trail of Tears. Have each student choose one idea to draw a picture of and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Another option is to create an ABC book where students brainstorm domain-related words for each letter of the alphabet.

Using a Map

Materials: U.S. map and Westward Expansion Map

Use a map of the United States to review various locations from the read-alouds. Ask questions such as the following:

- The Erie Canal was built during the 1800s to join the Hudson River in New York to Lake Erie, one of the Great Lakes. [Ask a student to find the state of New York on the map. Ask another student to locate Lake Erie and the Hudson River.]
- Westward expansion involved many people moving from the East Coast to the West Coast of the United States. Remember, coasts are areas of land near the ocean. [Ask a student to point to the East and West Coasts on the map.] How many states are along each of these coasts? Which coast has the most states?
- The Trail of Tears involved the forced march of the Cherokee from Georgia to present-day Oklahoma. [Ask a student to find the states of Georgia and Oklahoma on the map.]

Writing Prompts

Students may be given an additional writing prompt such as the following:

- Transportation has certainly changed since the time of westward expansion. Today for transportation, I use . . .
- Pretend you are moving West in a covered wagon. What would you want to bring? How would you persuade your parents to let you take this item that is important to you if they have said you must leave it behind?
- The Trail of Tears is an appropriate name for that sad journey because . . .
- Sequoyah is a hero because . . .
- Mrs. Morgan told about her family moving to the West. Tell about a time that you have moved or someone you know has moved.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I designed a steamboat that allowed people and goods to be carried faster along rivers and through the Great Lakes. Who am I? (Robert Fulton)
- I was Robert Fulton's financial partner, who helped him create a faster steamboat for canal transportation. Who am I? (Robert Livingston)
- I am a waterway that was built during the 1800s to join the Hudson River in New York to Lake Erie, one of the Great Lakes. I am the most famous of the canals built during the Canal Era. What am I? (the Erie Canal)
- I invented a Cherokee writing system to help preserve my people's customs and culture. Who am I? (Sequoyah)
- I am the forced march of the Cherokee from Georgia to Oklahoma. What am I called? (the Trail of Tears)

“Talking Leaves”

Materials: crumpled brown paper bags; symbol-letter key (optional)



← **Show image 4A-4: Photo of Sequoyah’s symbols**

Remind students that Sequoyah created these symbols for the Cherokee language because he believed that having a written language could make the Cherokee people even stronger. He called the messages that the U.S. Army officers sent and received “talking leaves,” and he saw how helpful these “talking leaves” were to the soldiers. Challenge students to make their own written language (or distribute a key with simple symbols representing letters). Invite students to make their own “talking leaves” and exchange their “leaves” with other students.

Song: “The Erie Canal” (Instructional Master 3B-1)

Materials: Recording of the song “The Erie Canal”

Have students listen to the recording of “The Erie Canal” again. Students may talk about the content of the song or how the song makes them feel. Encourage students to use domain vocabulary they have learned thus far when sharing their ideas. Students may also draw a pictorial representation of the song.

Pint-Size Pioneer Wagon Train

Materials: Pint-size milk cartons; white, brown, and black construction paper; markers and/or paint; glue and/or tape; modeling clay; scissors



Help students cut their milk cartons in half as shown by the dotted lines. Tell students to keep the half with the top point, and paint it brown.

Note: Adding a bit of glue will help the paint adhere to the milk carton. Have students set their cartons aside to dry.



Next, have each student cut out a piece of white construction paper about eight inches by five inches. Glue or tape the paper over the top of the painted cartons—after the paint is thoroughly dry—to create the canvas cover. Then have students cut out four small circles from the black or brown construction paper for the wagon’s wheels, and glue them to the dried, painted cartons. Explain to students that they will want to have most of the wheel attached to the wagon’s body for stability.

You may also wish to have students create from modeling clay the types of farm animals the pioneer families brought with them on their journeys west. Encourage students to use domain vocabulary in their dialogue as they create their wagon train. Have students discuss where their wagon train is going, what they packed in the wagons for the trip, what sights they might see, and what difficulties they might face.



Westward on the Oregon Trail

6

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe a pioneer family's journey westward
- ✓ Identify the Oregon Trail as a difficult trail traveled by wagon trains

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify the main topic of “Westward on the Oregon Trail” (RI.2.2)
- ✓ Describe the connection between a series of historical events such as the Oregon Trail and westward expansion (RI.2.3)
- ✓ With assistance, create and interpret a timeline related to the Oregon Trail and westward expansion (RI.2.7)
- ✓ Participate in a shared research project about the Oregon Territory (W.2.7)
- ✓ Make a connection between the family in “Westward on the Oregon Trail” and the family in “Going West” (W.2.8)
- ✓ Make a personal connection to packing all of your family's personal belongings in a covered wagon (W.2.8)
- ✓ Generate questions and seek information from multiple sources to answer questions about the Oregon Territory (W.2.8)

- ✓ Interpret information presented, and then ask questions to clarify information in “Westward on the Oregon Trail” (SL.2.3)
- ✓ Prior to listening to “Westward on the Oregon Trail,” identify what they know and have learned about settlers moving westward and the forced relocation of the Cherokee
- ✓ Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation

Core Vocabulary

hardships, n. Difficult conditions or situations that cause discomfort and/or suffering

Example: The Pilgrims endured many hardships as they traveled on the *Mayflower*.

Variation(s): hardship

ruts, n. Grooves worn into soft ground

Example: After the heavy rain, the wheels of the truck made deep ruts in the mud.

Variation(s): rut

scout, n. A person sent ahead of a group of travelers to gather information about what is in front of them

Example: The scout rode ahead of Lewis and Clark to search for a way down the mountain.

Variation(s): scouts

steep, adj. Having a very sharp slope

Example: Bryan spent months preparing for his steep climb up the Andes Mountains in Peru.

Variation(s): steeper, steepest

territory, n. A specific section of land that belongs to a country but is not officially part of that country

Example: Thomas Jefferson purchased the Louisiana Territory from France.


Variation(s): territories

Vocabulary Chart for Westward on the Oregon Trail

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	campfires Oregon ox/oxen pioneers <i>prairie</i> ruts scouted settle/settler territory* wagon westward tents tribes camp/camping	ahead cattle hardships* headed miserable	across animal cow/cows day/month mountain rain rode traveler/traveling wet wind
Multiple Meaning	herds scout storm trail tracks	challenge/ challenging <u>degree</u> steep	water
Phrases	Captain Jeremiah Ward covered wagon Indian Territory Native Americans Oregon Territory Oregon Trail prairie schooners round them up Sweetwater River Thomas Lawrence wagon train	lighten their loads	
Cognates	pioneros territorio*	miserable	acruza animal montaña

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?		Show Flip Book images of Lesson 5 as you review content.
Essential Background Information or Terms	Response Card 1 (Oregon Trail)	Have students refer to Response Card 1 as you introduce and discuss the lesson.
	Westward Expansion Map	Help students find the Oregon Trail on the map.
Vocabulary Preview: Prairie, Scout	Image 6A-8; additional images of a prairie	
	Image 6A-6	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Westward on the Oregon Trail		Note: This read-aloud is longer than usual. You may wish to split it into two parts: from the beginning up to Image 6A-10; and from Image 6A-10 to the end.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Territory	chart paper, chalkboard, or whiteboard	
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Degree	Poster 3M (Degree)	
Syntactic Awareness Activity: Prefix <i>Inter-</i>	Image 4A-2	
Vocabulary Instructional Activity: Hardships		

Exercise	Materials	Details
Westward Expansion Timeline	Image Card 10 (Oregon Trail); Westward Expansion Timeline; Timeline Image Sheet	Have students add the Oregon Trail to their individual Timelines.
Researching the Oregon Territory	multiple nonfiction resources about the Oregon Territory	Have students work in pairs or groups of three.
On Stage	chart paper, chalkboard, or whiteboard	

Advance Preparation

Bring in additional images of a prairie.

For *Researching the Oregon Territory*, you will need to gather resources in advance. Refer to the section on the Oregon Trail on the Recommended Resource list at the beginning of the domain. Have students work in pairs or groups of three. Allow each pair or group to choose one of the questions to research.

Notes to Teacher

This read-aloud is longer than usual. You may wish to split it into two parts: from the beginning up to Image 6A-10; and from Image 6A-10 to the end.



Westward on the Oregon Trail

6A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Remind students that they learned about the Trail of Tears in the previous lesson. Ask students to share what the phrase *Trail of Tears* describes. (the forced removal of the Cherokee from their homes in Georgia) Ask students to share why the Cherokee were forced from their homes. As students share who wanted the Cherokee to leave Georgia and what happened to the Cherokee as they traveled west to Indian Territory, encourage them to use any domain vocabulary learned thus far.

Remind students that the Cherokee were *forced* to leave their homes on the East Coast and move farther west, and that they did not want or choose to move. Then remind students that other settlers *chose* to move west on their own because they were looking for a better life. Remind students that in the first lesson, a family moved to the West by choice. Have students share what they remember about that family's moving westward.

Essential Background Information or Terms

5 minutes



← Show image 6A-1: Map of the Oregon Trail

Remind students that some of the settlers who chose to leave their homes and move farther and farther west followed a route called the Oregon Trail because it led to the Oregon Territory. Explain that a territory is an area of land that belongs to a country's government but isn't yet a state or province. So the

Oregon Territory belonged to the U.S. government but wasn't yet an official state. Point to the territories and states on image 6A-1 and explain that California, Iowa, and Missouri were states at this time, but the other sections of land shown were territories.

Share with students that the Oregon Trail was a path through the wilderness beginning in the state of Missouri and ending in the Oregon Territory. As you share this information with students, point to Missouri in image 6A-1, tracing the Oregon Trail all the way to the Oregon Territory. Remind students that this trail covered about two thousand miles and took about six months to complete.

Vocabulary Preview

5 minutes

Prairie



← Show image 6A-8: Setting up camp for the night

1. In today's read-aloud, you will hear, "Beyond a grove of trees, they found the missing animals calmly chewing the wet *prairie* grass as if nothing had happened."
2. Say the word *prairie* with me three times.
3. A prairie is a large, open area of mostly flat land covered with grass. [If available, show additional images of prairie.]
4. As our wagon train went along the trail, we saw many buffalo wandering on the prairie.
5. Tell your partner what these settlers are doing on the prairie.

Scout



← Show image 6A-6: Mr. Lawrence and Captain Ward discussing the trail

1. In today's read-aloud, you will hear about a man named Thomas Lawrence, who was the wagon train's *scout*.
2. Say the word *scout* with me three times.
3. A scout is someone who is sent ahead of a group of travelers to see what is in front of them.
4. The scout rode ahead of the wagon train to find the best way to cross the river.

5. Talk with your partner about different ways a scout could be helpful to people traveling in the mountains or across the prairie. Try to use the word *scout* when you talk about it.

Purpose for Listening

Tell students to listen carefully to determine the main topic of the read-aloud and to learn more about how pioneers traveled, and what it was like to travel, on the Oregon Trail.



Westward on the Oregon Trail

← Show image 6A-2: Wagon train

- 1 In what direction are they traveling?
- 2 What kinds of things do you think the families took with them? Do you remember the kinds of things the Morgans took in "Going West"?

The wagon train was moving westward along the Oregon Trail. The families walked beside or rode in large, covered wagons pulled by oxen. ¹ Each family had only one wagon, but that wagon was able to hold almost everything the family owned. ²



← Show image 6A-3: Family packing the wagon

- 3 That's why most families walked alongside their covered wagons.

Each family packed food: things like flour, potatoes, and beans. They took clothes, blankets, soap, candles, furniture, pots and pans, china, and rifles. They even had to take barrels of water with them because they weren't sure where they might find clean water along the way. By the time everything was packed in the wagon, there wasn't a whole lot of room for much else! ³

- 4 Why would families want to bring animals like horses, sheep, and cows?

In addition to the oxen that pulled the wagons, some families brought other animals, such as horses, sheep, and cows. These animals didn't go inside the covered wagons. Instead, they were tied to the wagons with rope and walked behind or beside the wagons. ⁴

- 5 People traveling to the Oregon Territory traveled on the Oregon Trail.

Many of these families were headed to the Oregon **Territory** where they planned to settle and make new homes. ⁵ Back in the East, it had become too expensive for the settlers to be able to own their own land. They hoped that by traveling west, they might find a place to build their own homes. Others chose to go for the adventure of starting a new life. ⁶

- 6 Would you be excited to start such an adventure? Or nervous? Or both?



← Show image 6A-4: Family headed west, another going back east

The road west had been challenging already. The wagon train had been traveling for three long months. The settlers were following a rough, or uneven, trail of wagon **ruts** to the Oregon

7 [Point to the ruts in the image.]
Wagon ruts are deep grooves that the wagon wheels make in the earth.



8 What is Indian Territory?

9 So how did the Native Americans feel about the settlers moving west?



10 Degree is a unit of measuring temperature. A degree is also an official document given to someone who successfully completed a series of classes at a college or university.

11 A scout is a person sent ahead of a traveling group to gather information about what lies ahead. Why do you think it was important to have a scout?



Territory.⁷ After many wagons followed one path, the ruts became so deep that it was very difficult or even impossible for wagons to travel without getting stuck.

← **Show image 6A-5: Abigail looking at Native Americans in the distance**

As much of the Oregon Trail went through what was known as “Indian Territory,” the travelers encountered Native American tribes along the way.⁸ Sometimes the Native Americans were fearful that the settlers would decide to stop traveling and just make farms right there on their lands.⁹

← **Show image 6A-6: Mr. Lawrence and Captain Ward discussing the trail**

On this particular day, the wagon train moved slowly in one-hundred-degree heat.¹⁰ Thomas Lawrence, a settler and the wagon train’s **scout**, rode quickly over to the leader of the wagon train, Captain Jeremiah Ward, to report on the trail ahead.¹¹

“There’s water half a mile ahead, but it’s not fit for drinking,” Mr. Lawrence reported. “We ought to reach Sweetwater River by noon, though, and that water is safe.”

Captain Ward nodded his thanks, “Good work, Thomas.”

← **Show image 6A-7: Preparing to cross the river**

When the wagons reached the Sweetwater River, everyone enjoyed a long, cool drink. Captain Ward ordered, “First we’ll take the wagons and the oxen across the river. Then we’ll swim the extra horses over. The cattle will go last.”

To lighten their loads for the crossing, families removed any heavy objects from their wagons. The settlers brought many of these items to have in their new homes to remind them of their homes back in the East. Now, many of those items they’d hoped to have in their new homes had to be left behind.



← **Show image 6A-8: Setting up camp for the night**

Fortunately, everyone crossed safely. Once everyone was across and settled, they refilled their water barrels and canteens. They would need the fresh water for the next portion of their trip. Then they set up camp for the night. They made small campfires over which they cooked their food: beans and bacon.



← **Show image 6A-9: Mr. Lawrence keeping watch**

Less than an hour after darkness fell, when most of the travelers were sleeping in their tents or wagons, the wind began to rise, whooshing across the plains. Thomas Lawrence, who was watching the cattle, could hear rumbling off in the distance.



← **Show image 6A-10: Lightning illuminating the camp**

Suddenly a flash of lightning split the night sky. The next instant, a blinding rain fell on the sleeping pioneers.¹² Then, out of nowhere, the wind blew so hard that half the tents blew over. Those who had been in tents ran to their wagons, squeezing into any space they could find amid the furniture and supplies. Still, everyone was already soaking wet, and even tying the canvas flaps shut could not keep some rain from blowing in.¹³

12 Remember, pioneers are the first people to enter into and settle a region.

13 The storm is another difficulty that the pioneers faced on the Oregon Trail.



← **Show image 6A-11: Mama and the children huddled in the wagon**

Inside the Lawrence family's wagon, everyone huddled together shivering.¹⁴ Nine-year-old Barbara said, "Folks call these wagons 'prairie schooners', Mama, as if they were schooner ships sailing the wide open land instead of the sea. I didn't really think the schooner ships and our prairie schooner were that much alike. But, with the wind rocking the wagon back and forth, I feel as if we really are at sea."

14 Show me how they were shivering.

15 How do you think Abigail and her family are feeling?

Six-year-old Abigail whispered, "I wish we were home."¹⁵

At that moment the canvas flaps opened and Thomas Lawrence joined his family inside the wagon.

Abigail asked, "Papa, why aren't you with the cattle?"

16 The lightning scared the cattle. Will the pioneers find their cattle?

He explained, "That first lightning bolt spooked them so much that they ran off. We'll have to round them up after the storm."¹⁶



17 If the night was miserable, was it a good night or a bad night?

← **Show image 6A-12: Abigail greeting Snowbell**

After a cold, miserable night, the morning dawned cool and gray.¹⁷ Abigail awoke to the sound of a bell. Peering out, she exclaimed, “Why, it’s Snowbell! She’s found her way back!” Sure enough, the Lawrence’s milk cow was standing outside the wagon, ready to be milked.

Mr. Lawrence told his wife, “Patricia, have one of the boys milk her. I have an idea.”



← **Show image 6A-13: Tracking down the cattle**

Mr. Lawrence trudged, or walked heavily, through thick mud to Captain Ward’s wagon. Captain Ward was already up helping other people. “Our milk cow came home,” Mr. Lawrence reported. “If we can follow her tracks, maybe we’ll find some of the other animals.”

Captain Ward agreed and so on horseback, Thomas Lawrence and some other men followed the cow’s tracks back to where she had been. Beyond a grove of trees, they found the missing animals calmly chewing the wet prairie grass as if nothing had happened.¹⁸

18 What is a prairie?

Mr. Lawrence rode back over to his wife near the family wagon and joked, “Well, that certainly was fun.”

She replied, “Let’s hope we’ve seen the worst of the Oregon Trail.”¹⁹

19 Do you think they have seen the last of their difficulties on the Oregon Trail?

But two months later, the trail presented one last challenge to the pioneers. They were crossing the high mountains of the eastern part of the Oregon Territory on their way to the green valley beyond. That day, Captain Jeremiah Ward and Thomas Lawrence stood together and looked down at the **steep** mountain trail ahead.²⁰

20 [Point to the steep mountain path.] Describe the path in the picture. What do you think the word *steep* means?



← **Show image 6A-14: Mr. Lawrence and Captain Ward looking down the treacherous mountain path**

The captain said, “We have to take this steep path down. There’s no other way. If we turn back to take the southern trail, we’d lose too much time. Then we’d never make it out of these mountains before the winter snow hits us.”²¹

21 What group of people was forced to travel through the snow without even having the protection of wagons?

Mr. Lawrence agreed. “It is the only way, but it will be difficult. When I scouted ahead,” he said, “I found that the forest crowds in too closely for a wagon to travel on either side of the trail, so we must take the trail itself. At least this extremely steep stretch is fairly short, only about one hundred sixty feet. Then the trail levels out and is in good condition again. Once we make it down the hill, the trail will be much easier.”

Fortunately Captain Ward had a plan. “Tell everyone to unhitch the oxen from the front of the wagons and reconnect them to the back. We’ll walk with them on the paths on either side of the trail, and the oxen will be able to hold the weight of each wagon so that it doesn’t slide down.²² After the wagons are down, our families can follow on foot. We’ll bring the herds down last.”

22 Remember, oxen were also sometimes used to tow the flatboats on the Erie Canal.



← **Show image 6A-15: Oxen hitched to the back of the wagon**

Half an hour later, the first wagon started down the steep trail. Six oxen, attached to the wagon by ropes or chains, strained to keep the Lawrence’s wagon under control on the bumpy, uneven surface. Watching from the top of the hill was Mrs. Lawrence and the children. As they watched the wagon descend, Mrs. Lawrence said, “It will be a miracle if my china doesn’t shatter to pieces with all that bouncing and banging.”²³

After what seemed like a lifetime, there came a cry from the bottom of the incline: “We’re down! And everything’s in one piece!”

Everyone cheered²⁴ and Captain Ward ordered the men to move the rest of the wagons.

By the end of the day, everyone had made it down to the bottom. That night, camping beside a clean, flowing stream, Captain Ward announced, “Tomorrow we’ll be out of these mountains. And then, we’re almost . . . home.”²⁵

23 China is a very delicate type of pottery often shaped into plates and cups. It is called china because it was first made in ancient China.

24 Show me how everyone might have cheered.

25 Where will home be for these pioneers?



← **Show image 6A-16: The Lawrences and the Wards admiring the valley**

Ten days later, Captain Ward led his wagon train out of a forest and into a lush, green valley spread out as far as the eye could see.

As each wagon emerged from the trees and each family saw the valley ahead, everyone fell silent. This was the place that the travelers had dreamed about and worked to reach through six months of **hardships**, or difficulties, and laughter, rain and hail, wind and heat.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* What was the main topic of the read-aloud? (The Oregon Trail)
2. *Literal* What was the Oregon Trail? (a trail used by pioneers to travel from Missouri to the Oregon Territory)
3. *Literal* How did pioneer families travel on the Oregon Trail? (in covered wagons) About how long did it take a pioneer family to travel the Oregon Trail? (six months)
4. *Inferential* Why did some families decide to pack all of their belongings in covered wagons and move to the Oregon Territory? (They wanted to own their own land; it was too expensive to own land in the East; they wanted the adventure of a new life.)
5. *Inferential* Did families usually travel by themselves on the Oregon Trail or in groups? (in groups or in wagon trains) Why do you think families traveled in wagon trains with a scout riding ahead of them rather than by themselves? (The trail was dangerous; they didn't know the way very well; the scout could warn them of upcoming dangers; etc.)
6. *Inferential* Who already lived in the territory, or area, through which the Oregon Trail passed? (Native Americans) How did they feel about the settlers on the Oregon Trail? (worried, angry, etc.)
7. *Inferential* What difficulties did families face as they traveled on the Oregon Trail? (dangers of their wagons getting stuck in the wagon ruts; dangers of having to cross rivers; leaving behind their possessions; weariness from walking and from the heat; encounters with Native Americans; etc.)

8. *Evaluative* What are some of the animals that the pioneers took with them on the Oregon Trail? (horses, cows, sheep, oxen, etc.) How do you think they were helpful to the pioneers? (The oxen pulled the wagons; the horses carried people and freight; the cows provided milk; etc.)
9. *Evaluative* How was the Oregon Trail different from the roads and highways we have today? (The Oregon Trail was rougher; families followed wagon ruts instead of paved roads; there were no gas stations or rest areas; they had to cross rivers; etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* The read-aloud said that sometimes throughout the journey on the Oregon Trail, families had to leave personal items behind to lighten their wagon loads. How do you think families decided what to keep and what to leave behind? (Answers may vary.)
11. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Territory

5 minutes

1. In the read-aloud you heard, “Many of these families were headed to the Oregon *Territory* where they planned to settle and make new homes.”
2. Say the word *territory* with me.
3. A territory is a region or area of land. It can also be an area of land that belongs to a country’s government but isn’t yet a state or province, for example.
4. The land in the Louisiana Territory later became the states of Colorado, Arkansas, and Montana, to name a few.

5. Think of something you remember about the Louisiana Territory or something you learned about the Oregon Territory from today's read-aloud. Try to use the word *territory* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "One thing I remember about the Louisiana Territory . . ." or "One thing I learned about the Oregon Territory . . ."]
6. What's the word we've been talking about? What part of speech is the word *territory*?

Use a *Questioning* activity for follow-up. Have students generate questions they have about the Oregon Territory. Remind them to use the word *territory* when asking their questions. Record students' questions on chart paper, a chalkboard, or a whiteboard.

Some sample questions might be:

1. How did people travel to the Oregon Territory?
2. Why did people want to go to the Oregon Territory?
3. What were some difficulties people had while traveling to the Oregon Territory?
4. What sights did settlers see in the Oregon Territory?
5. How many people settled in the Oregon Territory?
6. What Native American tribes lived in the Oregon Territory?
7. Did the Oregon Territory later become a state?

Explain to students that they will be doing research to answer their questions later in the day.



Complete Remainder of the Lesson Later in the Day



Westward on the Oregon Trail

6_B

Extensions

20 minutes

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

↔ Multiple Meaning Word Activity

5 minutes

Associated Phrase: Degree

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Degree).] In today's read-aloud, you heard, "On this particular day, the wagon train moved slowly in one hundred-*degree* heat." Here *degree* means a unit for measuring temperature. Which picture shows this?
2. *Degree* also means something else. A degree is an official document and title that is given to someone who has successfully completed a series of classes at a college or university. Which picture shows this meaning of *degree*?
3. [Point to the thermometer.] With your partner, talk about what you think of when you see this kind of degree. I will call on a few of you to share your response. Remember to be as descriptive as possible and use complete sentences. (*When I see this kind of degree, I think of thermometer, temperature, hot, cold, summer, winter, weather, etc.*)
4. [Point to the college graduate.] With your partner, talk about what you think of when you see this kind of degree. I will call on a few of you to share your responses. Remember to be as descriptive a possible and use complete sentences.

(When I think of this kind of degree, I think of school, studying, accomplishment, graduation, etc.)

↔ Syntactic Awareness Activity

Prefix: Inter-

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct.

Teacher Reference Chart		
<i>inter-</i> = between or involving two or more things		
Word	Definition	Example
intermediate	describing something that is in the middle of two extremes	an intermediate level of reading is between a beginning level and an advanced level
interstate	existing between two or more states	an interstate highway is a highway that you can travel on from one state to another
interchange	to put each of two things in the place of the other	a toy doll that has interchangeable parts; a tool, such as a drill with interchangeable bits
interfere	when one thing or person gets in the way of another	one person blocks the way of another person trying to pass by
intersect	to divide by passing through or across	two intersecting lines
interrupt	to stop something by breaking in	interrupting a conversation or silence
international	involving two or more countries	a business that operates in more than one country



← **Show image 4A-2**

1. In the read-aloud about Sequoyah and his Cherokee writing system, you heard, "...Sequoyah...spent a lot of time *interacting* with the white settlers who were living near Cherokee lands."
2. Say the word *interacting* with me.
3. The word *interacting* begins with the prefix *inter-*.
4. A prefix is a word part added to the beginning of a word to give it a new meaning.
The prefix *inter-* means between or involving two or more things or people.
5. Interacting means talking or doing things with other people.
6. [Choose two to three words on the chart. Say the words, putting emphasis on *inter-*, and have students guess what the meaning of the word might be. Tell students the definition. Then provide an example of the word.]
7. With your partner, make a sentence using a word that has the prefix *inter-*.
[If time allows, you may wish to have students act out the word.]

↔ **Vocabulary Instructional Activity**

5 minutes

Word Work: Hardships

1. In today's read-aloud, you heard, "This was the place that the travelers had dreamed about and worked to reach through six months of *hardships*...and laughter, rain and hail, wind and heat."
2. Say the word *hardships* with me three times.
3. A hardship is something that makes your life difficult or unpleasant.
4. During the war, the soldiers suffered the hardships of not enough sleep and not enough food that was safe to eat.
5. With your partner, discuss some of the hardships that the pioneers suffered while traveling along the Oregon Trail. Try to use the word *hardships* when you talk about it. [Ask two or

three students. If necessary, guide and/or rephrase students' responses: "Some hardships the pioneers had were . . ."] (Possible responses include *cold temperatures, bad storms, little food, sickness, lost animals, walking many miles, etc.*)

6. What's the word we've been talking about? What part of speech is *hardships*?

Use a *Making Choices* activity for follow up. Directions: I am going to name some situations. If what I say sounds like a hardship, you should say, "That is a hardship." If what I say does not sound like a hardship, you should say, "That is not a hardship." (Answers may vary.)

1. You must walk home from school in stormy weather.
That is a hardship.
2. Someone does all of your chores for you.
That is not a hardship.
3. You go to the movies and eat popcorn.
That is not a hardship.
4. You have to do four hours of homework after school.
That is a hardship.
5. You must clean your whole house all by yourself.
That is a hardship.

Westward Expansion Timeline

5 minutes

Briefly review what was placed on the Westward Expansion Timeline in the previous lessons. Show students Image Card 10 (Oregon Trail). Explain that the Oregon Trail was used mainly in the 1840s and 1850s, which was a few years after the Cherokee were forced to relocate to present-day Oklahoma. Ask students where the Image Card should be placed on the Timeline, and then add it to the right of the image of the Trail of Tears. (Refer to the Answer Key on Instructional Master 1A-1.)

Have students add the Oregon Trail to their individual Timelines. Students should include the years (1840s–1850s) and a depiction of the event in writing and/or pictures.

Researching the Oregon Territory

20+ minutes

Read aloud the questions that the class generated about the Oregon Territory. Tell students that they are going to have the opportunity to do research to try to find the answers to their questions. Talk with students about the various resources you are making available to them. [See the list of Recommended Resources in the Introduction.] Give students time to read and discuss their findings in small groups, and then come back together as a class to share answers and information students found.

On Stage

20 minutes

Note: Possible scenes for students to act out are a long, bumpy wagon ride; maneuvering the descent down a steep mountainside; crossing a river or creek; rounding up cattle; cooking and chewing on tough buffalo meat; huddling around a campfire; riding out a storm; getting stuck in the mud; following animal tracks in the mud; encountering Native Americans; and arriving at their destination.

Tell students that they are going to work in groups to act out the important parts of the read-aloud. Have students identify the various settings: the family's old home in the East; traveling in the covered wagon on the Oregon Trail; their new home in Oregon. (You may want to record this information on chart paper, a chalkboard, or a whiteboard.)

Next, have students identify the characters needed: Papa, Mama, Abigail, and Barbara; also Captain Ward, Native Americans, and the scout. Ask students what they think happened before and after the trip. As a class, brainstorm parts of the plot that may be acted out: packing for the trip, crossing the river, etc.

Talk about portraying the hardships, or difficulties, but also the pleasant times. Also, brainstorm the kinds of things the actors/actresses may say using the vocabulary heard in the read-aloud, e.g., "There's water up ahead, but it's not suitable for drinking"; "If we can follow her tracks, maybe we can find the other animals"; "I feel as if we really are at sea"; or "I wish we were home."

Divide the class into groups, and give them time to plan what they will do and say. Then, have everyone come back together for each group to perform.



The Pony Express

7

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✔ Identify the Pony Express as a horseback mail delivery system

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✔ Identify the main topic of “The Pony Express” by creating a quilt square (RI.2.2)
- ✔ Describe the connection between a series of historical events such as the Pony Express and westward expansion (RI.2.3)
- ✔ With assistance, create and interpret a timeline related to the Pony Express and westward expansion (RI.2.7)
- ✔ Write simple sentences to represent details or information from “The Pony Express” (W.2.2)
- ✔ Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (W.2.8)
- ✔ Draw pictures to represent details or information from “The Pony Express” (SL.2.5)
- ✔ Prior to listening to “The Pony Express,” identify what they know and have learned about transportation and people moving westward

- ✓ Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation
- ✓ Share writing with others

Core Vocabulary

endurance, n. The ability to go on for a long time even though there is pain or discomfort

Example: Olympic athletes have great endurance and can exercise for a very long time.

Variation(s): none

landmarks, n. Objects or structures on land that are easy to see and recognize

Example: The White House and Lincoln Memorial are two famous landmarks in Washington, D.C.

Variation(s): landmark

route, n. A way to get from one place to another place

Example: We looked at the map to find the fastest route to the museum.

Variation(s): routes

venture, n. A business activity that is not sure to work or be successful

Example: Opening an indoor ice park in our town is a new venture for my neighbors.

Variation(s): ventures

Vocabulary Chart for The Pony Express

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.


Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	California carriers gallop/galloped/ galloping hitch/unhitch horseback landmarks Missouri New York Sacramento stagecoach <i>telegraph</i> Utah	deliver/delivered/ delivery endurance* invented loyal message/ messages	across businessmen carry/carried desert horses letter pony riders send stations
Multiple Meaning	trail venture	journey route tough	fast mail rest ride time
Phrases	Mark Twain Native Americans Pony Express Simpson Springs United States	can-do spirit no guarantees on a moment's notice	speed up
Cognates	<i>telégrafo</i>	inventado/inventó	acruza desierto estaciones

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<i>Introducing the Read-Aloud (10 minutes)</i>		
What Have We Already Learned?	Transportation Brainstorm	
	T-Chart for advantages/disadvantages of different types of travel (from Lesson 3)	Add flatboat and covered wagon to the T-Chart.
Personal Connections	U.S. map	Use the map to point out California, Utah, Nevada, and the East Coast.
Vocabulary Preview: Landmarks, Telegraph	Image 7A-4; images of local landmarks	If available, show images of local landmarks that the students may recognize.
	Image 7A-9	
Purpose for Listening	Instructional Master 7A-1 (Response Card 4)	Use this Response Card about the Pony Express to introduce and discuss the read-aloud.
<i>Presenting the Read-Aloud (15 minutes)</i>		
The Pony Express	U.S. map	Point out the span from New York to California. Point out Missouri.
<i>Discussing the Read-Aloud (15 minutes)</i>		
Comprehension Questions		
Word Work: Endurance		

Exercise	Materials	Details
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Westward Expansion Map	Westward Expansion Map, green marker or crayon; large U.S. map, green sticker dots	Mark the Pony Express using green sticker dots (or green marker) on a large U.S. map. Have students locate and color the Pony Express green on their individual map.
Westward Expansion Timeline	Image Card 11 (Pony Express); Westward Expansion Timeline; Timeline Image Sheet	Have students add the Pony Express to their individual Timelines.
On Stage	two labeled envelopes	
Westward Expansion Quilt	Instructional Master 7B-1	Write the main topic, important details, and an example sentence on the board.
Domain-Related Trade Book	trade book about the Pony Express; drawing paper, drawing tools	

Advance Preparation

Add to the T-Chart listing the advantages and disadvantages of different forms of travel (from Lesson 3).

+ Advantages

- Disadvantages

Steamboat

faster than other boats cheaper than other boats could carry more goods than other boats	couldn't go everywhere needed rivers to travel on
--	--

Flatboat

could transport large freight faster than shipping by land cheaper than shipping by land	heavy loads made travel slow needed a canal needed mules bad weather made it difficult
--	---

Covered Wagon

had a cover for protection	very little room People had to walk. needed animals to pull it Bad weather made it very difficult.
----------------------------	---

Make a copy of Instructional Master 7A-1 for each student. Refer to it as Response Card 4 for this domain. It shows images related to the Pony Express. Students may refer to the images on the response card as you introduce and discuss the content of the lesson.



The Pony Express

7
A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Remind students that they have been learning about the movement of people to the western frontier. Have students recall some of the ways that people traveled westward. (steamboat, Erie Canal, covered wagon) Ask students to share what they have learned about these forms of transportation. You may prompt discussion with the following questions:

- Why were people like Robert Fulton continually being innovative and designing new means of transportation?
- What were the advantages and disadvantages of traveling by steamboat, on the Erie Canal, or in a covered wagon?
- How did steamboats, the Erie Canal, and covered wagons increase westward expansion?

Personal Connections

5 minutes

Ask students to share how they communicate with family members and friends who live far away. Ask students if these forms of communication take a long time or a short time. Explain that many of these forms of communication had not been invented in the 1800s during the time of westward expansion.

The setting for this story is also in the mid-1800s, when many people were heading west to start a new life. (Using a U.S. map, point to California and the western states like Utah and Nevada, and then point to the East Coast.) What western territory have you learned about?



Landmarks

← **Show image 7A-4: Map showing the start of the Pony Express route**

1. In today's read-aloud, you will hear that the riders on the Pony Express rode past some *landmarks* on their way from Missouri to California.
2. Say the word *landmarks* with me three times.
3. A landmark is something on land, such as a building or sign, that is easy to see and recognize.
4. Some of the landmarks the riders saw were an Indian reservation, Chimney Rock, and a fort.
5. [If available, show images of some local landmarks to students.] What are some landmarks where we live? Try to use the word *landmarks* when you answer. [Help students name some local landmarks.]
What do these landmarks tell you when you see them?
(*We are almost at _____; we should turn left/right to get to the _____; etc.*)



Telegraph

← **Show Image 7A-9**

1. In today's read-aloud, you will hear about *telegraph* messages and how they changed the way people communicated.
2. Say the word *telegraph* with me three times.
3. A telegraph is a machine that can send messages by a code over wires.
4. A telegraph message sent from the East Coast of the United States to the West Coast would take only a few minutes to get there.
5. Which do you think is a faster way to communicate: sending a letter through a mail carrier such as the post office, or sending a telegraph through wires? In which ways do you communicate with friends and family?

Purpose for Listening

Share the title of today's read-aloud. Ask the students if they know what the word *express* means. Explain that *express* means to write or talk about something, but it also means to do something really quickly.

Tell students to listen carefully to determine the main topic of the read-aloud and to learn about how the Pony Express helped people communicate with each other during westward expansion.



The Pony Express

← Show image 7A-1: Mail stage coach circa 1850

1 And, of course, there were no computers or cell phones.

In the 1850s, mail delivery was not as fast as it is today. Airplanes had not yet been invented, and neither had cars.¹ Railroads had been invented, but the railroad tracks did not run all the way across the country.

2 [Point to Missouri on the U.S. map.]

Suppose you wanted to send a letter from New York to California over a hundred and fifty years ago. The railroads could carry your letter from New York to Missouri. That might take a day or two. But the train tracks ended in Missouri.² There your letter would have to be loaded onto a stagecoach like the one shown here. The stagecoach would be pulled by a team of horses. It would bump along dirt roads at five or six miles an hour.³ It would take almost a month for the stagecoach to carry your letter to California.⁴

3 Do you think they may have traveled on the Oregon Trail?

4 Can you imagine a time when it took months to communicate with friends and family? Things are very different now, aren't they?

In 1860 three businessmen came up with an idea. They thought people would be willing to pay extra to send a letter if there were a quicker way to deliver it. All they needed to do was to find a way to speed up delivery time.



← Show image 7A-2: Pony Express rider on his horse

5 [Students who participated in CKLA in first grade should remember the Inca runners from *Early American Civilizations*.]

The idea they came up with was simple. They would have riders carry the mail on horseback and run a sort of relay race from Missouri to California.⁵ They figured that a single rider on a fast horse could travel very fast. He could go much faster than a stagecoach loaded with passengers and luggage. They knew that horses and riders would get tired, so the businessmen decided there would have to be rest stations along the way.

6 A venture is an uncertain business project or activity. So the men were not sure the Pony Express would succeed. Do you think the Pony Express will be successful?

The Pony Express was not an easy **venture** to start.⁶ The businessmen who started it had to spend a lot of money to get things set up before they could make any money. They hoped the U.S. government would support them and pay them to be official carriers of the U.S. mail, but there were no guarantees.



← **Show image 7A-3: Fast horses running**

7 The route is the way you go to get somewhere.

After they decided which roads and trails to use, they had to set up stations along the **route**.⁷ One rider left from California in the West, at the same time another rider left from Missouri. So riders traveled from both ends of the route to carry the mail as fast as possible.

8 So what does *endurance* mean?

Finally, they had to hire riders and buy fast horses for them to ride. The horses were chosen for their **endurance**, or for their speed and their ability to continue on for a very long time.⁸ Riders were usually young men, eighteen years old or younger. They had to be tough and loyal.⁹ Riders would ride a leg, or small section, of this route, changing horses at each station.

9 Do you think being a Pony Express rider would be an easy job or difficult and dangerous?



← **Show image 7A-4: Map showing the start of the Pony Express route**

10 [Trace the red line with your finger.] This is the route the riders took to carry the mail.

This map shows the whole route of the Pony Express. It started in St. Joseph, Missouri, where the train tracks ended. The Pony Express went all the way to Sacramento, California.¹⁰

11 A landmark is something in the landscape that can be used as a guiding point. [You may want to share a local landmark as an example.]

The thick red line on the map shows the route the riders followed. The pictures above and below the route show some **landmarks** the riders rode past.¹¹



← **Show image 7A-5: Conditions that riders had to endure**

12 Why do you think boys chose to be Pony Express riders when it was such a hazardous job?

Pony Express riders had to be ready to jump into the saddle and ride fifty miles on a moment's notice. They rode in the scorching heat of the day. They rode at night, by the light of the moon. They rode through rain, hail, and sleet. They galloped across dusty deserts and zigzagged up dangerous mountain paths. They rode across wide-open prairie and through large herds of buffalo. There are stories of riders becoming lost in fierce blizzards and having to lead their horses on foot.¹² Native Americans watched these riders and saw it as more evidence of an endless flow of people moving onto their land.¹³

13 What Native American tribe did you learn about that had their land taken away from them?

14 What were some of the dangers that the Pony Express riders might encounter? (bad weather, terrain, buffalo, or wolves)



Not only did a rider have to worry about himself, he had to worry about his horse, too. Because the terrain—or land—could be very bumpy or slippery so that his horse might stumble and fall. Or it could be spooked by wolves or stampeding herds of buffalo.¹⁴

← **Show image 7A-6: Pony Express station in Kansas**

Here is a photo of a Pony Express station that is still standing today. There were more than one hundred fifty stations like this one along the route. The stations were located about ten miles apart. That was about as far as a horse could gallop before getting tired.

They made swing stations, where a rider could exchange his tired horse for a fresh one and then continue on the trail. They also had home stations, where riders could stay and rest while another rider carried the mail to the next station. The riders waited at their home station until it was time to return with the mail that another rider had delivered.

If all went well, this is what would happen: A Pony Express rider would come galloping up. He would jump off his horse. Another rider would be standing in front of the station holding a new horse. The new rider would unhitch the mail pouches from the old horse and hitch them to his horse. Then he would jump on his horse and gallop away. The rider who had just completed his part of the journey would be fed a simple meal of bacon and beans. If he was lucky there would be some cornbread, too. Then he would get some much-needed rest.

Both riders and stationmasters tried to save as much time as possible and to be as fast as possible in order to get mail to settlers quickly. The horse could move faster if it carried less weight.¹⁵

15 Do you think this might be why the riders were young boys instead of grown men?



← **Show image 7A-7: Pony Express station in Utah**

Here is a picture of another Pony Express station. This one is called Simpson Springs. It is located in Utah. You can see that this

station is surrounded by a desert, and there are mountains rising up in the distance. Can you imagine how hot it could be riding across the desert during the day, and how cold it could be at night? And of course the rider would be moving in a cloud of dust.



← **Show image 7A-8: Pony Express advertisement**

The men who created the Pony Express were businessmen, and their goal was to make money. They wanted to make sure everybody knew about the service they were providing, so they made posters and ads like this one. It cost \$5 to mail a letter via the Pony Express, which is the same as \$130 today.

In 1860, the American writer Mark Twain took a trip across the United States. He was traveling by stagecoach, but he and his fellow travelers kept an eye out for the Pony Express. In his book, *Roughing It*, Twain described his first sight of the Pony Express:

"We had had a consuming desire . . . to see a pony-rider. But somehow or other all that passed us . . . managed to streak by in the night . . .

We heard only a whiz and a hail. The swift phantom of the desert was gone before we could get our heads out of the windows . . .

But presently the driver exclaims: "HERE HE COMES!" Every neck is stretched further. Every eye strained wider. Away across the endless dead level of the prairie a black speck appears against the sky . . .

In a second or two it becomes a horse and rider, rising and falling, rising and falling—sweeping toward us nearer and nearer—growing more and more distinct, more and more sharply defined—nearer and still nearer. A flutter of hoofs comes faintly to the ear. In another instant there is a whoop and a hurrah from our upper deck, a wave of the rider's hand, but no reply. Then man and horse burst past our excited faces, and go winging away like a belated fragment of a storm!"



← **Show image 7A-9: Pony Express rider and telegraph poles**

16 Why do you think people chose to use the Pony Express even though it was very expensive?

17 Do you see the Pony Express rider? Can you tell what the other men in the picture are doing?

18 A telegraph is a machine that can send messages over a series of wires in minutes.

19 Since the telegraph was both a faster and safer way to communicate, people no longer needed the Pony Express.

Mark Twain was not the only person who was excited about the Pony Express. Lots of people used the Pony Express to send letters.¹⁶ Unfortunately, the Pony Express did not last very long. This picture can help you understand why.¹⁷

The men on the ground and behind the Pony Express rider are setting up telegraph poles. Once the telegraph lines stretched across the country, it changed things.¹⁸ People in New York could send telegraph messages to California. A telegraph message could travel from New York to California in a matter of minutes. There was no way the Pony Express could compete with that. The Pony Express went out of business in 1861, after only eighteen months of service.¹⁹



← **Show image 7A-10: Pony Express rider monument**

20 In fact, we are still learning about it more than 150 years later!

21 [Point to the picture.] Do you see the rectangles on the side of the saddle? Those are the pouches where the mail was kept.

Although the Pony Express did not last long, people still remember the can-do spirit of the founders and the bravery of the riders who carried the mail.²⁰ This statue of a Pony Express rider carrying mail helps us remember this significant event in American history.²¹

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* What was the main topic of the read-aloud? (the Pony Express)
2. *Literal* What was the Pony Express? (an overland way to send mail from Missouri to California)
3. *Inferential* Why did three businessmen decide to start the Pony Express venture? (They thought they could make money by delivering the mail to the West Coast faster than what had been done previously by steamship.)
4. *Literal* Who carried the mail on the Pony Express, and how did they travel the route from Missouri to California? (Young men carried the mail using horses as their means of transportation.)

5. *Inferential* Why were the young men who carried the mail required to be small? (so the horses could go faster) What special characteristics did the horses chosen for the Pony Express need? (The horses had to be fast and have great endurance.)
6. *Inferential* Was the route for the Pony Express riders hazardous or safe? (hazardous) Why? (unexpected and extreme weather, wild animals, rough landscape, horses could stumble and fall, etc.)
7. *Literal* How was mail carried along the Pony Express? Did one rider carry the mail the whole way? (No, mail was carried relay-style, with riders taking certain legs, or sections, of the journey. The riders would pass off the mail to another rider at one of the many stations.)
8. *Literal* How did the Pony Express riders know where to go? (They rode a set trail and used landmarks to guide them.)
9. *Evaluative* Was the Pony Express venture successful? (The Pony Express was successful for eighteen months, or a year and a half.) Why was the Pony Express only used for eighteen months? (The telegraph line was completed and people could send messages across the country in a matter of minutes.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* The Pony Express only lasted eighteen months before the telegraph made it easier, cheaper, safer, and faster to communicate from coast to coast. Why do you think people still remember and talk about the Pony Express, even though it existed for such a short time? (Answers may vary.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Endurance

5 minutes

1. In the read-aloud you heard, “Finally, [the businessmen who started the Pony Express] had to hire riders and buy fast horses with great *endurance* for them to ride.”
2. Say the word *endurance* with me.
3. Endurance is the ability to go on for a long time even though there is pain or discomfort.
4. The students needed great endurance to run a mile around the track in gym.
5. Can you think of times when you had to have endurance? Try to use the word *endurance* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I had to have endurance when . . . ”]
6. What’s the word we’ve been talking about? What part of speech is the word *endurance*?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If I describe someone who is demonstrating endurance, or is continuing on despite discomfort, say, “That shows endurance.” If I describe someone who is not demonstrating endurance, say, “That does not show endurance.”

1. Even though his legs were tired, Derek pushed on to finish the race. (That shows endurance.)
2. Kay waited for her to puppy to rest at the bottom of the hill before continuing on their walk. (That does not show endurance.)
3. The pony outran the growling coyotes for many miles. (That shows endurance.)
4. Lewis and Clark kept going even when they could not find an all-water route to the West Coast. (That shows endurance.)
5. Francis slept in on Saturday because he wasn’t feeling well. (That does not show endurance.)



Complete Remainder of the Lesson Later in the Day



The Pony Express

7
B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Westward Expansion Map

5 minutes

Quickly review what has been filled in on the class Westward Expansion map (the large U.S. map). Locate the Pony Express route on the map. Ask students which two states it ran between. (Missouri and California) Create a path for the Pony Express using green sticker dots (or green marker dots).

Help students locate the Pony Express on the legend of their map and color it in green. Then have students locate the Pony Express on their map and color it in green.

Westward Expansion Timeline

5 minutes

Briefly review what was placed on the Westward Expansion Timeline in the previous lessons. Show students Image Card 11 (Pony Express). Explain that the Pony Express was used during 1860 and 1861, which was after many people had moved to the West on the Oregon Trail. Ask students where the Image Card should be placed on the Timeline, and then place it to the right of the image of the Oregon Trail. (Refer to the Answer Key on Instructional Master 1A-1.)

Have students add the Pony Express to their individual Timelines. Students should include the years (1860 and 1861) and a depiction of the event in writing and/or pictures.

Note: You may choose to do this exercise in the classroom or outside in a larger space. You will also need to prepare two envelopes that say the following: “To: The East Coast; From: The West Coast” and “To: The West Coast; From: The East Coast.”

Tell students that you are going to read some key parts of the read-aloud “The Pony Express,” and this time students will act out the story of the Pony Express. Ask students what characters will be needed. (the three businessmen who formed the Pony Express, the riders of the Pony Express, the stationmasters) Then designate students to be various characters, with the majority of students acting as riders and stationmasters.

Ask students from which state the westbound rider will leave. (Missouri) Designate an area to be Missouri. Then ask from which state the eastbound rider will leave. (California) Designate an area to be California. Designate areas in between to be stations along the route. As you reread parts of the read-aloud, have students act as riders and stationmasters. Provide the rider starting out from California with the envelope that says, “From: The West Coast” and the rider starting out from Missouri with the envelope that says, “From: The East Coast.”

As you read, encourage the “characters” to listen carefully to know what actions to use. Also, talk about using facial expressions to show how the characters are feeling. You may also have students create some of their own dialogue to go along with the story, as well as having them stop at various stations to switch horses. Encourage students to use in their dialogue the vocabulary learned in this lesson whenever possible.

Westward Expansion Quilt (Instructional Master 7B-1) 15 minutes

Note: Write the main topic of the read-aloud (*Pony Express*), and ask students to tell you important details about the main topic. Write accurate student responses on the board for students to refer to as they complete their quilt squares. Some details you may wish to list are *Pony Express, Missouri to California, dangerous, hazardous, stations, carried mail, faster than steamship, young men riders, loyal, tough, horses, trails, landmarks, 1860 and 1861.*

Include any available images (or drawings) that help explain the information. If needed, model writing a sentence about the main topic using one or two of the words or phrases on the board.

Remind students that they have been making quilt squares to remember some of the important things they learn about westward expansion. Ask students to share some of their quilt squares from previous lessons. Then, have students recall important details from the read-aloud about the Pony Express. You may prompt discussion with the following questions:

- What was the Pony Express?
- Why did three businessmen start this venture?
- Why was the Pony Express route from Missouri to California?
- Was being a Pony Express rider easy or hazardous?

Remind students that first they should cut out the quilt square. Next, they should draw a picture representing the main topic of the read-aloud in the center diamond. (the Pony Express) Then, they should write a word or short phrase in each corner, sharing facts learned about the Pony Express. Next, ask students to write a sentence on the back of the quilt square, using one or more of the words they've written. Finally, students should share their drawings and writing with a partner.

Save these quilt squares for making the complete quilts at a later time.

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about the Pony Express to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Ask students to label their picture or write a sentence to go along with their drawings. Have students share their drawings and writing with their partner or with home-language peers.



Working on the Transcontinental Railroad

8

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify steamboats, canals, and trains as new means of travel that increased the movement of people west
- ✓ Identify the transcontinental railroad as a link between the East and the West
- ✓ Explain the advantages of rail travel
- ✓ Identify “iron horse” as the nickname given to the first locomotive trains in America
- ✓ Demonstrate familiarity with the song “I’ve Been Working on the Railroad”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply rhythm and meaning in the song “I’ve Been Working on the Railroad” (RL.2.4)
- ✓ Identify the main topic of “Working on the Transcontinental Railroad” by creating a quilt square (RI.2.2)
- ✓ Describe the connection between a series of historical events such as the transcontinental railroad and westward expansion (RI.2.3)
- ✓ With assistance, create and interpret a timeline related to the transcontinental railroad and westward expansion (RI.2.7)

- ✓ Compare and contrast similarities and differences between the steamboat and the locomotive (RI.2.9)
- ✓ Write simple sentences to represent details or information from “Working on the Transcontinental Railroad” (W.2.2)
- ✓ With assistance, categorize and organize information within a domain to answer questions (W.2.8)
- ✓ Draw pictures to represent details or information from “Working on the Transcontinental Railroad” (SL.2.5)
- ✓ Use word parts to determine meanings (L.2.4c)
- ✓ Provide antonyms of core vocabulary words, such as *convenient* and *inconvenient* (L.2.5a)
- ✓ Prior to listening to “Working on the Transcontinental Railroad,” identify what they know and have learned about transportation and people moving westward
- ✓ Share writing with others

Core Vocabulary

ancestor, n. A family member who lived a long, long time ago; a forefather
Example: Michelle’s ancestors came to the “New World” on the *Mayflower* many, many years ago.
Variation(s): ancestors

convenient, adj. Comfortable or easy to use; easy to get to
Example: Living close to the center of town is convenient because we can walk to the store, library, bank and restaurant.
Variation(s): none

iron horse, n. A nickname for the first locomotives
Example: The loud whistle and hissing steam of the “iron horse” was a shock to the Native Americans living on the previously quiet prairie.
Variation(s): iron horses

spanned, v. Covered the length of something from one end to the other
Example: Maria’s large chalk drawings spanned from one end of her driveway to the other.
Variation(s): span, spans, spanning


transcontinental railroad, n. A railroad system that stretches all the way from the East Coast to the West Coast of the continental United States
Example: Many people across the country contributed to the building of the transcontinental railroad.
Variation(s): transcontinental railroads

Vocabulary Chart for Working on the Transcontinental Railroad

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	ancestor Baltimore canal Chinese continental Irish locomotive Midwest	cheaper comfortable convenient* endured hardship immigrant miserable* spanned transportation	across companies faster gold lay/laid mountain rail/railroad river workers
Multiple Meaning	<i>ties/spikes</i> track	journals	company <u>drive</u> train/trains
Phrases	Central Pacific Railroad East Coast/West Coast Indian tribes iron horse Ling Wei Mississippi River Omaha, Nebraska Sacramento, California San Francisco, California Sierra Nevada Mountains transcontinental railroad Union Pacific Railroad United States government	no end in sight set the record	a great deal lend a hand
Cognates	canal continental	conveniente inmigrante transportación	acruza compañía/ companies montaña tren/trenes

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Transportation Brainstorm	
Essential Background Information or Terms	Image Cards 16 (John Henry) and 17 (Casey Jones)	
	U.S. map	Point out Baltimore, the Ohio River, and the West on the map. Ask students if they know what a locomotive is before explaining what it is.
Vocabulary Preview: Ancestor, Ties/Spikes	Image 8A-2	
	Image 8A-4	
Purpose for Listening	Instructional Master 8A-1 (Response Card 5)	Have students refer to this Response Card about the Transcontinental Railroad as you introduce and discuss the lesson.
Presenting the Read-Aloud (15 minutes)		
Working on the Transcontinental Railroad	U.S. map	Point out the span of the U.S. and (Promontory Point,) Utah.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Convenient		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Drive	Poster 4M (Drive)	
Syntactic Awareness Activity: Prefix Tele-		
Vocabulary Instructional Activity: Miserable		

Exercise	Materials	Details
Transportation Brainstorm	Transportation Brainstorm Poster; Transportation Image Sheet	Revisit the poster and add <i>train/locomotive</i> if it is not already there.
Westward Expansion Map	Westward Expansion Map, yellow marker or crayon; large U.S. map, yellow sticker dots	Mark the Transcontinental Railroad using yellow sticker dots (or a yellow marker) on a large U.S. map. Have students locate and color the Transcontinental Railroad yellow on their individual map.
Westward Expansion Timeline	Image Card 12 (Transcontinental Railroad); Westward Expansion Timeline; Timeline Image Sheet	Have students add the Transcontinental Railroad to their individual Timelines.
Song: “I’ve Been Working on the Railroad”	Instructional Master 8B-1; Recording, “I’ve Been Working on the Railroad”	
Westward Expansion Quilt	Instructional Master 8B-2	

Advance Preparation

Make a copy of Instructional Master 8A-1 for each student. Refer to it as Response Card 5 for this domain. It shows images related to the Transcontinental Railroad. Students may refer to the images on the response card as you introduce and discuss the content of the lesson.

Find a recording of “I’ve Been Working on the Railroad” in advance. See the Recommended Resources list at the front of this guide for suggestions.



Working on the Transcontinental Railroad

8A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Review content from previous read-alouds with the following questions:

- What types of transportation were used as people traveled from the crowded East farther west?
- Why were people continually designing new means of transportation and starting new ventures?
- What do you remember about Robert Fulton and the steamboat he designed?
- What do you remember about the Erie Canal?
- What do you remember about the Oregon Trail?
- Why did the Pony Express start in Missouri rather than on the East Coast? Why was it only used for about eighteen months or a year and a half?
- What do you remember about the tall-tale characters John Henry and Casey Jones?

Essential Background Information or Terms

10 minutes

Explain to students that although many people were thrilled that the Erie Canal enabled people and goods to move westward faster, others were not. For example, the people of Baltimore, Maryland, were afraid that people and goods would no longer

come through their city. They decided to build a railroad that would connect Baltimore to the Ohio River and the West. (Point to these locations on a U.S. map.) They also realized that the power of horses would not be fast enough to compete with other means of transportation, or strong enough to travel long distances through the mountains. Just as Fulton had used a steam engine to power his boat, Peter Cooper of New York designed a locomotive powered by a steam engine. [Show students Image Card 16 (John Henry) and remind students how John Henry helped build the railroad.]



← **Show image 8A-1: Locomotive**

The locomotive is the machine at the front of the train that pulls all of the other cars along the track. Before the locomotive was invented, several horses pulled a car or wagon along the rails, but the locomotive had the power of many horses in a single machine. That's why some people gave it the nickname "iron horse," because the locomotive was made of a type of metal called iron, and it had the power of many horses to pull the train cars. How did the locomotive work? Well, at the heart of the locomotive was the steam engine. The locomotive's steam engine was similar to the steam engine used in Fulton's steamboat. A coal- or wood-burning furnace produced steam, which powered the locomotive. [Show students Image Card 17 (Casey Jones) and remind students how Casey Jones drove a locomotive and his partner Sim Webb kept the steam engine burning.]

Vocabulary Preview

5 minutes

Ancestor



← **Show Image 8A-2**

1. Today's read-aloud is told by a boy named Michael, whose *ancestor* helped build the transcontinental railroad.
2. Say the word *ancestor* with me three times.
3. An ancestor is a family member who lived a long, long time ago.
4. My ancestors passed down family recipes, so we can enjoy the same food they did many, many years ago.

5. How do you think your ancestors' lives were different from yours? Do you know where your ancestors lived or what country they came from? Share your answers with your partner. Try to use the word *ancestors* when you talk about it.



Ties/Spikes

← Show Image 8A-4

1. In today's read-aloud, you will hear, "Men that were just passing through (. . .) stopped to throw dirt on the *ties*, or to drive a *spike* into the ground."
2. Say the word *ties* with me three times.
Say the word *spike* with me three times.
3. A tie is a heavy piece of wood or metal supporting a railway track. A spike is a long, thin piece of metal with a sharp point, like a very large nail.
Note: *Ties* is a multiple-meaning word with several different meanings. *Ties* are strips of cloth that some men wear around their neck. *Ties* is also the action of securing or binding together (e.g., *The boy ties his own shoes.*). *Ties* also means equal scores in a game.
4. The workers hammered the sharp spikes into the wooden ties to keep them in place.
5. [Ask for a volunteer to point out the ties in Image 8A-4. Point out where the spikes would be driven into the ties. Have two students demonstrate placing a tie on the ground and driving spikes into it.]

Purpose for Listening

Share the title of today's read-aloud. Remind students that while trains had carried passengers and goods along the East Coast for a number of years, people wanting to travel or send news to the West Coast used the Oregon Trail, steamboats, or the Pony Express.

Tell students to listen carefully to determine the main topic of the read-aloud and to learn whether train tracks were eventually built all the way from the East Coast to the West Coast.



Working on the Transcontinental Railroad

← Show image 8A-2: Michael holding a photo of his ancestor

My name is Michael, and this is a photo of my great-great-great-great-great-grandfather Ling Wei. He helped to build the **transcontinental railroad**. That’s a pretty long word, but it’s easy to understand if you split it into two parts. The first part of the word is *trans-*, which means across, and the second part is the word *continental*.¹ So, my **ancestor** Ling Wei helped build a part of the railroad that goes across the continental United States, or from the East Coast to the West Coast.²

- 1 What word do you hear in the word *continental*? That’s right, *continent*.
- 2 Ling Wei is Michael’s ancestor because he lived many, many years before Michael was born and is related to his family.



← Show image 8A-3: Map of existing and proposed railroad lines

Ling Wei began working on the railroad in 1863. By that time, there were many railroads in the United States. But they mostly went from the Northeast to the Southeast or from eastern cities like Baltimore to cities in the Midwest like Omaha, Nebraska.³ It was cheaper, more comfortable, and more **convenient** for people to travel by rail than to travel by canal or wagon. It was faster, too.⁴ Before the transcontinental railroad, people could only travel to the West by wagon or horse, or by boat on a river or canal, and the going was slow.

- 3 [Point out the red lines on the map that show railroad lines in 1863.]
- 4 If something is convenient, it is suitable for your needs, or causes the least difficulty.



← Show image 8A-4: Many workers laying tracks

Because the “**iron horse**”⁵ was faster, cheaper, more comfortable, and more convenient, many people thought it would be a great idea to have a railroad track that **spanned** the entire United States.⁶ My great-great-great-great-great-grandfather Ling Wei helped to lay those tracks that connected settlers in the Midwest near the Missouri River to settlers in Sacramento, California—all the way to the West Coast. How many people can say that about one of their ancestors?⁷

- 5 What was the “iron horse”?
- 6 or went from the eastern side of the United States to the western side. [Point to the following areas on a U.S. map as you read.]
- 7 What else have you learned about that ended in Sacramento, California?



← **Show image 8A-5: Map of the two companies laying track**

It took two separate rail companies to build the transcontinental railroad—the Union Pacific Railroad and the Central Pacific Railroad. The Union Pacific Railroad company started building from Omaha, Nebraska, and laid its tracks going west.⁸ The Central Pacific Railroad company started building from San Francisco, California, and laid its tracks going east.⁹ At first the two companies were competing against each other to see who could lay the most track. The U.S. government paid each company for every mile of track it laid, and both companies wanted to make lots of money. In the end, the government told them they had to work together and join their tracks.

8 [Point to the illustration and indicate going west.]

9 [Point to the illustration and indicate going east.]

10 Immigrants are people who come from their own countries to a new country in order to settle there and try to make a better life.

11 What is a myth? [Pause for students to respond.] So, were there really mountains of gold?

Most of the laborers who laid the track for the Union Pacific Railroad were Irish immigrants.¹⁰ My ancestor, Ling Wei, worked for the Central Pacific Railroad. Like many other Chinese immigrants during the 1800s, Ling Wei had settled in California. He and other Chinese immigrants—as well as other immigrants from all over the world—came to the United States because of the promise of gold and a better life. When people realized that the mountains of gold they had heard about were a myth, they had to find some other way to survive.¹¹ So, many Chinese immigrants worked on the western portion of the railroad while Irish immigrants worked on the eastern section. These workers laid tracks through the mountains and across rivers and deserts in the United States.



← **Show image 8A-6: Hammering the Golden Spike**

The transcontinental railroad took six years to build. And my great-great-great-great-great-grandfather Ling Wei kept journals for all of those years! Here's my favorite journal entry:

May 10, 1869. Promontory Point, Utah¹²—Only one hundred feet left to lay—that's what I thought of first thing this morning. After several years of hard work, long hours, and little wages,¹³ one hundred feet of track is all there is left to

12 [Show this location on a U.S. map. You may also wish to show image 8A-5 again to illustrate this meeting point.]

13 or low pay

14 or track

15 *Drive* means to push something with force. *Drive* also means to direct the movement of a vehicle.



complete the transcontinental railroad today. Now, it is hard to believe the work is complete. Despite the hardship I endured, I feel proud of my work. I think everyone today wanted to share in that sentiment. Wherever I looked, people tried to lend a hand in finishing the track. Men that were just passing through Utah to deliver goods stopped to throw dirt on the ties,¹⁴ or to drive a spike into the ground.¹⁵ Even the presidents of the Central Pacific Railroad and the Union Pacific Railroad took turns driving the last spike into the rails. It was a spike made of gold to mark the special occasion. They both missed on their first try, and all of us workers laughed. It's not as easy as we made it look. In fact, it was very difficult.

← **Show image 8A-7: Working through the rugged Sierra Nevada**

Day in and day out we swung those heavy hammers, driving the sharp spikes that held the wooden ties together into the solid ground. We carried heavy wooden ties in the hottest weather you can imagine. The worst days, by far, were those spent drilling tunnels into the Sierra Nevada mountains. These tunnels had to be big enough for locomotive trains to pass through. First, the stone had to be blasted with dynamite. Then we went in and worked on shaping the tunnel. No matter how hard we worked to cut into the stone, we would only move a few inches a day. I can still remember how tired my arms felt at the end of those days. It seemed like there was no end in sight, and we'd never reach the other side of the mountains.



← **Show image 8A-8: Ling Wei working in Indian country**

Other days were filled with worry as we worked through land where Indian tribes were still powerful. They did not like us building through land that had been their home for many hundreds of years.¹⁶ I do not know how the railroad will change life for them.¹⁷

16 Why do you think Native Americans did not like the building of the railroad?

17 How do you think the railroad changed life for Native Americans?

18 How do you think the transcontinental railroad changed the lives of settlers? Listen carefully to hear about some of the changes the railroad brought.



19 or exhaustion

20 [Mention a location that is roughly ten miles away from your school to give students an idea of this distance.] That was a lot of hard work!

For settlers and their families on the West Coast, I think the transcontinental railroad will change lives a great deal.¹⁸ Trains will provide a faster and cheaper method of transportation for goods and foodstuffs. People on the East Coast will now be able to get goods from the West, and people in the West can now get goods from the East more easily. Travel for people who can afford the train will be more comfortable and convenient, too. Of course, many people who cannot afford train tickets will still have to use their wagons for travel.

← **Show image 8A-9: Wei writing in his journal**

As for us workers, we felt as much excitement as we did fatigue.¹⁹ We set the record for laying the most miles of track in one day. On that day, we worked from sunrise to sunset and laid ten miles of track!²⁰ Today we've finally finished our work: we've built a railroad that connects the East and West Coasts of the United States. One day people will talk about all of the business men who dreamed of this and started the Union Pacific and Central Pacific Railroad companies. I hope they talk about my fellow workers and me, too—the men who built the railroad.

Comprehension Questions

10 minutes

1. *Evaluative* What is the main topic of the read-aloud? (the transcontinental railroad)
2. *Literal* What was the first transcontinental railroad in the United States? (a railroad system that spanned the continental United States from the East Coast to the West Coast)
3. *Inferential* Before the transcontinental railroad, how did people travel to the West? (by wagon, by horse, by boats on rivers or canals) Why did people decide to build a transcontinental railroad? (Trains were faster, cheaper, and more convenient.)
4. *Inferential* What was a nickname for the locomotive train? (the “iron horse”) Why was the locomotive called the “iron horse”? (The locomotive was made of iron and had the power of many horses in a single machine.)
5. *Evaluative* In what ways are the steamboat and the locomotive train similar? (They both have engines powered by steam that is produced by a coal- or wood-burning furnace; they are both forms of transportation; they both increased westward expansion.)
6. *Inferential* What were some of the hardships that workers faced in building the transcontinental railroad? (They felt extreme fatigue because the work was very hard; they worked long hours for very little pay; they had to work in difficult weather; the work was dangerous; etc.)
7. *Inferential* What changes did the transcontinental railroad bring? (More people moved to the West; there was more interaction between the East and the West.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Why do you think the Union Pacific Railroad and the Central Pacific Railroad were forced to join their tracks rather than be allowed to build their own separate transcontinental railroads? (This saved time, money, and effort.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Convenient

5 minutes

1. In the read-aloud you heard, "It was cheaper, more comfortable, and more *convenient* for people to travel by rail, more so than by canal or wagon."
2. Say the word *convenient* with me.
3. If something is convenient, it is comfortable or easy to use or easy to get to.
4. Because Margie lives close to the grocery store, it is convenient for her to go buy food whenever she needs.
5. What are some convenient things in your life that make your life easier? Try to use the word *convenient* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "_____ makes my life more convenient."]
6. What's the word we've been talking about?

Use a *Synonyms and Antonyms* activity for follow-up. You have heard that the word *convenient* describes something that is suitable for your needs or that causes the least difficulty. What do you think the word *inconvenient* means? What word do you hear in the word *inconvenient*? In addition to the word *convenient*, you hear the prefix *in-*. Remember, a prefix is a set of letters attached to the beginning of a word that changes the meaning of the word. For example, the prefix *in-* means “not.” The word *inconvenient* describes something not convenient, so it is an antonym, or opposite, of the word *convenient*. Now, I am going to read several sentences. If I describe something that is suitable to a person’s needs and does not cause difficulty, say, “That is convenient.” If I describe something that causes difficulty, say, “That is inconvenient.”

1. living close enough to school to walk there every day (That is convenient.)
2. having your only pencil break before finishing your homework (That is inconvenient.)
3. missing the bus (That is inconvenient.)
4. having an older brother or sister who can help you with your homework (That is convenient.)
5. finding out that the book you wanted at the library is already checked out (That is inconvenient.)
6. having an umbrella with you when it’s raining (That is convenient.)



Complete Remainder of the Lesson Later in the Day



Working on the Transcontinental Railroad

8B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Sentence in Context: Drive

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Drive).] In the read-aloud you heard, “Men that were just passing through Utah to deliver goods stopped to throw dirt on the ties, or to drive a spike into the ground.” Here *drive* means to push something with force. Which picture shows this meaning of *drive*?
2. *Drive* also means to control the movement of a car, bus, truck or other vehicle. Which picture shows this?
3. Now with your partner, make a sentence for each meaning of *drive*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences. [Call on a few student pairs to share one or all of their sentences. Have them point to the part of the poster that relates to their use of *drive*.]

↔ Syntactic Awareness Activity

Prefix: Tele-

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct.

Teacher Reference Chart		
<i>tele-</i> = over a long distance		
Word	Definition	Example
telephone	a way to communicate with someone in another place	Calling and talking to our grandparents who live in a different state than we do
television	electronic equipment on which you can watch programs being filmed or broadcast a long way away	Watching the Olympic games that are being held in another country on our television in our home
teleconference	a conference or meeting that is held with people who are in another location	Using Skype or other video-chat services to have an appointment
telecommunications	communicating with people who are a long way away	Sending email messages to our friends
telemarketing	marketing or trying to sell goods or services from a long way away	When people call our homes and ask if we'd like to buy something they are selling
telescope	an instrument used for seeing objects a long way away	Looking at the stars through a telescope

1. In yesterday's read-aloud about the Pony Express, you heard about *telegraph* messages and how they changed the way people communicated.
2. Say the word *telegraph* with me.
3. The word *telegraph* begins with the prefix *tele-*.
4. A prefix is a word part added to the beginning of a word to give it a new meaning.
The prefix *tele-* means over a long distance.
5. A telegraph message is a message sent a long distance away over a wire.
6. [Choose two to three words on the chart. Say the words, putting emphasis on *tele-*, and have students guess what the meaning of the word might be. Tell students the definition. Then provide an example of the word.]
7. With your partner, make a sentence using a word that has the prefix *tele-*.
[If time allows, you may wish to have students act out the word.]

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Miserable

1. In today's read-aloud, you heard about some of the *miserable* conditions of working on the Transcontinental Railroad, such as swinging heavy hammers from sunrise to sunset in very hot temperatures.
2. Say the word *miserable* with me three times.
3. If someone is miserable, he or she is very uncomfortable or unhappy. If something is miserable, it causes extreme discomfort or unhappiness.
4. The cold, wet, miserable weather caused us to stay indoors.
5. Tell your partner about a time when you felt miserable. Try to use the word *miserable* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I felt miserable when . . ."]

6. What's the word we've been talking about? What part of speech is *miserable*?

Use an *Antonyms* activity for follow-up. Directions: If any of the things I say would make you miserable, say, "_____ would make me miserable." The antonym or opposite of *miserable* is *comfortable*. If the things I say would make you comfortable, say, "_____ would make me comfortable."

1. Shoveling snow for hours in very cold temperatures
2. Lying back on a big, soft pillow
3. Having a stuffy nose and a sore throat
4. Running a mile in the hot sun
5. Taking a warm bath
6. [Invite students to share one thing that would make them miserable and one thing that would make them comfortable.]

Transportation Brainstorm

5 minutes

Revisit the class Transportation Brainstorm poster. Ask students if they thought of a train or locomotive as a method of transportation. Add *train/locomotive* along with its image to the poster if it is not already there. You may wish to talk about how most trains today are different from those first used on the Transcontinental Railroad. (Today trains are mostly powered by electricity or diesel fuel instead of steam.)

Westward Expansion Map

5 minutes

Quickly review what has been filled in on the class Westward Expansion map (the large U.S. map). Locate the Transcontinental Railroad route on the map. Create a path for the Transcontinental Railroad using yellow sticker dots (or yellow marker dots).

Help students locate the Transcontinental Railroad on the legend of their map and color it in yellow. Then have students locate the Transcontinental Railroad on their map and color it in yellow.

Westward Expansion Timeline

5 minutes

Briefly review what was placed on the Westward Expansion Timeline in the previous lessons. Show students Image Card 12 (Transcontinental Railroad). Explain that this is a photograph of a reproduction of the No. 119, one of two steam locomotives that met at Promontory Summit during the Golden Spike ceremony. The Golden Spike was driven in 1869 to mark the completion of the transcontinental railroad. This took place about ten years after the Pony Express venture. Ask students where the Image Card should be placed on the Timeline, and then place it to the right of the image of the Pony Express. (Refer to the Answer Key on Instructional Master 1A-1.)

[You may want to tell students that the “John Henry” story took place around 1860 and “Casey Jones” took place in 1900, which is consistent with the timing of these events in history. Explain that the events in this domain took place over a relatively short period of time in the history of our country. You may need to explain that *relatively* means “compared to other times in history.”]

Have students add the Transcontinental Railroad to their individual Timelines. Students should include the year (1869) and a depiction of the event in writing and/or pictures.

Song: “I’ve Been Working on the Railroad” (Instructional Master 8B-1)

15 minutes



◀ Show image 8A-4: Many workers laying tracks

Ask students to describe what they see in this image. (workers, railroad tracks) Ask students what they remember about the hard work of building the transcontinental railroad. Tell students that they are going to listen to a song titled “I’ve Been Working on the Railroad.” Tell students to listen carefully to find out what is happening in the song.

Find and play a version of “I’ve Been Working on the Railroad.” See the Recommended Resources list at the front of this Anthology for suggestions.

I've Been Working on the Railroad

*I've been workin' on the railroad,
All the live-long day.*

*I've been workin' on the railroad,
Just to pass the time away.*

Can't you hear the whistle blowin'?

Rise up so early in the morn.

Can't you hear the captain shoutin':

"Dinah, blow your horn"!

Dinah, won't you blow,

Dinah, won't you blow,

Dinah, won't you blow your horn?

Dinah, won't you blow,

Dinah, won't you blow,

Dinah, won't you blow your horn?

Someone's in the kitchen with Dinah,

Someone's in the kitchen, I know.

Someone's in the kitchen with Dinah,

Strummin' on the old banjo and singin'

Fee, fie, fiddle-ee-i-o.

Fee, fie, fiddle-ee-i-o.

Fee, fie, fiddle-ee-i-o.

Strummin' on the old banjo.

After listening to the song, ask students what is happening in the song. Ask students what they notice about how the story is told in the song compared to how it is told in the read-aloud. You may wish to prompt discussion by asking some of the following questions:

- Does this sound different than the read-aloud you heard?
- Do you think Ling Wei and the character in the song had similar or different feelings about working on the railroad?

Tell students that this song is a work song that was traditionally sung by railroad workers. Ask students what other song that they learned about was also a railroad work song. (the “Ballad of John Henry” from *Fairy Tales and Tall Tales*) In what ways are the two songs alike? Compare and contrast the two characters (John Henry and Ling Wei).

Tell students that although many songs do rhyme, they do not all use rhyme as a technique. Explain that some songwriters use repetition of sounds or of words and phrases to emphasize certain things or feelings, such as the writer did in this song. Ask students what words and phrases are repeated in this song for emphasis.

You may need to read each verse or play the song multiple times. The music and lyrics may be found on Instructional Master 8B-1.

Use the echo technique to teach the song to students.

Note: If your school has a music teacher, you may want to collaborate with him/her to teach this song to students.

Westward Expansion Quilt (Instructional Master 8B-2) 15 minutes

Note: Write the main topic of the read-aloud (*Transcontinental Railroad*), and ask students to tell you important details about the main topic. Write accurate student responses on the board for students to refer to as they complete their quilt squares. Some details you may wish to list are *iron horse*, *steam engine*, *locomotive*, *across the U.S.*, *East Coast to West Coast*, *fast*, *cheap*, *convenient*, *dangerous work*, *hard work*, and *long hours*. Include any available images (or drawings) that help explain the information. If needed, model writing a sentence about the main topic using one or two of the words or phrases on the board.

Remind students that they heard about the building of the transcontinental railroad. Tell students that they are going to be adding to their quilts to help them remember some of the important things they learned about westward expansion.

Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What was the first transcontinental railroad?
- What forms of transportation were used before the transcontinental railroad to travel to the West Coast?
- How are the steamboat and the locomotive train similar?

Tell students that they will be making one square of the quilt today using Instructional Master 8B-2. First, they should cut out the quilt square. Next, they should draw a picture representing the main topic of the read-aloud in the center diamond. (the transcontinental railroad) Then, they should write a word or short phrase in each corner, sharing facts learned about the transcontinental railroad. Next, ask students to write a sentence on the back of the quilt square, using one or more of the words they've written. Finally, students should share their drawings and writing with a partner.



The Buffalo Hunters

9

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Explain that westward expansion meant displacement of Native Americans
- ✓ Explain that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land
- ✓ Describe the effect of diminishing buffalo on the life of Plains Native Americans
- ✓ Explain that the U.S. government forced Native Americans from their lands
- ✓ Identify “iron horse” as the nickname given to the first locomotive trains in America

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify the main topic of “The Buffalo Hunters” by creating a quilt square (RI.2.2)
- ✓ Write simple sentences to represent details or information from “The Buffalo Hunters” (W.2.2)
- ✓ Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (W.2.8)

- ✓ Interpret information presented, and then ask a question beginning with the word *who* to clarify information in “The Buffalo Hunter” (SL.2.3)
- ✓ Draw pictures to represent details or information from “The Buffalo Hunters” (SL.2.5)
- ✓ Prior to listening to “The Buffalo Hunters,” identify what they know and have learned about buffalo and the Lakota Sioux
- ✓ Share writing with others

Core Vocabulary

bison, *n.* Large, shaggy mammals also known as buffalo

Example: The bison huddled together in the herd to keep warm during the winter storm.

Variation(s): none

charged, *v.* Ran or rushed at, sometimes as if to attack

Example: On his horse Bucephalus, Alexander the Great charged into battle against the Persians.

Variation(s): charge, charged, charging

skilled, *adj.* Trained or experienced in something that requires a certain ability

Example: The skilled chef prepared the perfect dish to serve at the grand opening of the restaurant.

Variation(s): none

solemnly, *adv.* In an unsmiling or serious manner

Example: The generals solemnly discussed whether or not they should go to war.


Variation(s): none

Vocabulary Chart for The Buffalo Hunters

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined>.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics>*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	bison hunt/hunting/ hunter locomotives tribe	conflict nervous sacred signal/signaled skilled solemnly* <i>source</i> survive threaten wasting	fallen hill horse life meat riders/riding rode toward
Multiple Meaning	arrows herd/herds tracks	charged	ground train
Phrases	Black Eagle Chief Red Cloud iron horse Lakota Sioux Running Fox	butterflies in his stomach depended on*	train tracks
Cognates	bisonte locomotora tribu	conflicto nervioso/a sagrado(a) solemnemente*	tren

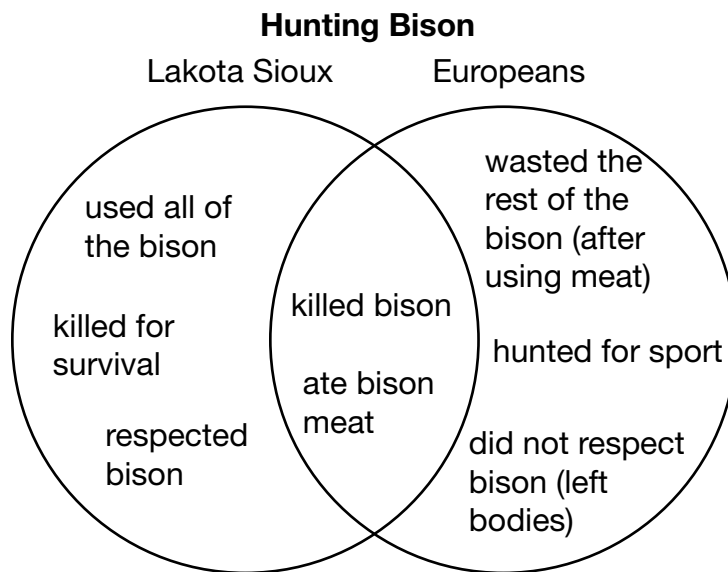
Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?		Remind students that a herbivore is an animal that only eats plants.
Essential Background Information or Terms	Instructional Master 9A-1 (Response Card 6)	Use this response card to introduce and discuss the read-aloud.
	U.S. map	Use the map to point out South Dakota, Wyoming, and Montana.
Vocabulary Preview: Bison, Source		
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
The Buffalo Hunters		
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	Image Card 13	
		You may wish to draw a Venn Diagram as students answer question 6.
Word Work: Solemnly	Image 9A-7	
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Vocabulary Instructional Activity: Depended on		
Westward Expansion Quilt	Instructional Master 9B-1	Write the main topic, important details, and an example sentence on the board.
Image Card Review	Image Cards 6–13	
Domain-Related Trade Book	trade book about buffalo, Native Americans, or the transcontinental railroad; drawing paper, drawing and writing tools	

Advance Preparation

Make a copy of Instructional Master 9A-1 for each student. Refer to it as Response Card 6 for this domain. It shows images related to buffalo and Native Americans. Students may refer to the images on the Response Card as you introduce and discuss the content of the lesson.

For Comprehension Question #6, you may wish to draw and complete the following Venn diagram on the board or chart paper as students tell how hunting bison was different for the Lakota Sioux than it was for some Europeans.



Bring in a trade book about buffalo and Native Americans or the Transcontinental Railroad to read aloud to the class.

Notes to Teacher

After completing the bulk of today's lesson, you may wish to discuss how the hunting of bison by some European settlers threatened the lives of the Lakota Sioux. Refer to the read-aloud text under Image 9A-6 to begin the discussion.



The Buffalo Hunters

9_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Show students Image Card 13 (Bison), and ask them what type of animal this is. You may need to remind students that these are buffalos. Explain that another word for *buffalo* is *bison*.

Tell students that bison are the largest land mammals in North America. Explain that this large herbivore weighs about two thousand pounds, which is about the weight of a small car, and stands about six-and-a-half feet tall at the shoulder. Demonstrate this height by comparing it to something in your classroom.

You may need to remind students that bison were very important to many Native American tribes.

Essential Background Information or Terms

5 minutes

Tell students that one Native American tribe that counted on the bison for survival was the Lakota Sioux (soo). Explain that the Lakota Sioux are a Native American tribe that lived on the Great Plains in the areas that are now South Dakota, Wyoming, and Montana, and were therefore known as Plains Indians. (Show these areas on a U.S. map. Students who participated in the Core Knowledge Language Arts program in Kindergarten studied the Lakota Sioux and the buffalo in depth in the *Native Americans* domain.)

Tell students that tens of millions of these bison once roamed the Great Plains, but by the early 1900s they were in danger of dying out completely. Ask students if they remember what it is called when an animal or plant dies out forever. (Students who participated in the Core Knowledge Language Arts program in Grade 1 should be familiar with the terms *extinction* and *endangered species* from the *Animals and Habitats* domain.) Explain that for many years people have worked hard to save these bison from near extinction. Tell them that today hundreds of thousands of bison exist on farms and in protected areas such as national parks, and they are no longer endangered.

Vocabulary Preview

5 minutes

Bison

- [Show Image Card 13 (Bison).]
- 1. In today's read-aloud, you will hear how important the *bison* were to the Lakota Sioux.
- 2. Say the word *bison* with me three times.
- 3. Bison are large, long-haired mammals also known as buffalo.
- 4. The bison huddled together in the herd to keep warm during the winter storm.
- 5. With your partner, talk about why you think the bison were important to the Lakota Sioux. Try to use the word *bison* in your conversation.

Source

1. In today's read-aloud, you heard that the bison were a *source* of life for the Lakota Sioux.
2. Say the word *source* with me three times.
3. A source is a thing, person, or place that something comes from.
4. The bears' source of food is the river with many fish swimming in it.
The sun is Earth's source of light and heat.

5. I will name something. With your partner, try to think of a source of that thing.

- water
- food
- heat
- light

Purpose for Listening

Share the title of today's read-aloud. Ask students who the buffalo hunters might have been and why they hunted buffalo, or bison.

Tell students to listen carefully to determine the main topic of the read-aloud and to learn more about how westward expansion affected Native Americans like the Lakota Sioux.



The Buffalo Hunters

← Show image 9A-1: Running Fox and Black Eagle¹

- 1 What is happening in the picture?
- 2 What are bison? Why did some Native American tribes hunt bison?
- 3 Have you ever had butterflies in your stomach? Why do you think Running Fox is nervous?

Running Fox felt the tingle of butterflies in his stomach as he sat on his horse. It was his first time hunting for **bison** with his tribe, and he was excited and nervous.² He hoped to be able to hunt well and make his tribe proud. He saw his brother, Black Eagle, smile and nod at him as if to say, “You will be alright.” Running Fox smiled a tight, nervous smile. The butterflies in his stomach felt like they were multiplying, and he could feel his heart pounding.³

Running Fox knew how important the bison were to his people, the Lakota Sioux (soo). The bison were their source of life. The Lakota depended on bison meat for food and bison skins for leather and clothing. They even used the bones of the bison to make tools. Running Fox remembered his father teaching him about the bison. “The bison are sacred to our people, my son,” he said. “That is why we honor their spirit and thank them for giving us their lives to help our people survive. We have always followed the great bison herds. Before we had horses, we followed the herds on foot.”⁴

- 4 There were not always horses in the United States for transportation. The Europeans brought horses with them when they came to the “New World.”



← Show image 9A-2: Running Fox ready for the hunt

“But now,” Running Fox thought proudly, “we are great horsemen who can keep up with the bison when they try to escape. We kill only as many as we need to live. We never kill so many that the herds disappear. If the bison disappear, so will the Lakota people.”⁵

Just then Chief Red Cloud, the Lakota leader, gave the first signal.⁶ Running Fox knew exactly what to do. He and half of the hunters rode down to the bottom of the hill behind the herd so the bison would not see them. They positioned themselves directly in the path the bison would need to take to escape when Chief Red Cloud’s group **charged** down the hill.⁷

- 5 Why did Running Fox say that if the bison disappeared so would the Lakota people?
- 6 [Point to Chief Red Cloud at the top of the hill in the image.]
- 7 If they charged down the hill, do you think were they going fast or slow?



← **Show image 9A-3: Bison being hunted**

After giving Running Fox’s group time to get into position, Chief Red Cloud, still atop the hill, whistled sharply. At once, his hunters kicked their heels against their horses’ sides and charged down the hill toward the bison. Most of the herd did not even notice the horsemen coming, but a few bulls—the huge, shaggy male bison at the edges of the herd—were on guard. They saw the riders and lifted their great, horned heads, snorting loudly. Then they turned and galloped⁸ away from the approaching hunters. In a matter of moments, the entire herd was moving, picking up speed as the bulls sensed danger.⁹

8 or ran at great speed

9 Despite their heavy weight, bison can run as fast as forty miles per hour.

10 or horsemen trained or experienced in work that requires a certain ability

The **skilled** horsemen¹⁰ kept their balance and directed their horses by using pressure from their knees and feet, leaving their hands free for bows and arrows. “Aiyee, aiyee!” The Lakota shouted, and the frightened bison ran away from the hunters even faster, right along the pathway the hunters had predicted. That was when Running Fox and the other hunters came riding out from behind the hill. Seeing them, the bison did not know where to go. By this time, the hunters were riding along the edges of the herd, shooting arrows. Running Fox was so secure on his horse that he felt like his horse was a part of him—that the horse’s legs were his legs. Nervousness forgotten, Running Fox fired one arrow and then another—a big bull bison fell to the ground.¹¹

11 How do you think Running Fox felt to get a bison on his first hunting trip?

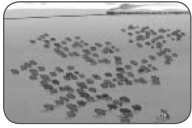


← **Show image 9A-4: Chief Red Cloud congratulating Running Fox**

After a few more bison had fallen, Chief Red Cloud shouted, “We have enough!” He signaled to the hunters to stop. Running Fox and the other hunters turned back, allowing the remainder of the bison to thunder off. Chief Red Cloud rode over to Running Fox, put his hand on the young man’s shoulder, and said, “Let us pause and thank these bison for giving themselves so that we might live.”

After a few minutes, Chief Red Cloud said, “Now you are truly a Lakota!” Running Fox grinned for just a moment. Then

12 or seriously



he remembered to look serious and grown-up. Changing his expression, he nodded **solemnly**¹² to the chief and thought, “Chief Red Cloud has honored me by noticing what I did today.”

← **Show image 9A-5: Herd of bison headed toward the train tracks**

Meanwhile, the bison moved on, slowing down as the immediate danger disappeared. Leaving some of the men to prepare the fallen bison, Chief Red Cloud signaled Running Fox to join a group of hunters who were following the bison to see where the herd was headed. Running Fox was honored to be asked to track the herd. He rode proudly behind the herd with the other more experienced hunters.¹³

13 Why would the Lakota need to continue tracking the herd of bison?

14 What is the “iron horse”?

15 Do you think locomotive trains could be dangerous to the bison and to the Lakota Sioux?

As they continued on, Running Fox suddenly realized, “The herd is heading straight toward the iron horse!”¹⁴ Train tracks had been built right through the middle of the Lakota hunting grounds, and recently locomotives had started charging through on them, hissing steam and carrying train cars with passengers.¹⁵



← **Show image 9A-6: Riders stopped in horror at the sight of the dead buffalo**

Later, just as the train tracks came into view, the riders came to a sight so shocking that they all stopped riding and stared. On the ground before them lay dozens of bison. Someone had killed them and taken only the best parts of the meat, leaving behind the rest of the bison.¹⁶

16 Is this the way Running Fox and his people treat the bison? How do you think the Lakota felt to see this sight?

17 Who do you think was responsible for wasting the bison?

Running Fox asked a hunter next to him, “Why would someone kill in this way? Don’t they know that wasting a bison is wrong?”¹⁷

18 Who are the people that Chief Red Cloud is talking about? So, the Cherokee weren’t the only Native Americans forced from their land by the settlers.

The hunter did not answer. Running Fox turned to his chief. Chief Red Cloud’s face looked as angry and stormy as his name implied. “The men who made the iron horse did this,” he said. “It is not enough that they have come into our country, made our hunting grounds smaller, and forced us into different lands; now they hunt the bison for sport—for fun—only taking certain parts of the bison and leaving the rest to rot! They threaten our people’s lives by killing so many bison. If all of the bison die, so will our people. We cannot survive without the bison.”¹⁸



← **Show image 9A-7: Running Fox listening to an angry Chief Red Cloud**

19 Who is the chief talking about?
Why do you think the settlers
refused to listen to the Native
Americans?

Running Fox could see Chief Red Cloud’s eyes blazing with anger as he spoke. “I have tried to tell them,” the chief continued solemnly, “but they refuse to listen.”¹⁹

He turned, looked right at Running Fox, and said, “We have spoken peacefully with them, and we will do so again. I hope that this time they will listen. Otherwise, we may have further conflict with them.” Chief Red Cloud turned and led his men back the way they had come.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* What was the main topic of the read-aloud? (the bison, or buffalo; how the buffalo were hunted, etc.)
2. *Literal* Who were the Lakota Sioux? (Native Americans who lived on the plains and hunted bison.)
3. *Inferential* [Show Image Card 13 (Bison).] What is this a picture of? What are bison? (Bison are large, shaggy mammals also known as buffalo.) Why were bison so important to the Lakota Sioux? (Bison were considered sacred and necessary to the Lakota Sioux because they were their main source of food, clothing, shelter, and tools.)
4. *Inferential* Why was Running Fox’s first bison hunt special for him? (It was his first bison hunt, and Running Fox would be helping his tribe by hunting the bison; it was an honor to be chosen to ride with the skilled bison hunters.)
5. *Inferential* How did the hunters follow the bison herds? (They followed on foot or on horseback.) How did they hunt? (They charged on horseback at high speeds to round up the herds and hunted the bison using bows and arrows.)
6. *Inferential* How was hunting bison different for the Lakota Sioux and some European settlers? (The Lakota Sioux hunted only for what was needed, and nothing was wasted; some settlers hunted for sport and took only the best meat, leaving the rest behind.)

7. *Inferential* What was the “iron horse”? (a nickname for the steam locomotive) Why did Chief Red Cloud speak solemnly about the presence of the “iron horse” on Native American lands? (He felt the people who created the “iron horse” were destroying the bison and their hunting grounds; the Lakota Sioux were forced to relocate to different and smaller areas of land.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who thought the bison were sacred?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]



Word Work: Solemnly

5 minutes

← Show Image 9A-7

1. In the read-aloud you heard, “Running Fox nodded *solemnly* to the chief.”
2. Say the word *solemnly* with me.
3. If you do something solemnly, you do it seriously because you realize the importance of what you are doing or of what is going on around you.
4. Students listened solemnly as Mrs. Mack talked about the Trail of Tears.
5. Have you ever done something solemnly? Try to use the word *solemnly* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I _____ solemnly when . . . ”]

6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some actions. If I describe people acting solemnly, say, "They were acting solemnly." If I describe people not acting solemnly, say, "They were not acting solemnly."

1. Students stood and recited the Pledge of Allegiance. (They were acting solemnly.)
2. The people in the stadium cheered loudly for their home baseball team. (They were not acting solemnly.)
3. The class listened quietly as the teacher read to them about the people who worked in dangerous conditions while building the Great Wall of China. (They were acting solemnly.)
4. Regina laughed as her dad told one of his famous camp stories. (They were not acting solemnly.)
5. The Spartans said goodbye to their families before joining the other Greeks to battle the great Persian army. (They were acting solemnly.)



Complete Remainder of the Lesson Later in the Day



The Buffalo Hunters

9_B

Extensions

20 minutes

↔ Vocabulary Instructional Activity

5 minutes

Word Work: *Depended On*

1. In today's read-aloud, you heard that the Lakota Sioux *depended on* bison for food, clothing, and tools.
2. Say the phrase *depended on* with me three times.
3. When a person or thing depends on something, it means that it needs its support or help in order to survive or be well.
4. Our pets depended on us to feed them and give them shelter.
5. I am going to ask you some questions about how the Lakota Sioux depended on bison. Try to answer using a complete sentence with the phrase *depended on*.
 - How did the Lakota Sioux depend on bison for food? (They depended on bison for food because they ate bison meat.)
 - How did the Lakota Sioux depend on bison for clothing? (They depended on bison for clothing because they used the hide of the Bison to make clothes.)
 - How did the Lakota Sioux depend on the bison for tools? (They depended on bison for tools because they made tools with the bones of bison.)
6. What's the phrase we've been talking about?

Use a *Sharing* activity for follow up. Directions: Turn to your partner and take turns sharing a time when you depended on someone for something. Be sure to use the phrase *depended on* when you talk about it. Then, I will call on one or two of you to share your partner's example with the class.

Westward Expansion Quilt (Instructional Master 9B-1) 15 minutes

Note: Write the main topic of the read-aloud (bison or buffalo), and ask students to tell you important details about the main topic. Write accurate student responses on the board for students to refer to as they complete their quilt square. Some details you may wish to list are *sacred, respected by Native Americans, Lakota Sioux, hunt/hunted, Running Fox, bows and arrows, provided food, and shelter and tools*. Include any available images (or drawings) that help explain the information. If needed, model writing a sentence about the main topic using one or two of the words or phrases on the board.

Tell students that they are going to make another quilt square for their quilts. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- Why were the bison sacred to the Lakota Sioux?
- Who did not consider the bison sacred?
- What problems did some settlers and the transcontinental railroad cause for the bison and the Lakota Sioux?

Remind students that first they should cut out the quilt square. Next, they should draw a picture representing the main topic of the read-aloud in the center diamond. (bison, or buffalo) Then, they should write a word or short phrase in each corner, sharing facts learned about the bison. Next, ask students to write a sentence on the back of the quilt square, using one or more of the words they've written. Finally, students should share their drawings and writing with a partner.

Image Card Review

15 minutes

Note: You may choose to have students think of and talk about one positive thing and one negative thing about each topic, rather than positive changes and negative changes. Some ideas for positive and negative things about each topic are as follows:

Topic	+ Positive	- Negative
Fulton's Steamboat	faster travel than other boats	needed a river
Erie Canal	faster, cheaper way to ship freight	weight slowed it down; bad weather made it difficult
Cherokee Writing	preserved the Cherokee language; made them proud	the art of storytelling might not continue to be as strong
Trail of Tears	avoided another war between the U.S. government and Native Americans; given money	many hardships for the Native Americans; lost homes farms and businesses; miserable travel (not enough food and supplies); lives lost
Oregon Trail	pioneers could own more land	difficult journey
Pony Express	a faster way to communicate	tiring work for horses and riders; did not last because of the telegraph
Transcontinental Railroad	made travel convenient	disturbed the prairie and Native American land; hard work
Bison	provided food, shelter and tools for the Native Americans	in danger of becoming extinct; disrespected by Europeans

Remind students that there were many positive changes in the 1800s during the time of westward expansion; e.g., there was much innovation, and there were many new inventions. At the same time, there were negative impacts or changes because of westward expansion. Tell students that they are going to think about both as they review what they have learned about westward expansion.

Divide the class into eight groups, and give each group one of the following image cards: Image Card 6 (Fulton's Steamboat), Image Card 7 (Erie Canal), Image Card 8 (Cherokee Writing), Image Card 9 (Trail of Tears), Image Card 10 (Oregon Trail), Image Card 11 (Pony Express), Image Card 12 (Transcontinental Railroad), and Image Card 13 (Bison). Tell the groups that you will first give them

a few minutes to talk about any positive changes caused by each invention/event during the time of westward expansion. Then have the groups gather as a class to share their ideas.

Next, give the groups a few minutes to talk about any negative changes caused by each invention/event during the time of westward expansion. Then have the groups gather as a class to share their ideas.

Note: You may choose to do this activity now or as part of the Domain Review or Culminating Activities.

Finally, ask students to discuss in their groups whether or not each of the inventions/events continues to be important today and/or continues to have a positive/negative impact. Students have heard that bison are making a comeback, that Cherokee writing can still be read, and that the Pony Express is no longer used. Students may have ridden a train to know that it is still an important means of transportation, although the engines are now electric or diesel. You may need to explain that steamboats, steam locomotives, and the Erie Canal are still used for recreation and tourism, but are no longer important means of travel. You may also want to explain that tourists can walk parts of the Oregon Trail and even see the ruts created by the wagon wheels more than one hundred and fifty years ago. This exercise presents another opportunity for students to do research to find out about places to visit in order to learn more about the time of westward expansion.

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about the Native American and buffalo or the Transcontinental Railroad to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Ask students to label their pictures or write a sentence to go along with their drawings. Have students share their drawings and writing with their partner or with home-language peers.



Domain Review

DR

Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Describe a pioneer family's journey westward
- ✓ Describe family life on the frontier
- ✓ Explain the significance of the steamboat
- ✓ Identify Robert Fulton as the developer of the steamboat
- ✓ Identify steamboats, canals, and trains as new means of travel that increased the movement of people west
- ✓ Describe the importance of canals
- ✓ Identify the Erie Canal as the most famous canal built during the Canal Era
- ✓ Demonstrate familiarity with the song "The Erie Canal"
- ✓ Explain the significance of Sequoyah's invention of the Cherokee writing system
- ✓ Explain why writing was important to Sequoyah and the Cherokee
- ✓ Describe the Cherokee writing system in basic terms
- ✓ Explain that the U.S. government forced Native Americans from their lands
- ✓ Identify the Trail of Tears as a forced march of the Cherokee
- ✓ Identify the Oregon Trail as a difficult trail traveled by wagon trains
- ✓ Identify the Pony Express as a horseback mail delivery system

- ✓ Identify steamboats, canals, and trains as new means of travel that increased the movement of people west
- ✓ Identify the transcontinental railroad as a link between the East and the West
- ✓ Identify “iron horse” as the nickname given to the first trains in America
- ✓ Explain the advantages of rail travel
- ✓ Explain that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land
- ✓ Demonstrate familiarity with the song “I’ve Been Working on the Railroad”
- ✓ Describe the effect of diminishing buffalo on the life of Plains Native Americans
- ✓ Explain that the U.S. government forced Native Americans from their lands
- ✓ Explain that westward expansion meant displacement of Native Americans

Review Activities

Domain Review (Instructional Master DR-1)

Note: This activity should be completed in conjunction with the Westward Expansion Timeline.

Directions: Each picture represents an event during westward expansion. I will say a sentence about each event and point to the event on the Timeline. Then I will help you find the picture of that event on your worksheet. After we have identified each event, number the events in chronological order. For example, write a number ‘1’ in the box of the event that happened first. Write a number ‘6’ in the box of the event that happened last.

1. Robert Fulton invented a steamboat, the *Clermont*, to travel up and down the Hudson River. (1)
2. The opening of the Erie Canal joined the Atlantic Ocean to Lake Erie and to the Great Lakes and beyond. (3)

3. The Union Pacific and the Central Pacific joined their tracks at Promontory Point, Utah, to form the transcontinental railroad. (6)
4. The most famous route for settlers headed west was the Oregon Trail. (4)
5. Three businessmen started the Pony Express to speed up mail delivery between St. Joseph, Missouri, and Sacramento, California. (5)
6. Sequoyah finished creating a writing system for the Cherokee people. (2)

Map Review (Instructional Master DR-2)

Have students use the Instructional Master (DR-2) to review various locations from *Westward Expansion*. Directions: Look carefully at the map, then use it to answer the following questions:

1. What waterway was built to connect the Hudson River and the Great Lakes? (the Erie Canal)
2. Where did the Oregon Trail begin? (Missouri; St. Joseph, Missouri)
3. In 1869, what method of travel connected Omaha, Nebraska, and San Francisco, California? (the transcontinental railroad)

Alternative: Have students refer to their *Westward Expansion Maps* or the *Class Westward Expansion Map* to answer the following riddles:

1. I am a waterway that was built to connect the Hudson River to the Great Lakes. What am I? (Erie Canal)
2. I was built in 1869 from Omaha, Nebraska, to San Francisco, California, so that my method of transportation would span the continental United States. What am I? (Transcontinental Railroad)
3. Many Native Americans traveled on me from Georgia to Indian Territory in Oklahoma. What am I? (Trail of Tears)
4. Pioneers traveled on me from St. Joseph, Missouri, all the way to Oregon. What am I? (Oregon Trail)
5. I was traveled on to deliver mail from St. Joseph, Missouri, to Sacramento, California. What am I? (Pony Express route)

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

You Were There: Pony Express; Transcontinental Railroad

Have students pretend that they were at one of the important events during the westward expansion of the United States. Ask students to describe what they saw and heard. For example, for the “Pony Express,” students may talk about seeing a buffalo stampede or a landmark such as Chimney Rock, that helped guide Pony Express riders on their journeys. They may talk about hearing the beat of the horse’s hooves, the crack of lightning on the plains, etc. Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters describing the last spike being driven into the rails of the transcontinental railroad, and write a group news article describing the event.

Oregon Trail Campsite

Using Image 6A-8, create a labeling sheet for students to label vocabulary words related to a campground scene on the Oregon Trail. Insert a word box, lines for students to write on, and arrows pointing to each of the following items: *campfire*, *prairie*, *pioneer*, *river*, *cattle*, *covered wagon*, and *barrel*.

Class Book: Westward Expansion

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have students brainstorm important information about the Oregon Trail, the Pony Express, the Lakota Sioux, and the transcontinental railroad. Have each student choose one idea to draw a picture of and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

Another option is to create an ABC book, where students brainstorm domain-related words for each letter of the alphabet.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I am the route between Missouri and the Oregon Territory that was traveled by settlers moving west. What am I called? (the Oregon Trail)
- I am the overland route between Missouri and California created to send mail on horseback from the East Coast to the West Coast. What am I called? (the Pony Express route)
- I am the animal that the Lakota considered their source of life. What am I? (bison)
- We are forms of transportation that pioneers used to travel from the East Coast to the West. What are we? (horses, covered wagons, steamboats, trains)
- I am the nickname given to the first trains in America. What am I called? (“iron horse”)
- I am the railroad that connects the East Coast and West Coast of the United States. What am I? (transcontinental railroad)

Writing Prompts

Students may be given an additional writing prompt such as the following:

- Communication has certainly changed since the time of westward expansion. Today for communication, I use . . .
- The most difficult thing about traveling on the Oregon Trail would be . . .
- I wish I could have been a Pony Express rider because . . .
- Pretend your family was moving west in the late 1800s. How would you persuade them to take the transcontinental railroad rather than a covered wagon on the Oregon Trail?
- The Lakota Sioux thought bison were sacred because . . .



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Westward Expansion*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Westward Expansion*.

10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word, and then I will use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Freight:** Freight is goods like crops, coal, or wood that is moved in trucks, ships, or trains. (smiling face)
2. **Pioneers:** The people who first settled in new areas of the frontier were called pioneers. (smiling face)
3. **Steamboats:** Steamboats sailed on the oceans. (frowning face)
4. **Settled:** *Settled* means moved to a new place and made it your home. (smiling face)
5. **Generations:** Generations are groups of people who are born and live during the same time. (smiling face)
6. **Voyage:** A voyage is a short trip. (frowning face)

7. **Bison:** Bison are also known as buffalo. (smiling face)
8. **Wagon train:** A wagon train is a wagon that moves on train tracks. (frowning face)
9. **Canal:** A canal is a waterway used to move things from place to place using boats. (smiling face)
10. **Landmarks:** Landmarks are popular places or structures that people can easily recognize. (smiling face)

Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Communicate:** To *communicate* means to move people or things from one place to another. (frowning face)
12. **Create:** To create is to make or invent something. (smiling face)
13. **Convenient:** When something is convenient, it requires a lot of effort or trouble. (frowning face)
14. **Endurance:** Having the strength to do something for a long time is called endurance. (smiling face)
15. **Transport:** To *transport* something means to move it from one place to another place. (smiling face)

10 Part II (Instructional Master DA-2)

Directions: I am going to read several sentences about the time of westward expansion. If what I describe in the sentence is true, circle the "T." If what I describe in the sentence is false, circle the "F."

1. "Iron horse" is a nickname given to the horses used during the westward expansion. (F)
2. Traveling along the Oregon Trail was easy. (F)
3. Sequoyah thought that it was important to create writing for the Cherokee language. (T)
4. Many pioneer families were forced to move west. (F)

5. The Cherokee were forced to move from their homes to “Indian Territory.” (T)
6. Freight traveled all the way across America on the Erie Canal. (F)
7. Robert Fulton was the inventor of a steamboat. (T)
8. The Pony Express is still used today to deliver mail in the U.S. (F)

10 Part III (Instructional Master DA-3)

Directions: Write at least one complete sentence to answer each question.

Note: You may need to have some students respond orally if they are not able to respond in writing.

1. Why did many pioneer families choose to move to the West in the 1800s? (Pioneer families moved to the West because . . .)
2. Choose one: steamboat, the Erie Canal, or the transcontinental railroad.
Why was it important during the time of westward expansion? (The _____ was important because . . .)
3. How did the Native Americans feel about westward expansion? (The Native Americans felt that westward expansion . . .)



Culminating Activities



Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include the following:

- targeting Review Activities;
- revisiting lesson extensions; and
- rereading and discussing select read-alouds.

Enrichment

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular person, item, or event related to westward expansion; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

You Were There: Pony Express; Transcontinental Railroad

Have students pretend that they were at one of the important events during the westward expansion of the United States. Ask students to describe what they saw and heard. For example, for the “Pony Express,” students may talk about seeing a buffalo stampede or a landmark such as Chimney Rock, that helped guide Pony Express riders on their journeys. They may talk about hearing the beat of the horse’s hooves, the crack of lightning on the plains, etc. Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters describing the last spike being driven into the rails of the transcontinental railroad, and write a group news article describing the event.

Class Book: Westward Expansion

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have students brainstorm important information about the Oregon Trail, the Pony Express, the Lakota Sioux, and the transcontinental railroad. Have each student choose one idea to draw a picture of and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

Another option is to create an ABC book where students brainstorm domain-related words for each letter of the alphabet.

Using a Map

Materials: U.S. map and Westward Expansion map

Use a map of the United States to review various locations from the read-alouds. Ask questions such as the following:

- The Oregon Trail was a route used by settlers traveling west, which began in the state of Missouri and ended in the Oregon Territory. Who can find the present-day states of Missouri and Oregon on the map?

- The Pony Express was an overland route created to help deliver mail faster from the East Coast to the West Coast. The starting point was St. Joseph, Missouri, and the ending point was Sacramento, California. Who can locate the states of Missouri and California on the map?
- The Lakota Sioux once lived on the North American plains where many bison roamed, an area that included the states of South Dakota, Wyoming, and Montana. Who can find the states of South Dakota, Wyoming, and Montana on the map?

The Golden Spike: The Utah State Quarter

Materials: Utah state quarter(s); drawing paper, drawing tools

Show students the Utah state quarter with the image of the two locomotives and the Golden Spike between them. Remind students that the joining of the Union Pacific and Central Pacific railroads occurred at Promontory Point in Utah. You may also wish to discuss the inscription on the quarter: “Crossroads of the West.”

If you brought in enough quarters for each student, or for a few groups of students to share, have them use a pencil to do a rubbing of the quarter’s image onto a piece of paper. Have students draw a border around the image and add any other details they have learned about westward expansion. Have students write at least one complete sentence about the Golden Spike or the completion of the transcontinental railroad. As students share their drawings and sentences, remember to repeat and expand upon their vocabulary, using richer and more complex language, including, if possible, any read-aloud vocabulary.

Researching Westward Expansion

Materials: Chart paper, chalkboard, or whiteboard

Ask students if there are any topics they learned about in *Westward Expansion* that they would like to learn more about. You may want to reread the titles of the read-alouds to give students an idea of what they’d like to research.

Talk with students about the various resources you are making available to them. [See the list of Recommended Resources at the front of the Anthology.]

Give students time to read and discuss their findings in small groups, and then come back together as a class to share answers and information students found. Students may also use Internet resources or the local library to conduct research.

Tell students that many companies we are still familiar with today were started during the time of westward expansion. You might suggest students visit the “history” or “about” section of one or more of these companies’ websites, either individually or in a small group:

- **Ghirardelli Chocolate**
www.ghirardelli.com/about-ghirardelli/ghirardellis-heritage-160-years
- **Boudin Bakery**
www.boudinbakery.com/meetboudin/since1849
- **Levi Strauss**
www.us.levi.com/family/index.jsp?categoryId=18816896

Advertising Posters

Materials: Drawing paper, drawing tools

Have students pretend that they work in advertising and need to create marketing posters that will encourage people to take a ride on the first transcontinental railroad. Have students brainstorm important information regarding the sights people may have seen and the experiences they may have had if they traveled from San Francisco to New York, or vice versa, in 1869.

Posters could also be made to advertise the Pony Express.

Song: “I’ve Been Working on the Railroad”

Materials: Recording of the song, “I’ve Been Working on the Railroad”

Have students listen to the recording of “I’ve Been Working on the Railroad” again. Students may talk about the content of the song or how the song makes them feel. Encourage students to use domain vocabulary they have learned thus far when sharing their ideas. Students may also draw a pictorial representation of the song.

Poetry Reading

Find a copy of the poem “Buffalo Dusk,” by Carl Sandburg. Tell students that you are going to read a poem to them written by a man named Carl Sandburg. Ask them to listen carefully to what Mr. Sandburg is describing in his poem. You may wish to reread the poem, defining any words students may not understand, such as *dusk*, *sod*, and *pageant*.

Ask students some or all of the following questions to ensure their understanding of the poem:

- Why are the buffalo gone? (They were hunted; their habitat was diminished.)
- Who are the people who saw the buffalo who are now also gone? (our ancestors)
- Why do you think Carl Sandburg describes this scene of the buffalo pawing the dust as a pageant, or a grand show? (He thought this was a spectacular sight; the buffalo were like actors; etc.)
- Why do you think Carl Sandburg chose the title “Buffalo Dusk”? (Answers may vary.) [You may need to explain that dusk is the time of day when the sun has just set. Dusk is near the end of the day. The term *dusk* may also describe the end of the time of something. So “buffalo dusk” is the end of the time of the buffalo.]
- How do you think Carl Sandburg feels about the buffalo being gone? (He is probably sad.)

Be sure to remind students that buffalo have now started to make a comeback in our country, and that maybe someone will one day write a new poem about that. Also, make sure that students understand that there are still many Native Americans living in the United States, but that their ancestors who lived in the mid-1800s are now gone.

If time allows, you may want to talk about the alliteration in the poem. Tell students that alliteration is the occurrence of the same beginning sound or letter in words.

Write-Your-Own Dusk Poems

Materials: Chart paper, chalkboard, or whiteboard

Read the poem “Buffalo Dusk” by Carl Sandburg again to students. Ask them to summarize the poem in their own words. Ask them what the word *dusk* means, and discuss the mood that it creates in this poem. Tell students that although many poems do rhyme, they do not all use rhyme as a technique. Explain that some poets use repetition of sounds or of words and phrases to emphasize certain things or feelings, such as Mr. Sandburg did in this poem. Ask students what words and phrases are repeated in this poem for emphasis.

Tell students that they are going to write their own “dusk” poems about something coming to an end, just as Mr. Sandburg did about the time of the buffalo and the people who hunted the buffalo. Tell them that their poem may have rhyming words, repeated sounds, or repeated words and phrases. Have them title their poem “_____ Dusk.” You may wish to model this exercise on chart paper, a chalkboard, or a whiteboard. Allow students to share their poems with the class.

Wagon Train Supper

[Advance preparation required.] Brown one pound ground beef, one onion, and one green pepper, chopped (optional). Add one can pork and beans, one-half bottle ketchup, one cup brown sugar, one tablespoon mustard, and a dash of Worcestershire sauce. (Optional: You may also want to add 1–2 cups cooked wagon wheel pasta.) Bake in a dish 30 to 45 minutes at 350 degrees. Serve with cornbread and/or buttermilk biscuits. Ask students to talk about what it might have been like for pioneers to cook over a campfire and live on the Oregon Trail.

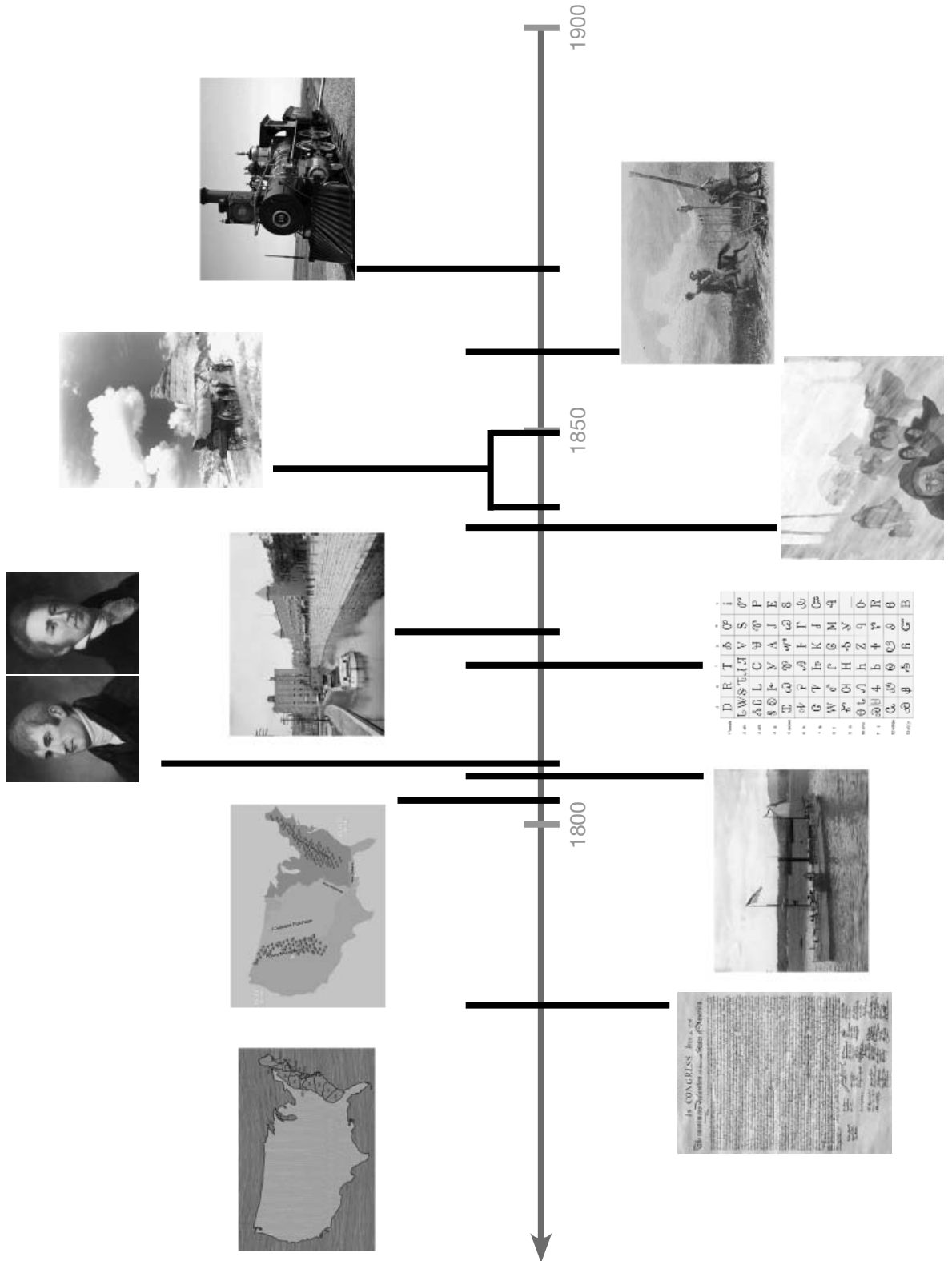
Note: Be sure to follow your school’s policies about food distribution and allergies.

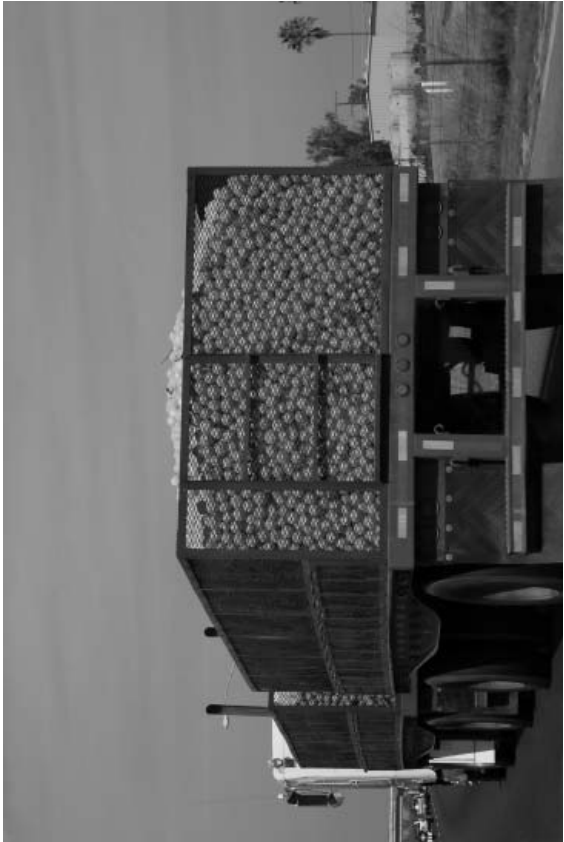
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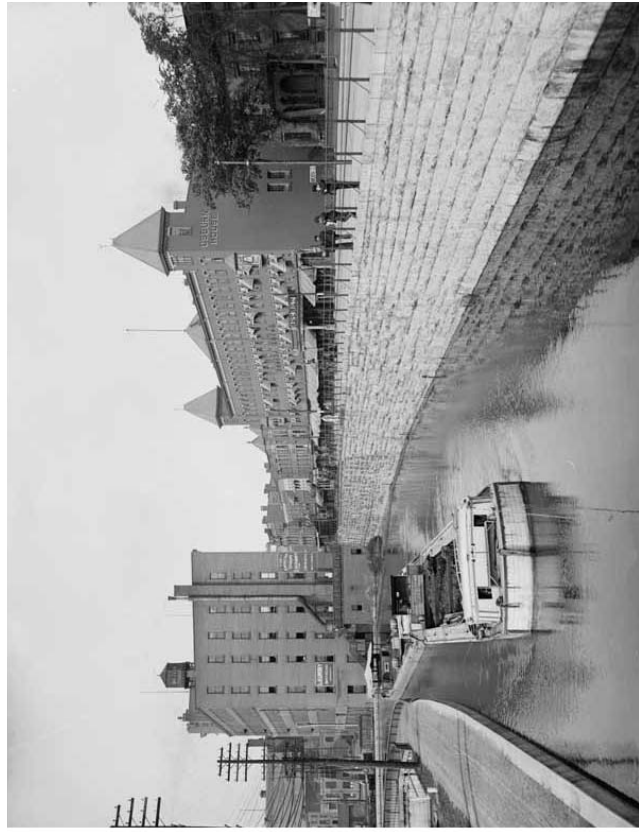
Instructional Masters for
Westward Expansion



Westward Expansion Timeline

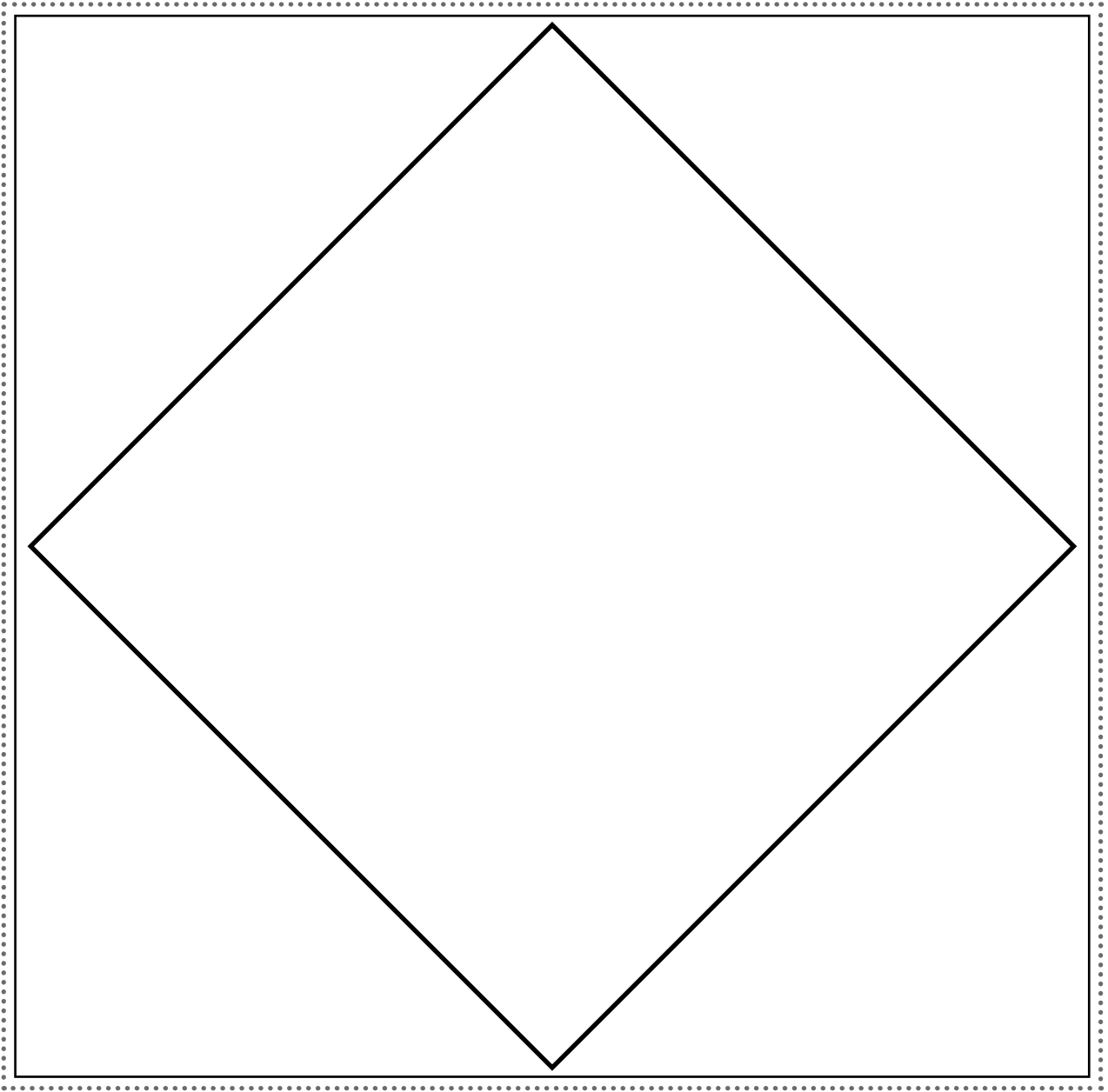




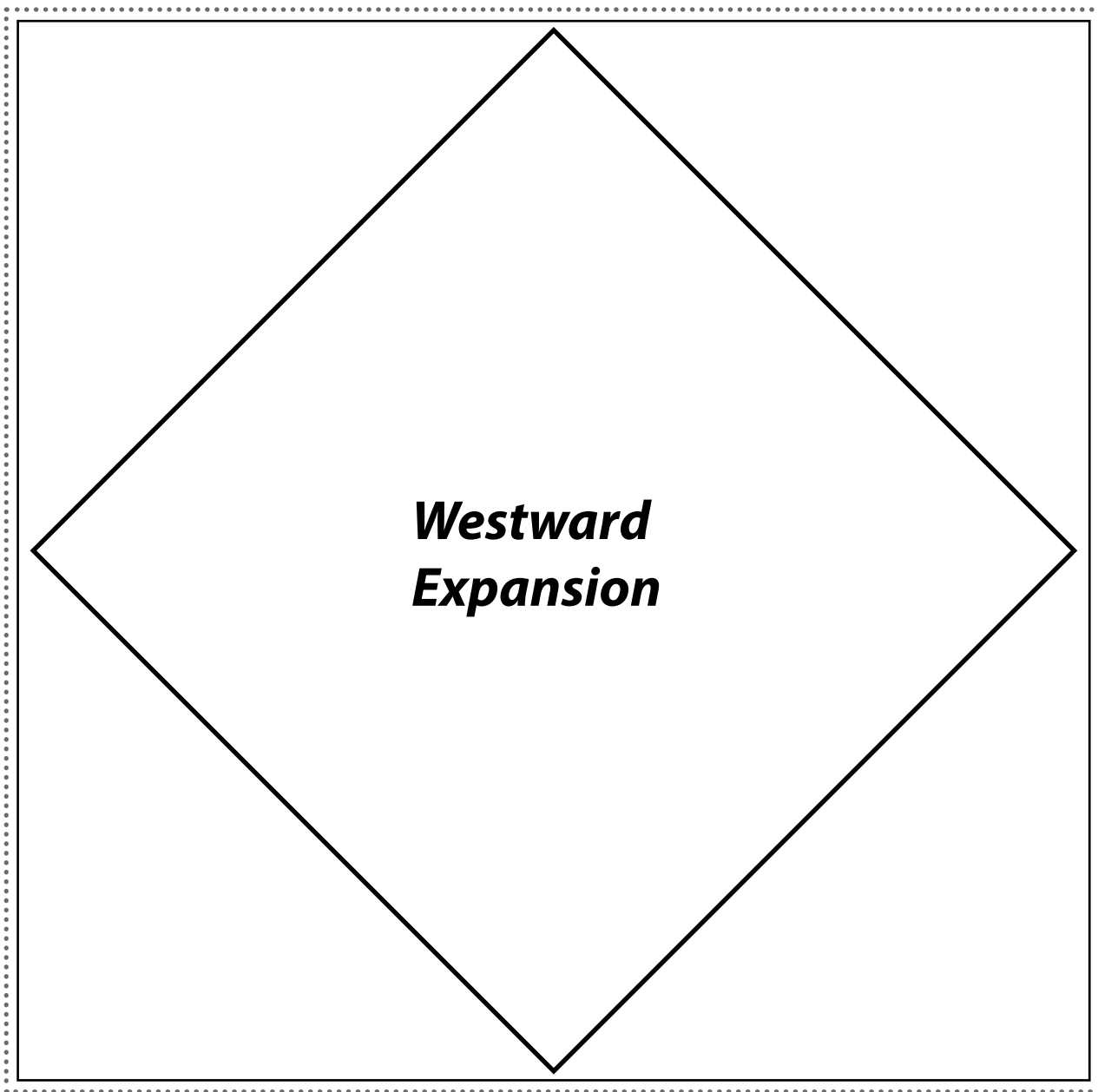




Directions: Cut out the quilt square on this worksheet. Draw a picture of a covered wagon in the center diamond to represent the Oregon Trail. Then write a word or short phrase in each corner, sharing facts learned about the Oregon Trail. Finally, write a sentence on the back using one or more of the words you wrote.



Directions: Cut out the quilt square on this worksheet.





Dear Family Member,

During the next several days your child will be learning about the westward expansion of the United States during the 1800s. Your child will learn about the invention of the steamboat, travel on the Erie Canal, and the effects of westward expansion on Native Americans.

Below are some suggestions for activities that you may do at home to reinforce what your child will be learning about westward expansion.

1. Quilts

Your child will be creating quilt squares showing what s/he learns about westward expansion. After a few days, your child will have learned about the Oregon Trail, the steamboat, the Erie Canal, Sequoyah, and the Trail of Tears. Using the quilt square provided with this letter, have your child recreate one of his/her squares to show you what he/she has learned about one of the topics.

2. Transportation Today

Your child will learn about the forms of transportation used during the time of westward expansion, including horses and wagons, trains and railroads, steamboats, and canals. You may wish to talk about the differences in these forms of transportation and the types of transportation used today as you travel to and from your home.

3. Sayings and Phrases: Back to the Drawing Board

Your child will learn the saying “back to the drawing board” in the lesson about Sequoyah. Try to help your child understand that people use this saying when something they’re doing doesn’t work out and they feel the need to start over from the beginning. Ask your child how this saying relates to the story of Sequoyah. (His wife burned all of his work, so he had to start over.) Use the saying “back to the drawing board” when something does not work out as planned and you need to start over from the beginning.

4. Read Aloud Each Day

Try to set aside time each day to read to your child as well as listen to your child read to you. A list of books related to westward expansion is attached to this letter.

Any opportunity your child has to tell you about what s/he is learning at school and to practice it at home is helpful.

Recommended Trade Books for Westward Expansion

Trade Book List

1. *Americans Move West*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050195
2. *Buffalo Before Breakfast (Magic Tree House, No. 18)*, by Mary Pope Osborne (Random House, 1999) ISBN 978-0679890645
3. *The Buffalo Storm*, by Katherine Applegate and illustrated by Jan Ormerod (Clarion Books, 2007) ISBN 978-0618535972
4. *Daily Life in a Covered Wagon*, by Paul Erickson (Puffin Books, 1997) ISBN 978-0140562125
5. *Dancing Teepees: Poems of American Indian Youth*, selected by Virginia Driving Hawk Sneve and illustrated by Stephen Gammell (Holiday House, 1989) ISBN 978-0823407248
6. *Dandelions*, by Eve Bunting and illustrated by Greg Shed (Sandpiper, 2001) ISBN 978-0152024079
7. *Food and Recipes of the Westward Expansion*, by George Erdosh (The Rosen Publishing Group, Inc., 1997) ISBN 978-0823951154
8. *Frontier Women Who Helped Shape the American West*, by Ryan Randolph (The Rosen Publishing Group, Inc., 2005) ISBN 978-1404255470
9. *Ghost Town at Sundown (Magic Tree House, No. 10)*, by Mary Pope Osborne (Random House Books for Young Readers, 1997) ISBN 978-0679883395
10. *Going West*, by Jean Van Leeuwen and illustrated by Thomas B. Allen (Puffin Books, 1992) ISBN 978-0140560961
11. *Going West*, by Laura Ingalls Wilder and illustrated by Renee Graef (HarperCollins, 1997) ISBN 978-0064406932
12. *If You Traveled West in a Covered Wagon*, by Ellen Levine and illustrated by Elroy Freem (Scholastic Inc., 1992) ISBN 978-0590451581
13. *I Have Heard of a Land*, by Joyce Carol Thomas and illustrated by Floyd Cooper (HarperCollins, 2000) ISBN 978-0064436175

14. *Life in the West (A True Book)*, by Teresa Domnauer (Scholastic Inc., 2010) ISBN 978-0531212462
15. *Life on a Pioneer Homestead*, by Sally Senzell Isaacs (Heinemann Library, 2001) ISBN 978-1588103000
16. *Mailing May*, by Michael O. Tunnell and illustrated by Ted Rand (Greenwillow Books, 1997) ISBN 978-0064437240
17. *Meet Kirsten*, by Janet Shaw and illustrated by Renee Graef (American Girl, 1988) ISBN 978-0937295014
18. *A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840*, by Barbara Greenwood and illustrated by Heather Collins (Houghton Mifflin, 1994) ISBN 978-0395883938
19. *Pioneer Cat*, by William H. Hooks (Random House, 1988) ISBN 978-0394820385
20. *Rachel's Journal: The Story of a Pioneer Girl*, by Marissa Moss (Sandpiper, 2001) ISBN 978-0152021689
21. *The Santa Fe Trail*, by Ryan P. Randolph (The Rosen Publishing Group, Inc., 2003) ISBN 978-0823962921
22. *Twister on Tuesday (Magic Tree House, No. 23)*, by Mary Pope Osborne and illustrated by Sal Murdocca (Random House Books for Young Readers, 2001) ISBN 978-0679890690
23. *Wagon Wheels*, by Barbara Brenner and illustrated by Don Bolognese (HarperCollins, 1984) ISBN 978-0064440523
24. *Westward Expansion (A True Book)*, by Teresa Domnauer (Scholastic Inc, 2010) ISBN 978-0531212493

Erie Canal

25. *The Amazing Impossible Erie Canal*, by Cheryl Harness (Aladdin Paperbacks, 1999) ISBN 978-0689825842

Robert Fulton

26. *Making It Go: The Life and Work of Robert Fulton*, by Don Herweck (Teacher Created Materials, 2008) ISBN 978-0743905787

27. *Robert Fulton*, by Lola Schaefer (Pebble Books, 2000) ISBN 978-0736887311
28. *Robert Fulton: Engineer of the Steamboat*, by Don Herweck (Compass Point Books, 2009) ISBN 978-0756539610
29. *Robert Fulton's Steamboat*, by Renée C. Rebman (Compass Point Books, 2008) ISBN 978-0756533519
30. *What's So Great About . . . ? Robert Fulton*, by Jim Whiting (Mitchell Lane Publishers, 2007) ISBN 978-1584154785

Oregon Trail

31. *Apples to Oregon*, by Deborah Hopkinson and Nancy Carpenter (Aladdin Paperbacks, 2004) ISBN 978-1416967460
32. *Clara Morgan and the Oregon Trail Journey*, by Marty Rhodes Figley and illustrated by Craig Orback (Millbrook Press, 2011) ISBN 978-0761358787
33. *Facing West: A Story of the Oregon Trail*, by Kathleen Kudlinski (Puffin, 1996) ISBN 978-0140369144
34. *Life on the Oregon Trail (Picture the Past)*, by Sally Senzell Isaacs (Heinemann Library, 2001) ISBN 978-1575723174
35. *Roughing It on the Oregon Trail*, by Diane Stanley and illustrated by Holly Berry (Joanna Cotler Books, 2000) ISBN 978-0064490061

The Pony Express

36. *Buffalo Bill and the Pony Express*, by Eleanor Coerr and illustrated by Don Bolognese (HarperTrophy, 1996) ISBN 978-0064442206
37. *Off Like the Wind!: The First Ride of the Pony Express*, by Michael P. Spradlin and illustrated by Layne Johnson (Walker Publishing Company, 2010) ISBN 978-0802796523
38. *They're Off!: The Story of the Pony Express*, by Cheryl Harness (Simon & Schuster Books for Young Readers, 2002) ISBN 978-0689851216
39. *Whatever Happened to the Pony Express?*, by Verla Kay and illustrated by Kimberly Bulcken Root and Barry Root (Putnam, 2010) ISBN 978-0399244834

Sequoyah and the Cherokee

40. *The First Strawberries: A Cherokee Story*, retold by Joseph Bruchac and illustrated by Anna Vojtech (Puffin Books, 1993) ISBN 978-0140564099
41. *If You Lived With the Cherokees*, by Peter and Connie Roop and illustrated by Kevin Smith (Scholastic Inc., 1998) ISBN 978-0590956062
42. *Rainbow Crow*, retold by Nancy Van Laan and illustrated by Beatriz Vidal (Alfred A. Knopf, 1989) ISBN 978-0679819424
43. *Sequoyah: The Cherokee Man Who Gave His People Writing*, by James Rumford (Houghton Mifflin Company, 2004) ISBN 978-0618369478
44. *Trail of Tears*, by Joseph Bruchac and illustrated by Diana Magnuson (Random House, 1999) ISBN 978-0679890522

Transcontinental Railroad

45. *American History Ink: The Transcontinental Railroad*, by Glencoe/McGraw-Hill—Jamestown Education (McGraw-Hill, 2007) ISBN 978-0078780288
46. *The Building of the Transcontinental Railroad*, by Nathan Olson and illustrated by Richard Dominguez and Charles Barnett III (Capstone Press, 2007) ISBN 978-0736896528
47. *Coolies*, by Yin and illustrated by Chris Soentpiet (Puffin, 2003) ISBN 978-0142500552
48. *The Railroad: Life in the Old West*, by Bobbie Kalman (Crabtree Publishing, 1999) ISBN 978-0778701088
49. *Railroad!: A Story of the Transcontinental Railroad*, by Darice Bailer and illustrated by Bill Farnsworth (Soundprints Division of Trudy Corporation, 2003) ISBN 978-1592490172
50. *The Transcontinental Railroad (True Books: Westward Expansion)*, by John Perritano (Children's Press, 2010) ISBN 978-0531212486



Vocabulary List for Westward Expansion (Part 1)

This list includes many important words your child will learn about in *Westward Expansion*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

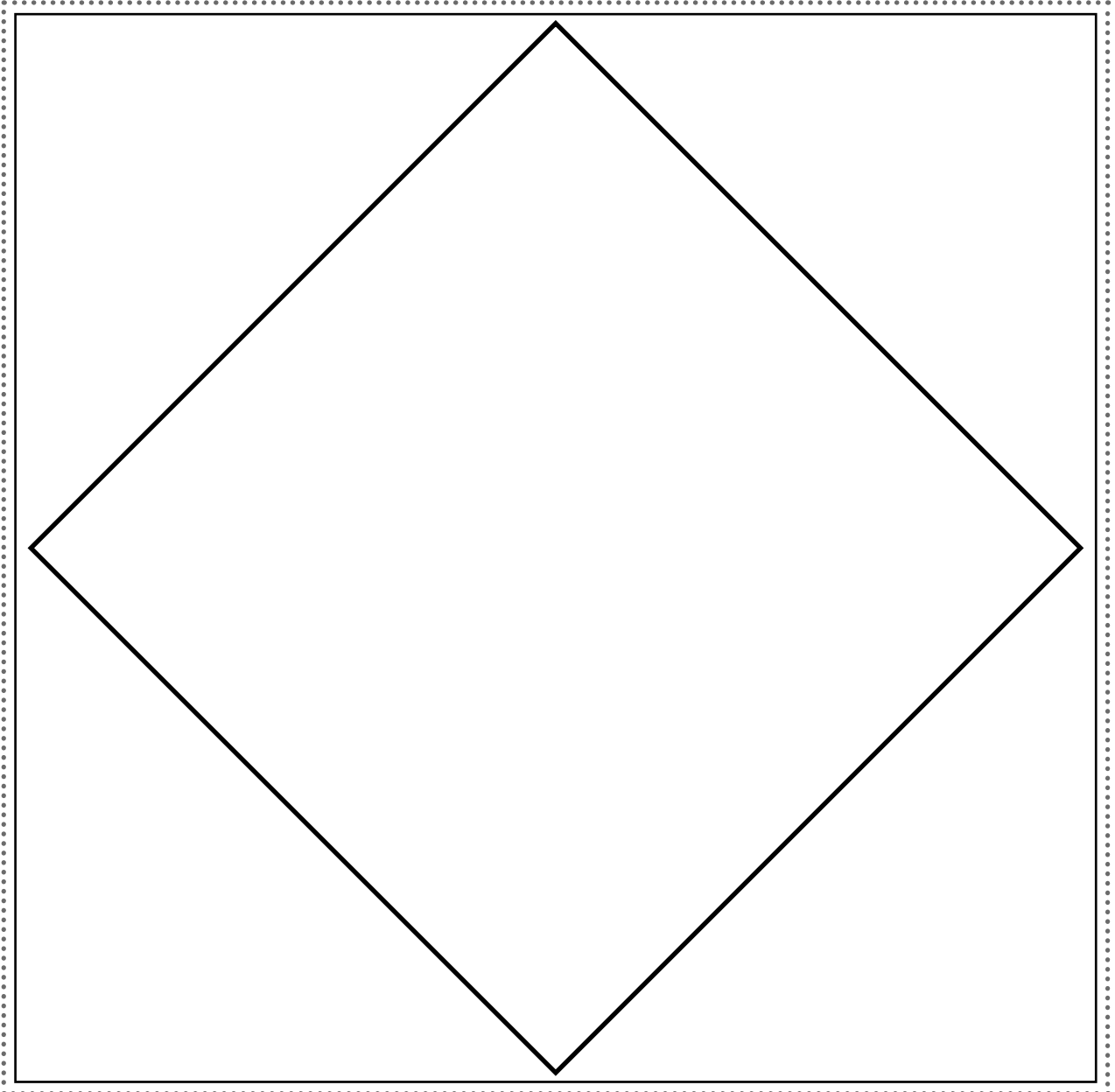
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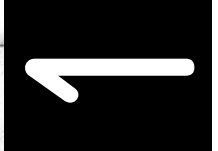
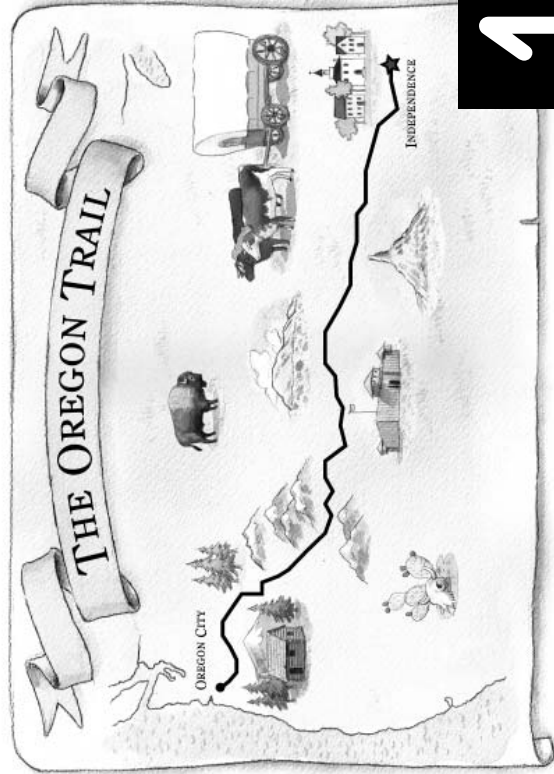
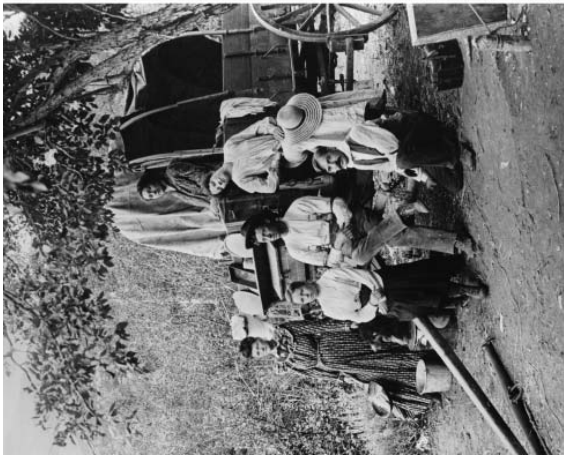
Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Write a sentence using it
	Find one or two examples
	Tell someone about it
	Act it out
	Make up a song using it

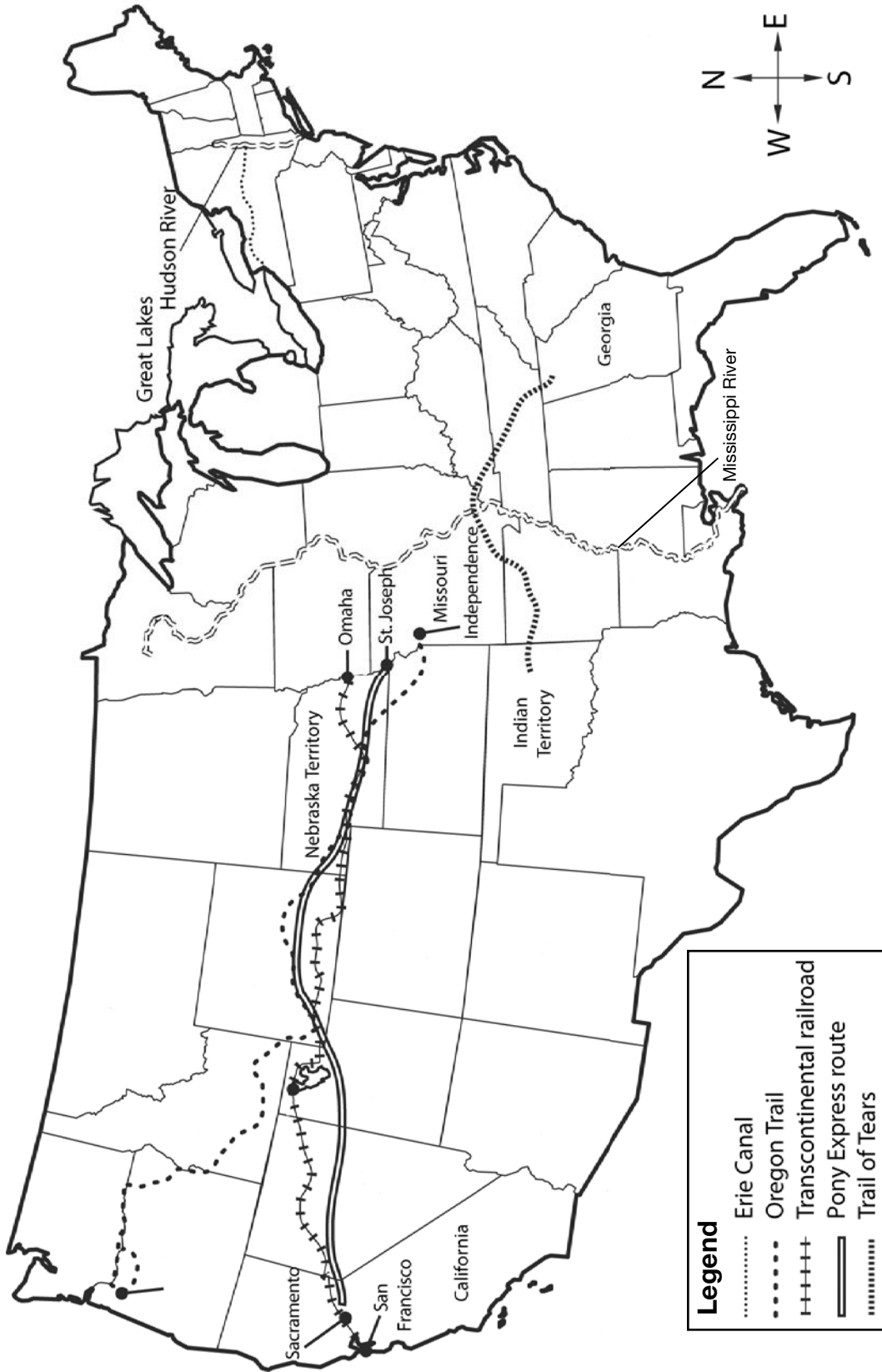


Directions: Cut out the quilt square on this worksheet. In the center diamond, draw a picture of something you have learned about westward expansion. Then write a word or words in each corner, telling facts about it. Finally, write a sentence on the back using one or more of the words you wrote.





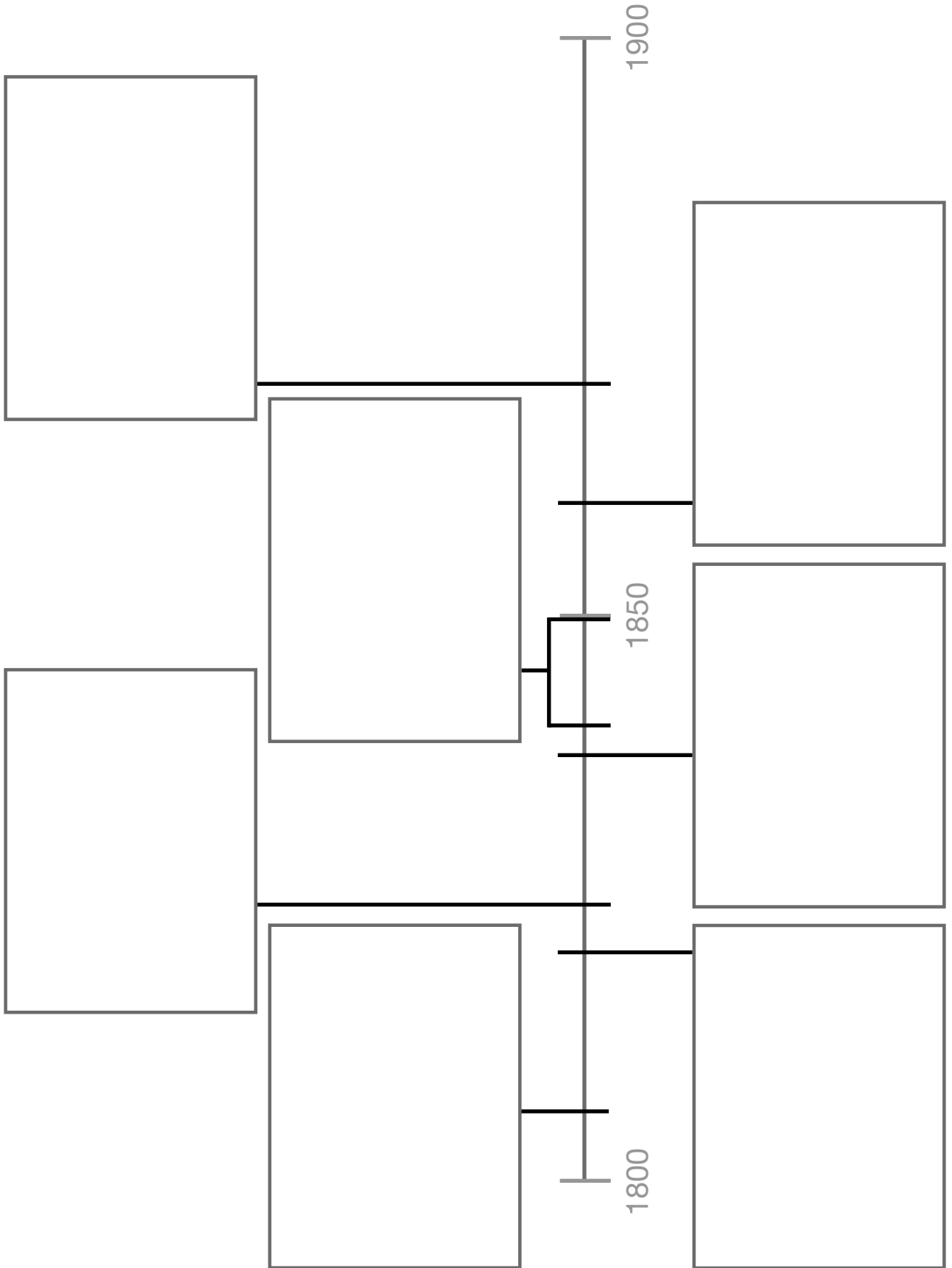
Westward Expansion Map



Legend

- Erie Canal
- - - - - Oregon Trail
- + + + + + Transcontinental railroad
- ||| Pony Express route
- ||||| Trail of Tears

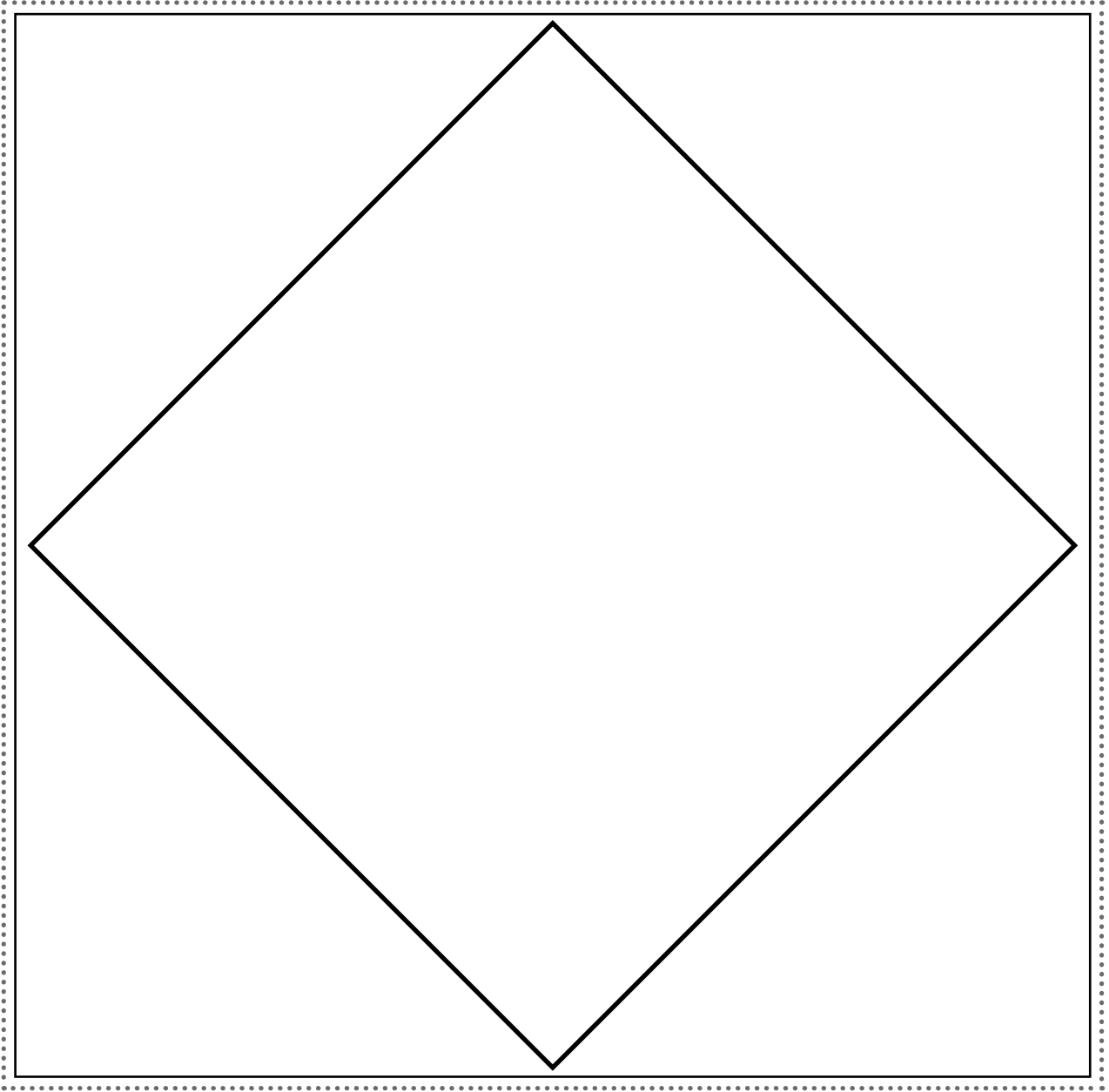
Westward Expansion Timeline

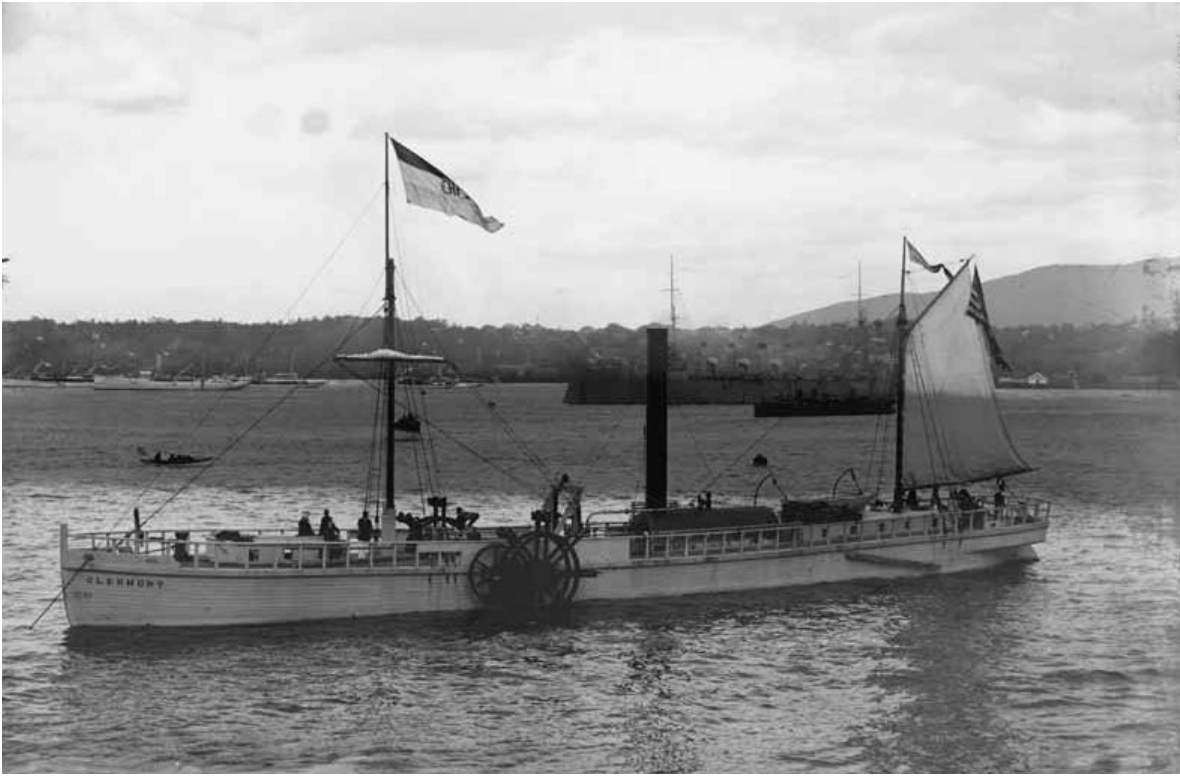




1	D	R	T	δ	0°	i
2	6	W	S	U	J	V
3	Δ	E	L	C	Y	P
4	8	0	F	Y	A	J
5	E	ω	Y	ω	ω	8
6	o	P	A	F	Γ	Ω
7	G	Y	I	K	J	C
8	W	σ	P	G	M	4
9	F	0	H	3	Y	—
10	θ	L	h	Z	q	0-
11	ω	H	4	b	+	Y
12	C	0	0	0	0	6
13	ω	φ	3	n	G	B

Directions: Cut out the quilt square on this worksheet. Draw a picture of a steamboat in the center diamond. Then write a word or short phrase in each corner, sharing facts learned about Robert Fulton's steamboat. Finally, write a sentence on the back using one or more of the words you wrote.





2

The Erie Canal

This popular folksong was written in 1905 by the “Tin-Pan Alley” songwriter Thomas Allen. He originally titled it “Low Bridge, Everybody Down” because there was already a song called “E-r-i-e Canal.” His song, however, was written to honor earlier days of the canal when barges were pulled by faithful mules instead of tugboats. The mule-drivers would holler out “low bridge!” so riders wouldn’t hit their heads.

Melody and Lyrics by Thomas S. Allen

Smoothly (♩ = c 112)

Chords: Dm, G min/B♭, A7, Dm, B♭, A7, Dm, F, D min7, C, Dm, B

Lyrics:
 I've got a mule; her name is Sal, Fif - teen miles on the
 E-rie Ca - nal, She's a good old wor-ker and a good old pal, Fif - teen miles on the
 E - rie Ca - nal. We've hauled some bar - ges in our day, Filled with lum - ber,

The musical score is arranged in three systems. Each system consists of a voice line and a piano accompaniment. The piano part is written in grand staff notation (treble and bass clefs). The voice line is in a single treble clef. The key signature has one flat (Bb), and the time signature is common time (C). The tempo is marked 'Smoothly' with a quarter note equal to 112 beats per minute. Chord diagrams are provided above the voice line for each measure. The lyrics are written below the voice line.

12 G min7 A D G min/B^b A7 Dm

coal and hay, And we know e - v'ry inch of the way From — Al - ba - ny to —

16 B^b A7 Dm C F Chorus D min7 C7

Buf - fa - lo. ————— Low bridge! E - v'ry - bo - dy down,

20 D min B^b C7 F C7

Low bridge! 'Cause we're com-ing to a town You can al - ways tell your neigh-bor, You'll

23 Dm C7 F F7 B \flat B \flat min F C F

al - ways know your pal, If you've e - ver na - vi - ga - ted on the E - rie Ca - nal.

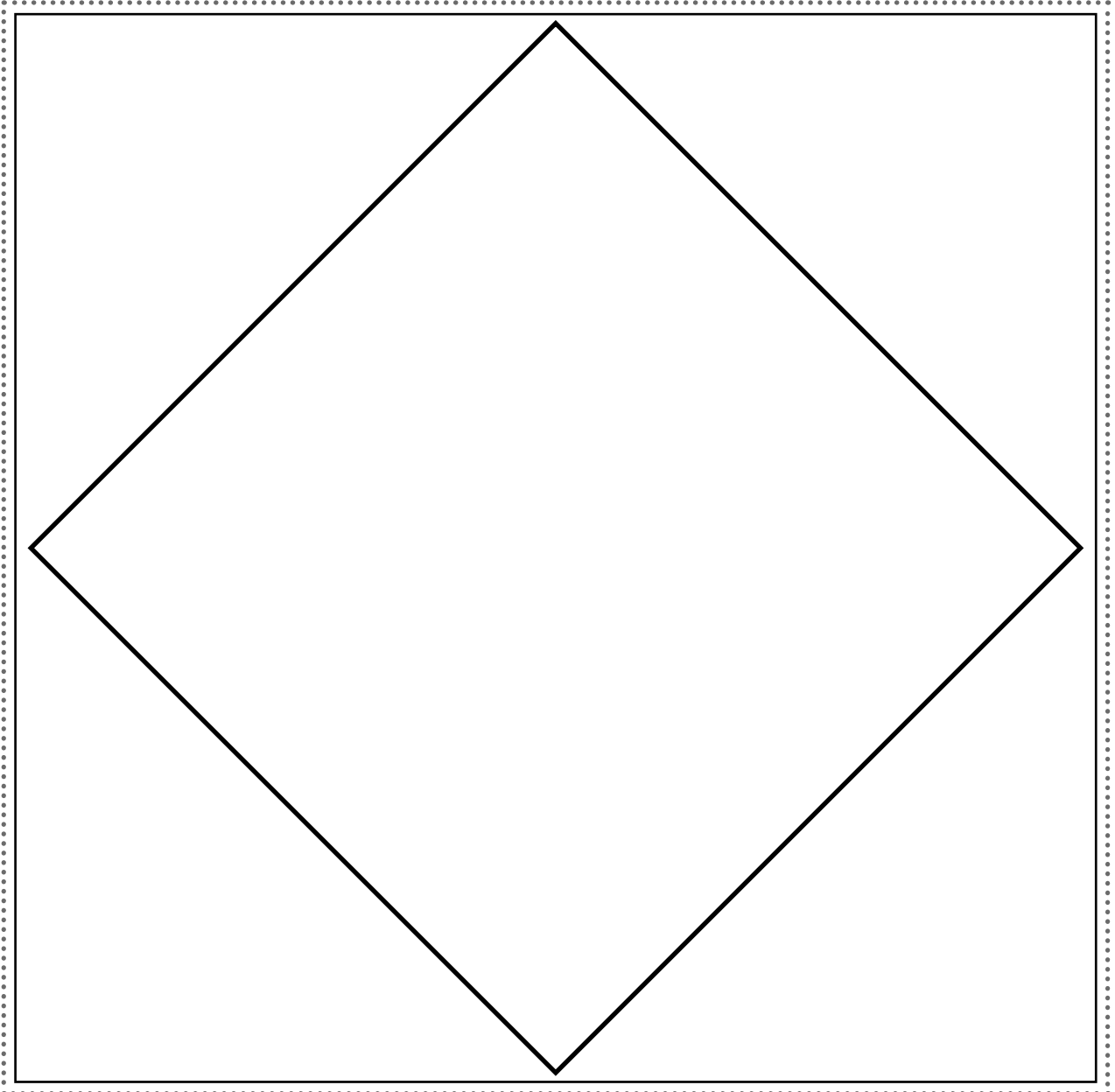
2. We better get on our way, old pal,
Fifteen miles on the Erie Canal.
You bet your life I'd never part with Sal,
Fifteen miles on the Erie Canal.

Get up there, mule, here comes a lock,
We'll make Rome 'bout six o'clock,
So, one more trip and then we'll go
Oh, right back home to Buffalo.

Chorus



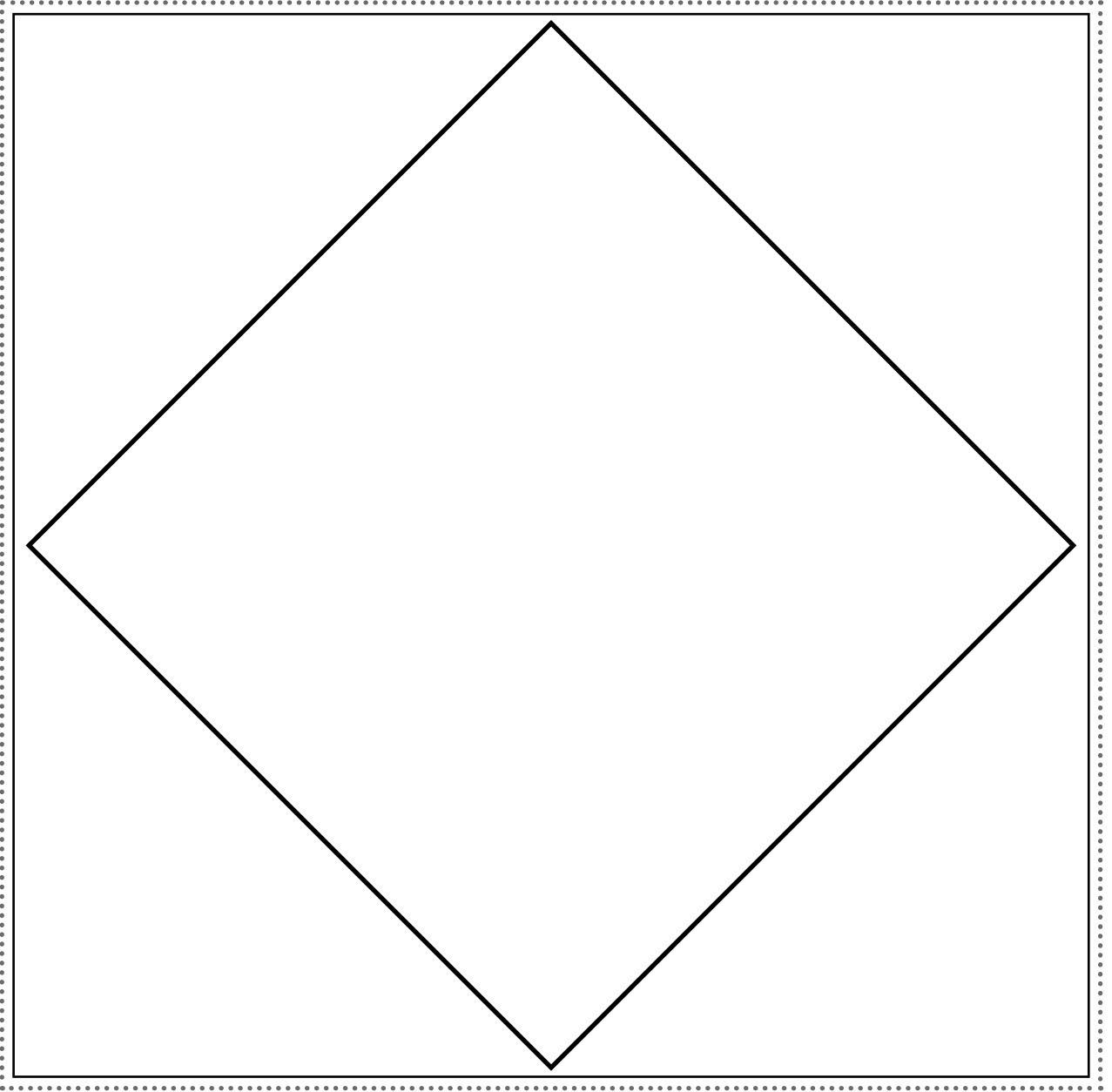
Directions: Cut out the quilt square on this worksheet. Draw a picture of the Erie Canal in the center diamond. Then write a word or short phrase in each corner, sharing facts learned about the Erie Canal. Finally, write a sentence on the back using one or more of the words you wrote.



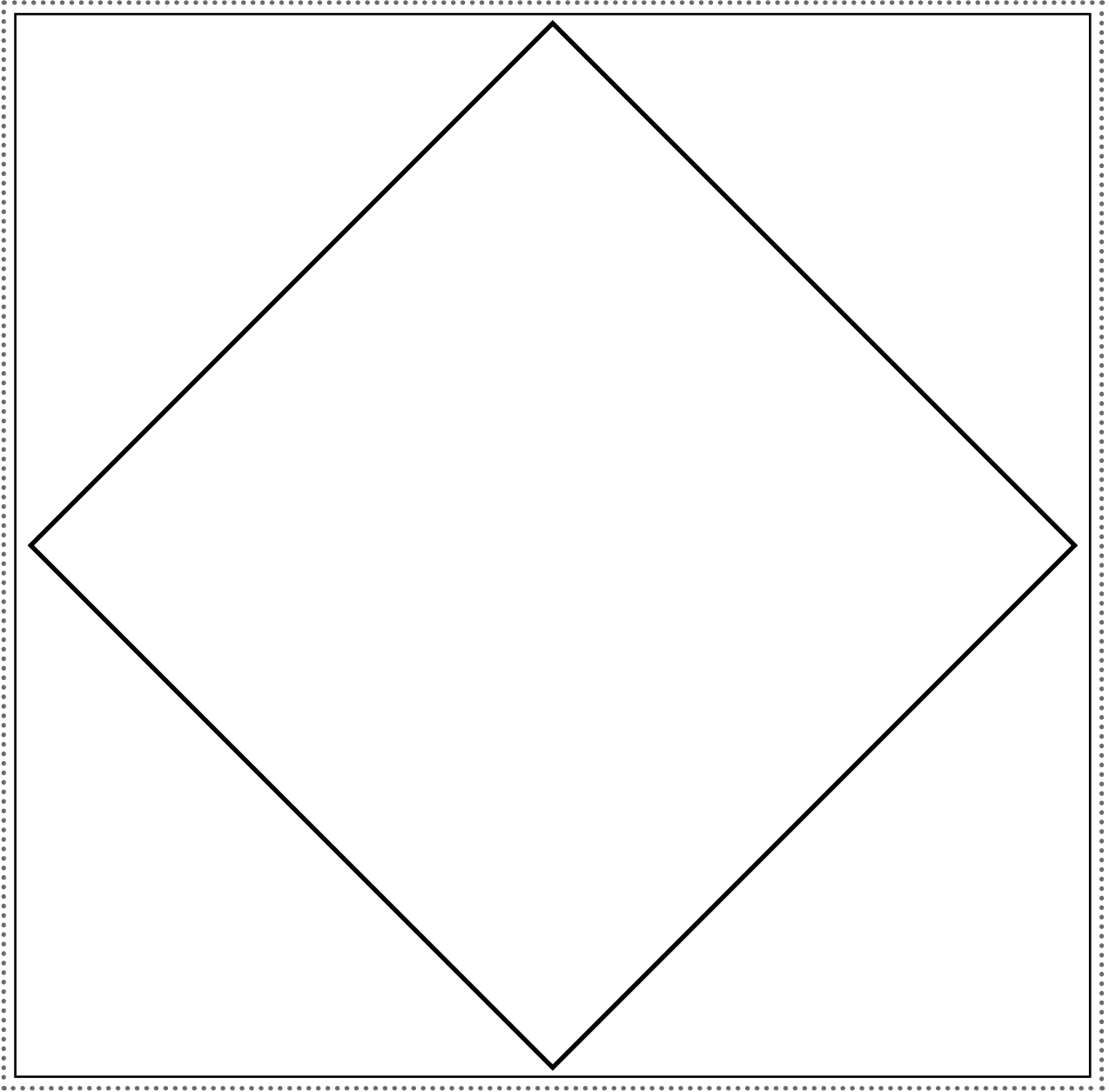
	a	e	i	o	u	v
1 Vowels	D	R	T	ᄒ	ᄒ	i
2 d/t	ᄒ W	ᄒ ᄒ	ᄒ ᄒ	V	S	ᄒ
3 dl/ll	ᄒ ᄒ	L	C	ᄒ	ᄒ	P
4 g	ᄒ ᄒ	ᄒ	Y	A	J	E
5 qu(ku)	ᄒ	ᄒ	ᄒ	ᄒ	ᄒ	ᄒ
6 h	ᄒ	ᄒ	ᄒ	F	ᄒ	ᄒ
7 ts	G	ᄒ	ᄒ	K	ᄒ	ᄒ
8 l	W	ᄒ	ᄒ	G	M	ᄒ
9 m	ᄒ	ᄒ	H	ᄒ	Y	—
10 n/hn	ᄒ ᄒ	ᄒ	h	Z	ᄒ	ᄒ
11 s	ᄒ ᄒ	4	b	ᄒ	ᄒ	R
12 w/(h)w	ᄒ	ᄒ	ᄒ	ᄒ	ᄒ	ᄒ
13 y/(h)y	ᄒ	ᄒ	ᄒ	ᄒ	ᄒ	B



Directions: Cut out the quilt square on this worksheet. Draw a picture of Sequoyah or the Cherokee writing system in the center diamond. Then write a word or short phrase in each corner, sharing facts learned about Sequoyah. Finally, write a sentence on the back using one or more of the words you wrote.



Directions: Cut out the quilt square on this worksheet. Draw a picture representing the Trail of Tears in the center diamond. Then write a word or short phrase in each corner, sharing facts learned about the Trail of Tears. Finally, write a sentence on the back using one or more of the words you wrote.





Dear Family Member,

Your child has been learning about the westward expansion of the United States. We will continue this topic over the next few days, learning about the Pony Express, the Oregon Trail, and the transcontinental railroad. Your child will also learn how the lives of the buffalo and the Plains Native Americans were negatively affected by westward expansion.

Below are some suggestions for activities that you may do at home to reinforce what your child will be learning about westward expansion.

1. Westward Expansion

After a few days, have your child complete the activity on the back of this letter. Have him/her write the correct title for each picture, choosing from the word bank. Then have him/her write a sentence about it.

2. I've Been Working on the Railroad

Your child will be listening to the song "I've Been Working on the Railroad" while learning about the transcontinental railroad.



I've been working on the railroad

All the live-long day.

I've been working on the railroad

Just to pass the time away.

Can't you hear the whistle blowing,

Rise up so early in the morn;

Can't you hear the captain shouting,

"Dinah, blow your horn!"

Dinah, won't you blow,

Dinah, won't you blow,

Dinah, won't you blow your horn?

Dinah, won't you blow,

Dinah, won't you blow,

Dinah, won't you blow your horn?

3. Read Aloud Each Day

Try to set aside time each day to read to your child as well as listen to your child read to you. Remember to use the recommended trade book list sent with the first family letter.

Any opportunity your child has to tell you about what s/he is learning at school and to practice it at home is helpful.

Word Bank

Transcontinental Railroad

The Pony Express

Buffalo Hunters

The Oregon Trail











Vocabulary List for Westward Expansion (Part 2)

This list includes many important words your child will learn about in *Westward Expansion*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- hardships
- ruts
- steep
- territory
- endurance
- landmark
- route
- ancestor
- convenient
- charged
- skilled
- solemnly

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Write a sentence using it
	Find one or two examples
	Tell someone about it
	Act it out
	Make up a song using it

Directions: Circle the "T" if the sentence is correct or true. Circle the "F" if the sentence is not correct or false.

1.

T

F

2.

T

F

3.

T

F

4.

T

F

5.

T

F

6.

T

F

Directions: Circle the "T" if the sentence is correct or true. Circle the "F" if the sentence is not correct or false.

1.

 T F

2.

 T F

3.

 T F

4.

 T F

5.

 T F

6.

 T F

Name _____

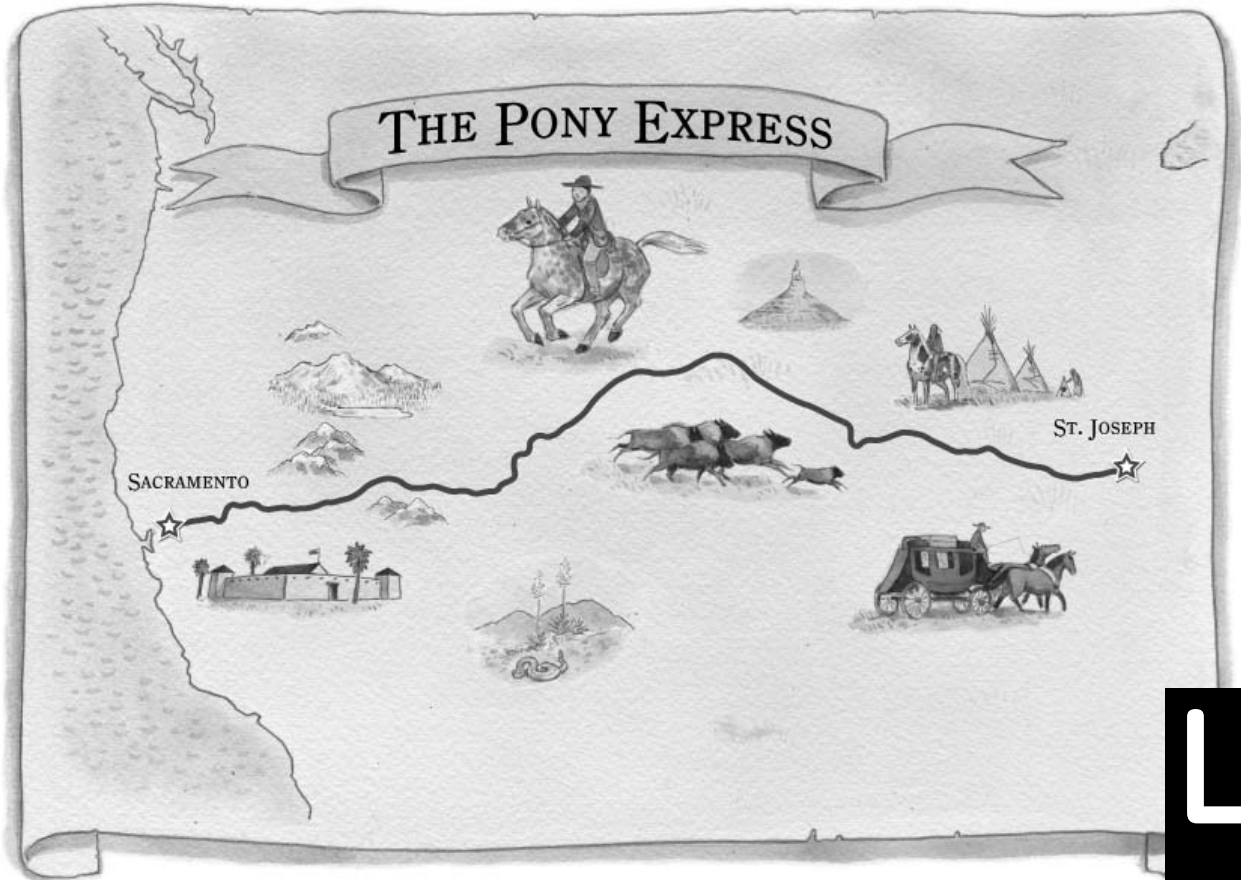
_____, November ____, 1843

Dear _____,

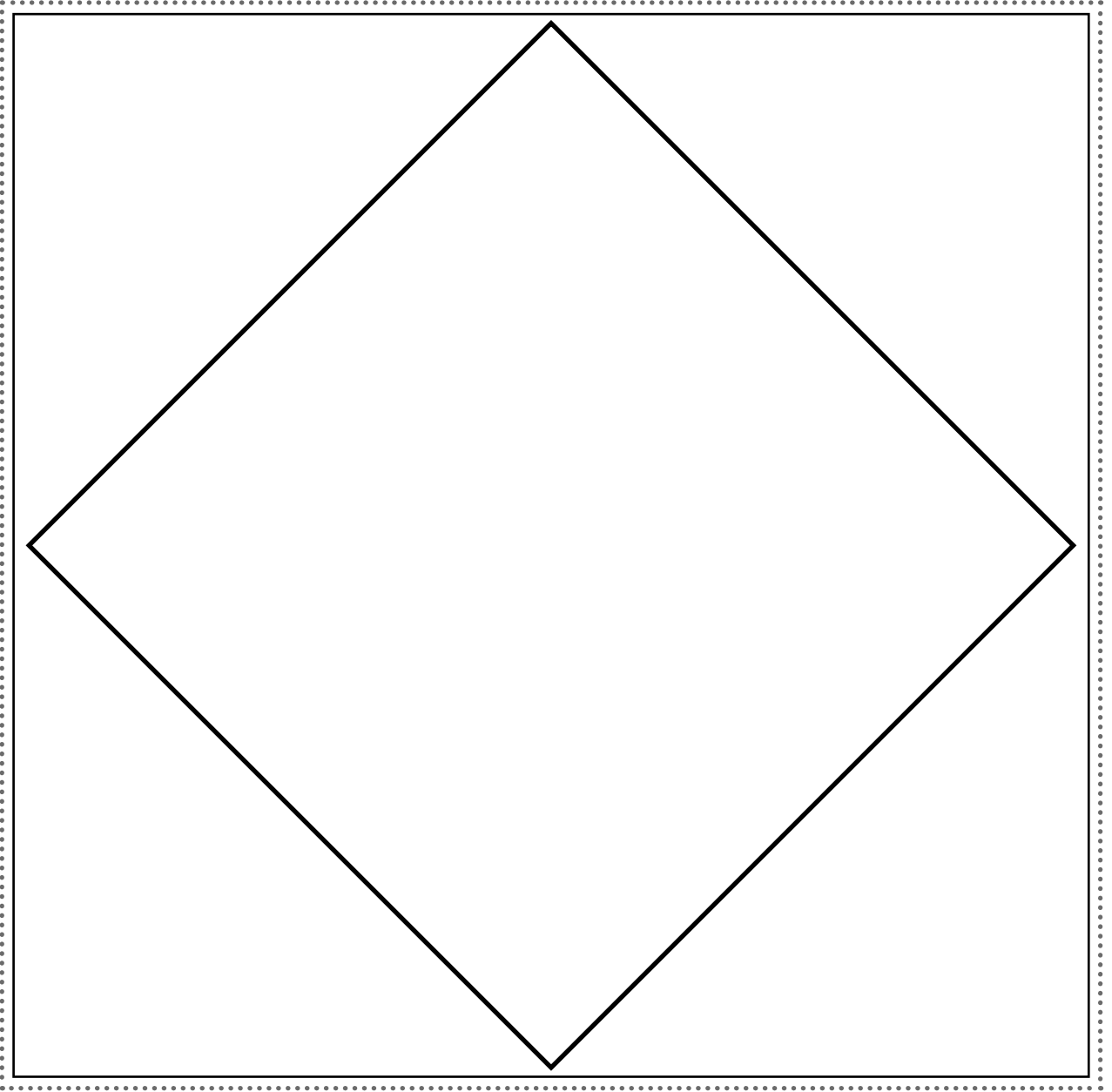
Your Friend,

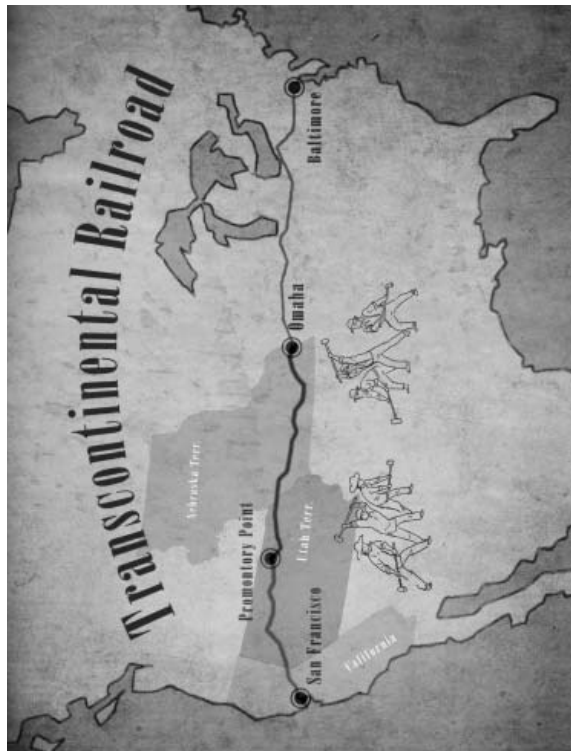
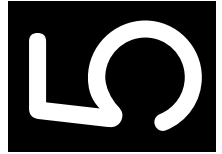
Directions: Think about what you heard in the read-aloud, and then fill in the chart using words or sentences.

<p>Somebody</p>	
<p>Wanted</p>	
<p>But</p>	
<p>So</p>	
<p>Then</p>	



Directions: Cut out the quilt square on this worksheet. Draw a picture of the Pony Express in the center diamond. Then write a word or short phrase in each corner, sharing facts learned about the Pony Express. Finally, write a sentence on the back using one or more of the words you wrote.





I've Been Working on the Railroad

Melody and Lyrics by Anonymous

Brightly ♩ = 126

Voice

mf I've been work-in' on the rail - road, All the live-long day.

Piano

mf

5

I've been work-in' on the rail road, Just to pass the time a - way.

5

9





Can't you hear the whis-tle blow - in'? Rise up so ear-ly in the morn.

9

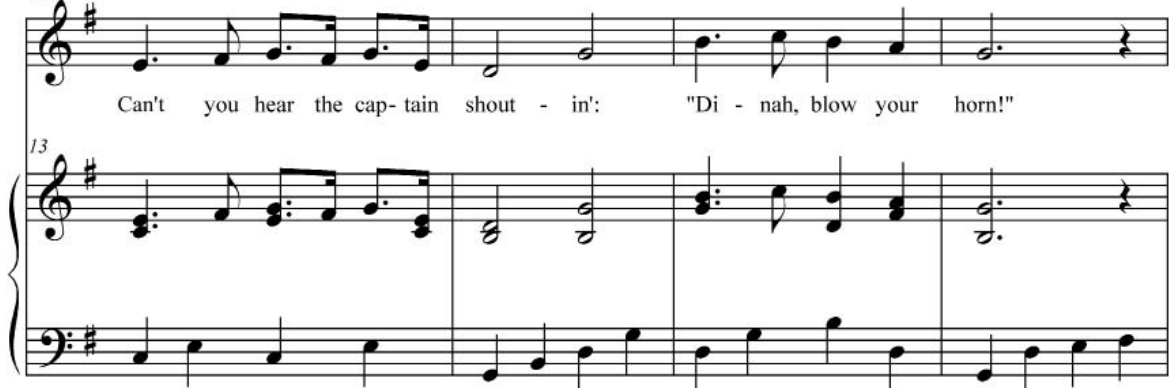
G C G

A7 D7

The musical score is written in 4/4 time with a key signature of one sharp (F#). It consists of three systems of music. Each system includes a voice line and a piano accompaniment. The piano part is written in grand staff notation (treble and bass clefs). Chord diagrams for guitar are provided above the voice line for measures 1, 2, 3, 5, 6, 8, 9, 10, and 11. The lyrics are written below the voice line. The tempo is marked 'Brightly' with a quarter note equal to 126 beats per minute. The dynamic marking for both voice and piano is mezzo-forte (mf).

13 **C**  **G**  **D**  **G** 

Can't you hear the cap-tain shout - in': "Di - nah, blow your horn!"



17 **A7**  **D7** 

mp Di - nah won't you blow, Di - nah won't you blow, Di - nah won't you blow your



20 **G**  **A7** 

horn? _____ *mf* Di - nah won't you blow, Di - nah won't you blow,



23   

Di-nah won't you blow your horn? Some-one's in the kit-chen with Di - nah,

23   

some-one's in the kit chen I know. _____ Some-one's in the kit-chen with Di - nah,

31  

Strum-min' on the old ban - jo and sing-in' "Fee fie fid-dle-ee-i - o,



35

D7  G  C 

Fee fie fid-dle-ee-i - o, Fee fi fid-dle-ee-i - o,"

35

3

3

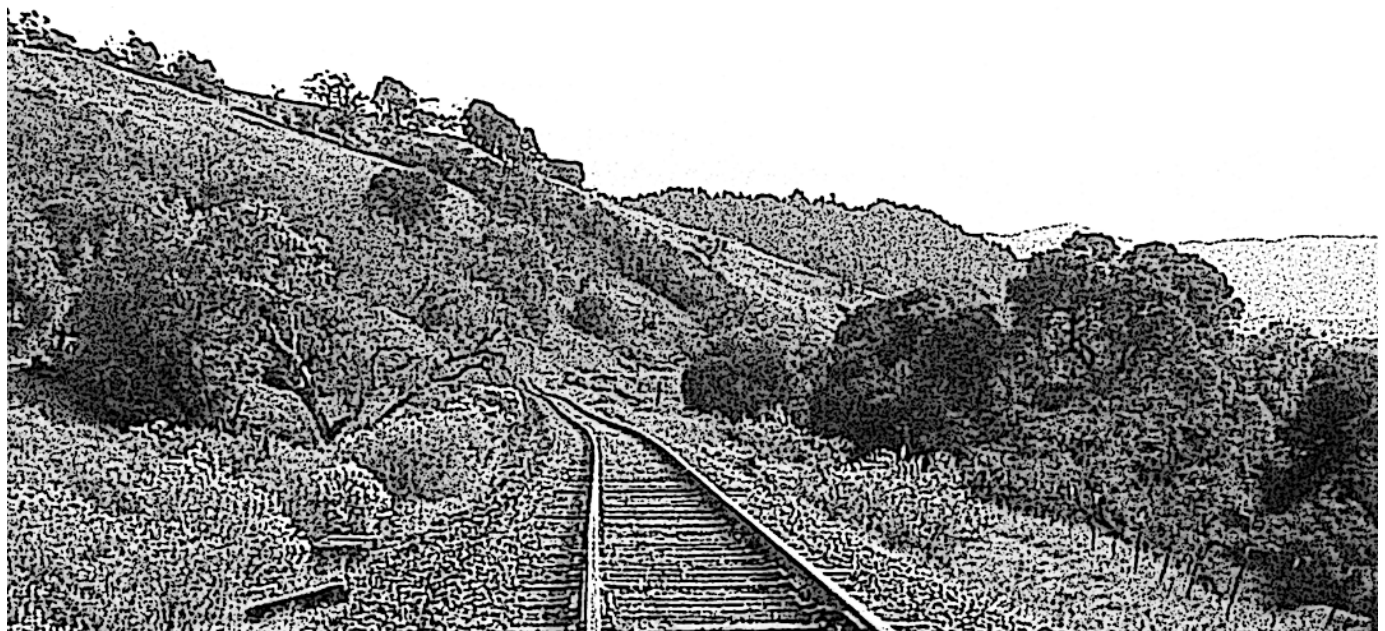
3

39

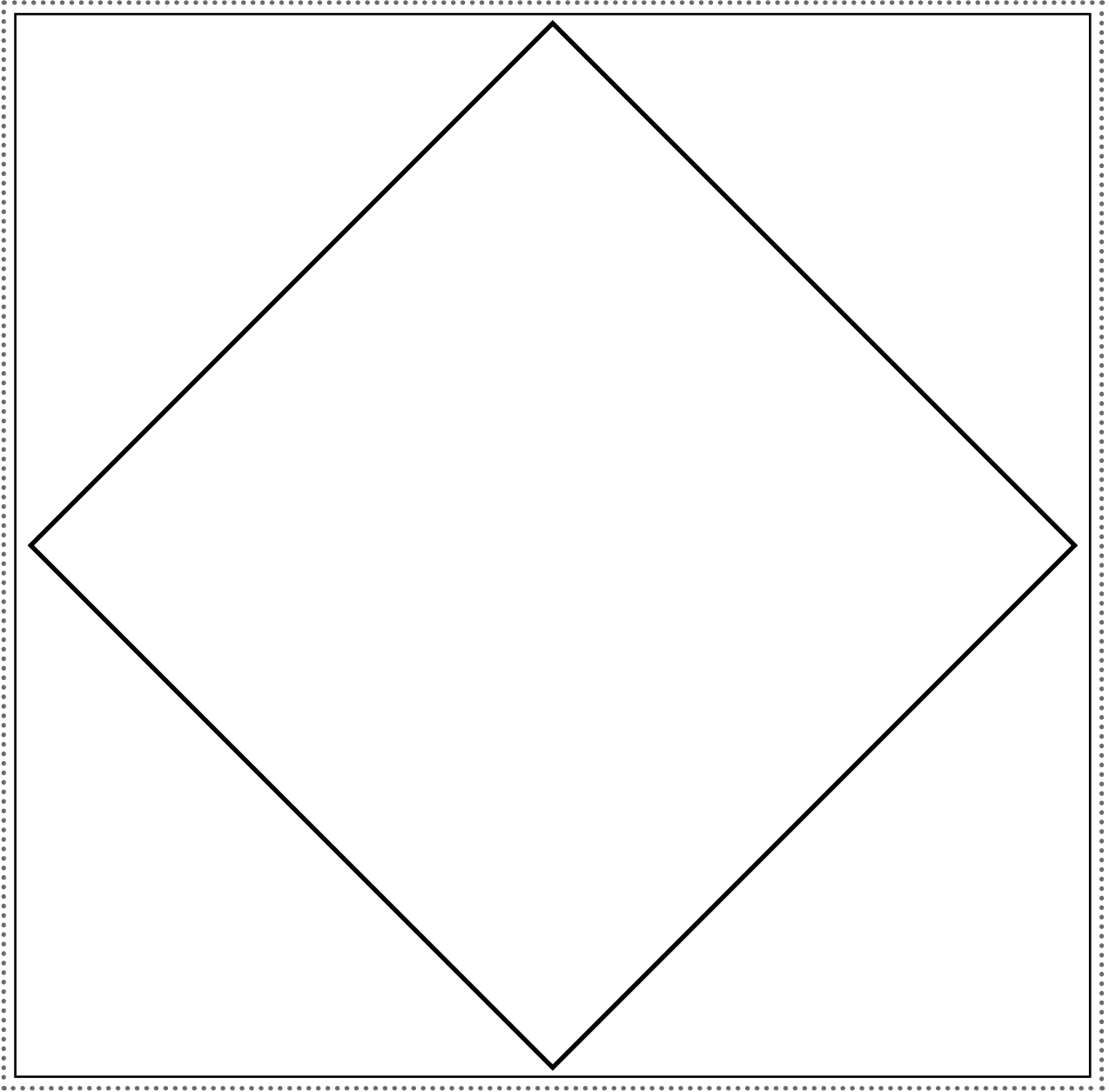
D7  G 

Strum - min' on the old ban - jo.

39

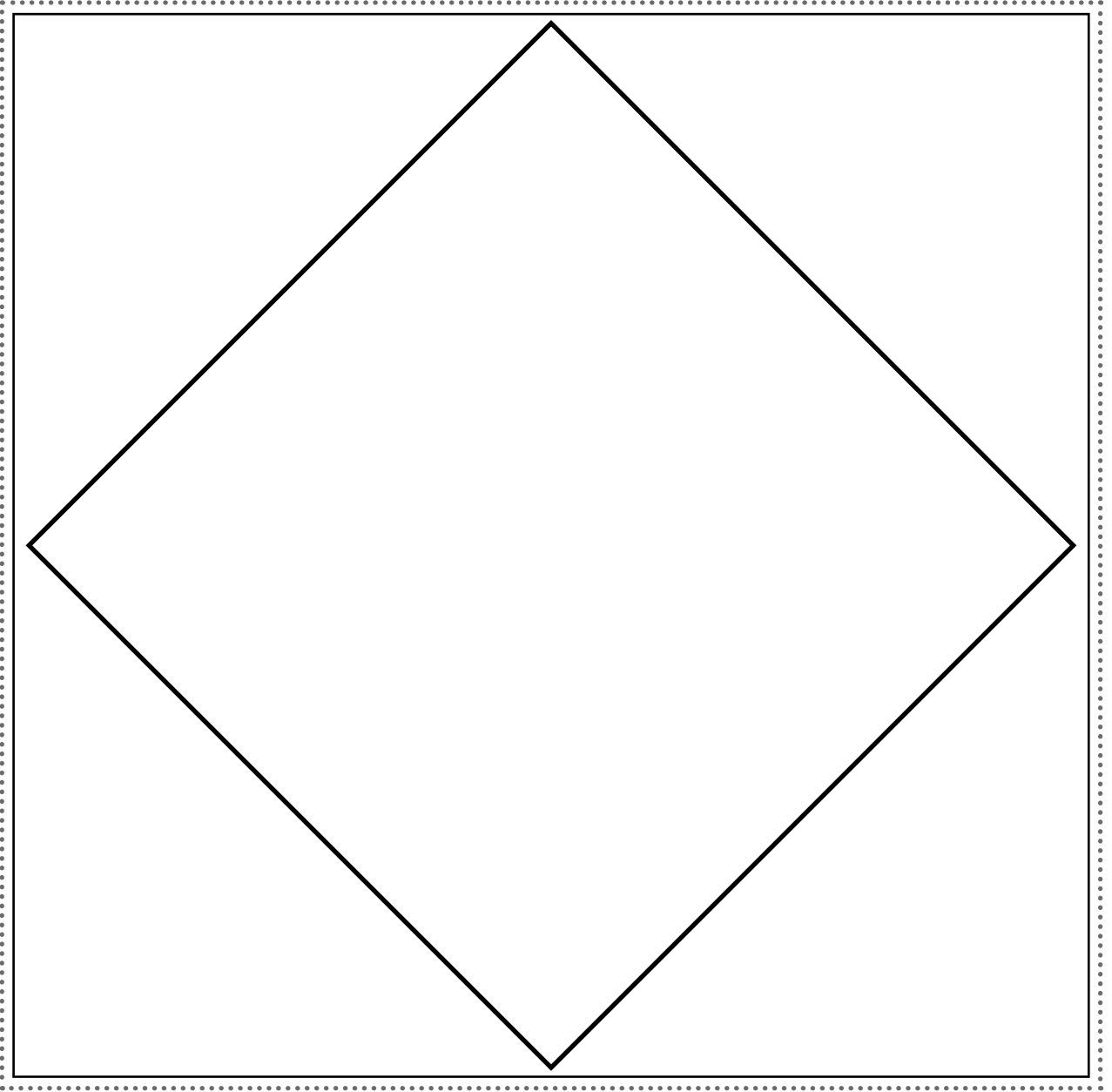


Directions: Cut out the quilt square on this worksheet. Draw a picture of a locomotive train and/or railroad tracks in the center diamond. Then write a word or short phrase in each corner, sharing facts learned about the transcontinental railroad. Finally, write a sentence on the back using one or more of the words you wrote.

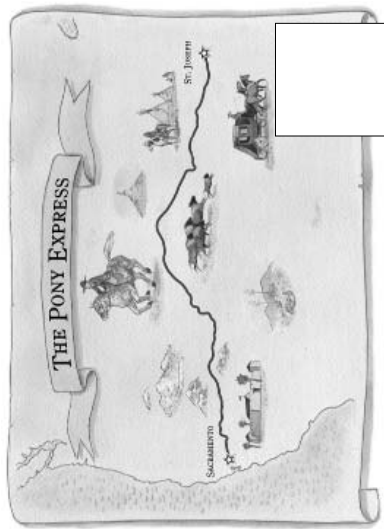
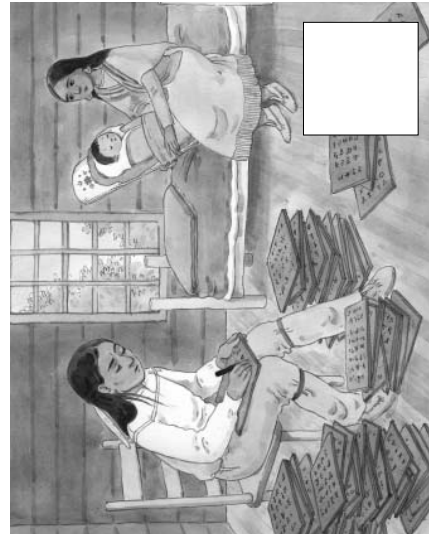




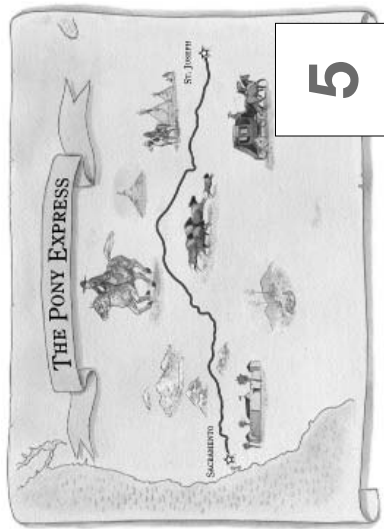
Directions: Cut out the quilt square on this worksheet. Draw a picture of a bison (or buffalo) in the center diamond. Then write a word or short phrase in each corner, sharing facts learned about the bison. Finally, write a sentence on the back using one or more of the words you wrote.



Directions: Number (from 1 to 6) these events in chronological order. Write a "1" in the box of the event that happened first. Write a "2" in the box of the event that happened second; etc.



Directions: Number (from 1 to 6) these events in chronological order. Write a "1" in the box of the event that happened first. Write a "2" in the box of the event that happened second; etc.



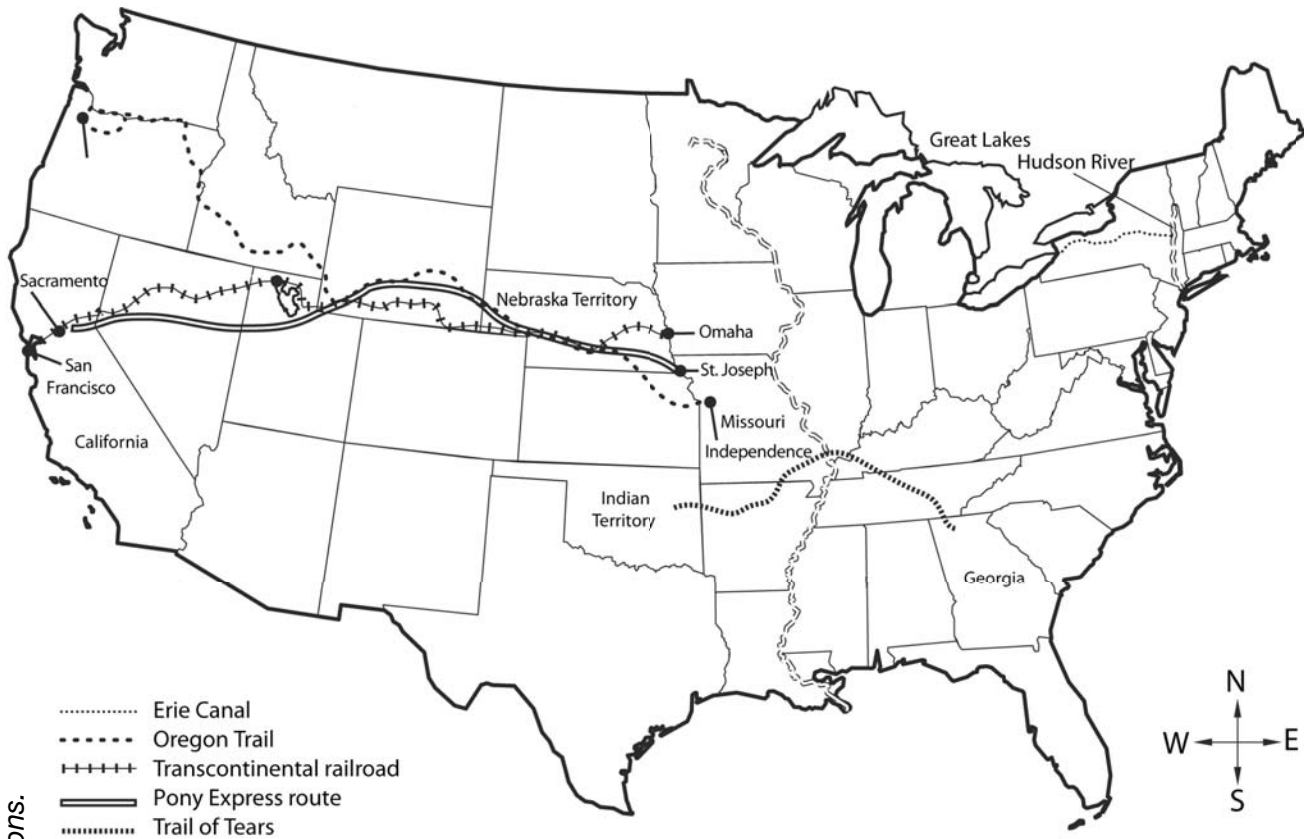


Directions: Study the map, and then use it to answer the questions.

1. What waterway was built to connect the Hudson River and the Great Lakes?

2. Where did the Oregon Trail begin?

3. In 1869, what method of travel connected Omaha, Nebraska, and San Francisco, California?



Directions: Study the map, and then use it to answer the questions.

1. What waterway was built to connect the Hudson River and the Great Lakes?

the Erie Canal





















2. Where did the Oregon Trail begin?

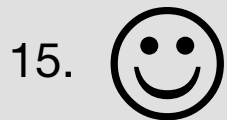
St. Joseph, Missouri

3. In 1869, what method of travel connected Omaha, Nebraska, and San Francisco, California?





















the transcontinental railroad











Directions: Listen carefully to the words and sentences read by your teacher. If the sentence uses the word correctly, circle the smiling face. If the sentence uses the word incorrectly, circle the frowning face.

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  



Directions: Listen carefully to the words and sentences read by your teacher. If the sentence uses the word correctly, circle the smiling face. If the sentence uses the word incorrectly, circle the frowning face.

- | | | |
|-----|---|--|
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |

11.		
12.		
13.		
14.		
15.		

Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the "T". If the sentence is false, circle the "F".

1.

T

F

2.

T

F

3.

T

F

4.

T

F

5.

T

F

6.

T

F

7.

T

F

8.

T

F

Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the "T". If the sentence is false, circle the "F".

1.

T

 F

2.

T

 F

3.

 T

F

4.

T

 F

5.

 T

F

6.

T

 F

7.

 T

F

8.

T

 F

Directions: Read each question. Think about the answer for each question. Write at least one complete sentence to answer each question.

1. Why did many pioneer families choose to move to the West in the 1800s?

Pioneer families moved to the West because _____

2. Choose one: steamboat, the Erie Canal, or the transcontinental railroad. Why was it important during the time of westward expansion?

The _____ *was important because* _____

3. How did the Native Americans feel about westward expansion?

The Native Americans felt that westward expansion _____

Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

Tens Conversion Chart

		Number Correct																					
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Number of Questions	1	0	10																				
	2	0	5	10																			
	3	0	3	7	10																		
	4	0	3	5	8	10																	
	5	0	2	4	6	8	10																
	6	0	2	3	5	7	8	10															
	7	0	1	3	4	6	7	9	10														
	8	0	1	3	4	5	6	8	9	10													
	9	0	1	2	3	4	6	7	8	9	10												
	10	0	1	2	3	4	5	6	7	8	9	10											
	11	0	1	2	3	4	5	5	6	7	8	9	10										
	12	0	1	2	3	3	4	5	6	7	8	8	9	10									
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10								
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10							
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10						
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10					
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10				
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10			
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10		
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10	

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

CORE KNOWLEDGE LANGUAGE ARTS

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