

# Go West Young Man!

**Grade Level:** Second Grade

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**Length of Unit:** 7 lessons

## I. ABSTRACT

In this unit students will follow the pioneers as they travel westward from the original thirteen colonies into Texas and the Oregon Territory. They will learn songs from the time period, map the route of the pioneers, read and reflect on Tall Tales, and build a covered wagon. Students will also study the injustices brought about by fear and lack of understanding of different cultures as evidenced by the Trail of Tears. Assessments include rubrics and a multiple-choice test.

## II. OVERVIEW

### A. Concept Objectives

1. Students will develop an awareness of the injustices brought about by fear and lack of understanding of different cultures.
2. Students will develop an awareness of the hardships the pioneers faced.

### B. Content from the *Core Knowledge Sequence*

1. New means of travel
  - Robert Fulton, invention of the steamboat
  - Erie Canal
  - Railroads: the Transcontinental Railroad
2. Routes west: wagon trains on the Oregon Trail
3. The Pony Express
4. Sequoyah and the Cherokee alphabet
5. Forced removal to reservations: the “Trail of Tears”
6. Some Native Americans displaced from their homes and ways of life by railroads (the “iron horse”)
7. Effect of near extermination of buffalo on Plains Indians

### C. Skill Objectives

1. Students write for a variety of audiences and purposes and in various forms (English Language Arts and Reading TEK 110.4 2.14 A, B, D)
2. Students will show an understanding of how historical figures helped to shape our community, state, and nation (Social Studies TEK 113.4 2.4 B)
3. Students use simple geographic tools such as maps, globes, and photographs (Social Studies TEK 113.4 2.5 A)
4. Students understand the locations and characteristics of places and regions (Social Studies TEK 113.4 2.6 A, B)
5. Students understand how physical characteristics of places and regions affect people’s activities and settlement patterns (Social Studies TEK 113.4 2.7 A, B)
6. Students understand how humans use and modify the physical environment (Social Studies TEK 113.4 2.8 A, B)
7. Students understand the importance of work. (Social Studies TEK 113.4 2.9 A, B)

8. Students understand how science and technology have affected life, past and present (Social Studies TEK 113.4 2.16 A, B)
9. Students communicate in written, oral and visual forms (Social Studies TEK 113.4 2.18 B)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *If You Were A Pioneer on the Prairie*
  2. *The Trail of Tears*
- B. For Students
 

From Kindergarten *Core Knowledge Sequence*

  1. Native Americans
  2. Rivers and maps
  3. Johnny Appleseed and Casey Jones

From First Grade *Core Knowledge Sequence*

  1. Mountain ranges
  2. Abraham Lincoln
  3. Early Exploration of the American West
  4. Songs – “America the Beautiful,” “ Oh! Susanna,” “ On Top of Old Smokey,” “ She’ll Be Comin’ Round the Mountain”

### IV. RESOURCES

- A. *Johnny Appleseed* by Patricia Demuth
- B. *Davy Crocket, Frontier Pioneer* by Eric Carpenter or *A Picture Book of Davy Crockett* by David A. Adlar
- C. *Paul Bunyan and His Blue Ox* by Patsy Jensen
- D. *The Amazing Impossible Erie Canal* by Cheryl Harness
- E. *Pecos Bill the Roughest, Toughest, Best* by Patsy Jensen
- F. *Buffalo Bill and the Pony Express* by Eleanor Coerr or *They’re Off the Story of the Pony Express* by Cheryl Harness
- G. *John Henry, An American Hero* by Ezra Jack Keats
- H. *Tall Tales* by Evan-Moor Corporation
- I. *The Trail of Tears* by Joseph Bruchac

### V. LESSONS

#### Lesson One: Covered Wagons (allow 3 days)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will develop an awareness of the hardships the pioneers faced.
  2. Lesson Content
    - a. Means of travel – wagon trains
  3. Skill Objective(s)
    - a. Students understand how humans use and modify the physical environment (Social Studies 113.4 2.8 A, B)
    - b. Students understand the importance of work (Social Studies TEK 113.4 2.9 A, B)
    - c. Students communicate in written, oral, and visual forms (TEK 113.4 2.18 B)

B. *Materials*

1. Craft sticks (9 per student)
2. Pipe Cleaners (3 per student)
3. Tacky Craft Glue (1 bottle for every 4 students)
4. Inexpensive muslin – roughly 1 yard per 24 students (cut into rectangles the length of a craft stick and wide enough to go over the top of the pipe cleaners)
5. Heavy cardboard or sentence strips – enough for 4 wheels (1 ½” diameter) each from heavy cardboard or 8 wheels (1 ½” diameter) each from sentence strips
6. Markers or crayons
7. Wax paper – 12” x 12” square per student
8. *Johnny Applesseed* by Steven Kellogg
9. *Davy Crocket, Frontier Pioneer* by Eric Carpenter or *A Picture Book of Davy Crockett* by David A. Adlar
10. Student Journals
11. a piece of butcher paper 4 feet wide and 6 – 10 feet long
12. Appendix A – Example of Covered Wagon
13. Appendix B – Rubric – How is Your Life Different?
14. Appendix C – Rubric – What Would You Take?

C. *Key Vocabulary*

1. Covered Wagon- a wooden wagon, generally 4 feet wide and 6 to 10 feet long. Thin wooden bands curved upward from each side of the wagon to support the canvas top. The wheels were high so the wagons could clear tree stumps on dry ground and keep their contents dry when crossing riverbeds. Covered wagons were pulled by horses, oxen, or mules.

D. *Procedures/Activities*

Making the covered wagon will take approximately 15 minutes a day for 3 days. The remainder of the class time focuses on the lives of the pioneers.

Day 1

1. Distribute to each student
  - 1 12” x 12” piece of wax paper
  - 9 Craft sticks
2. Distribute to every 4 students
  - 1 bottle of tacky glue *\*take the small tops off and put in a safe place, they tend to get lost*
3. Have students write their names on the wax paper and on one craft stick (lay this stick aside)
4. Working on top of the wax paper to catch any excess glue, students glue 4 craft sticks side by side and the 1 craft stick with their name on it across the 4 so it looks like 5 tally marks
5. Glue the remaining sticks together in groups of 2 from the sides of the wagon.
6. Set aside and allow drying overnight.
7. Read *Young Davy Crocket, Frontier Pioneer* or *A Picture Book of Davy Crockett*
8. Discuss how our lives today differ from that of Davy Crockett. Where do we get our food? How are our homes different? What about school? How and why are clothes different? Etc.

9. Discuss rubric How is Your Life Different from the Pioneers? (Appendix B) before students start writing.
  10. Students write in their journals how their lives differ today from that of Davy Crocket at 7 or 8 years old.
  11. Discuss some of the student responses.
- Day 2
1. Distribute student products from yesterday
  2. Distribute tacky glue
  3. Attach the 2 sets of 2 craft sticks to the sides of the 4 craft sticks to create a u-shaped wagon.
  4. This may take 2 children working together as a team to hold these until they set
  5. Set aside until tomorrow
  6. Read *Johnny Appleseed*
  7. Discuss Tall Tales and how things are exaggerated over time and retelling of a story
- Day 3
1. Distribute:
    - student products
    - tacky glue
    - 3 pipe cleaners per student
    - 1 piece of muslin per student
  2. Cut 1 pipe cleaner in half
  3. Twist 1 whole pipe cleaner and ½ pipe cleaner together to make 1 long piece
  4. Glue the ends of the pipe cleaners to the inside of the craft stick wagon body at each end
  5. Hold until it sticks (this may take 30 seconds or longer since 2 different materials are being joined)
  6. Set aside
  7. Using heavy cardboard cut 4 1 ½” circles for wagon wheels, draw the hubs and spokes  
OR using sentence strips cut 8 1 ½” circles gluing 2 back to back to strengthen for wagon wheels, draw the hubs and spokes
  8. Put glue along the pipe cleaners, drape the piece of fabric over the pipe cleaners making sure that it reaches both sides of the wagon
  9. Attach the wagons wheels to the wagon by gluing the top edge to the bottom outside edge of the wagon body
  10. Lay out on the floor a piece of butcher paper 4 feet wide and 6 – 10 feet long. Tell students this was the size of a covered wagon
  11. Discuss things that might be necessary to take along if you were leaving home for a new place. Use books that reference tools and gadgets from the pioneers. You can only take what will fit in the wagon
  12. Students write in their journals what they would take along and provide justification for these items.

E. *Assessment/Evaluation*

See Appendices B and C for rubrics to assess the journal writing.

**Lesson Two: The Appalachian Mountains**

A. *Daily Objectives*

1. Concept Objective(s)
    - a. Students will develop an awareness of the hardships the pioneers faced
  2. Lesson Content
    - a. Routes west
  3. Skill Objective(s)
    - a. Students use simple geographic tools such as maps, globes, and photographs (Social Studies TEK 113.4 2.5 A)
    - b. Students understand the locations and characteristics of places and regions (Social Studies TEK 113.4 2.6 A, B)
    - c. Students understand how physical characteristics of places and regions affect people's activities and settlement patterns (Social Studies TEK 113.4 2.7 A, B)
    - d. Students understand how humans use and modify the physical environment (Social Studies TEK 113.4 2.8 A, B)
    - e. Students understand the importance of work. (Social Studies TEK 113.4 2.9 A, B)
    - f. Students communicate in written, oral and visual forms (Social Studies TEK 113.4 2.18 B)
- B. *Materials*
1. Large classroom map of the United States
  2. 8 ½" x 14" map of United States per student (Appendix D)
  3. Transparency of United States map (Appendix D)
  4. Map pencils or crayons
  5. 12" x 18" manilla paper (one per student)
  6. Yellow water colors or diluted yellow tempera paint to use as a wash
  7. Paint brushes
  8. Rubric for completed map (Appendix E)
  9. Blank transparency
  10. Overhead projector
  11. Appendix F – Completed Map – use to locate objects on map
- C. *Key Vocabulary*
1. Appalachian Mountains – A mountain chain that extends almost the entire length of the East Coast of the United States of America
  2. Wilderness – the wild, unexplored part of America
  3. Rabbit and deer trails – the pathways followed by rabbits and deer through wooded areas or grasslands
- D. *Procedures/Activities*
1. Distribute maps of the United States (Appendix D)
  2. Display the rubric (Appendix E) for the maps. Review the expectations for students as they map the Westward Expansion of our country.
  3. Using a large classroom map of the United States discuss the location of the original 13 colonies.
  4. On the transparency of the United States Map, color the original 13 colonies red.
  5. Students color the original 13 colonies red on their maps.
  6. Using a blank transparency start a legend for your map. Color a small space red. Label it: Original 13 colonies.
  7. Students make their legend on the back of their map.

8. On the classroom map locate the Appalachian Mountains. The Appalachian Mountains were a boundary for the original thirteen colonies. Very few people had ventured into the unknown Wilderness territory. The land was steep with thick forests and narrow trails created by rabbits and deer. Pioneers followed rabbit and deer trails. (This is easily illustrated with a sentence strip. The width is the rabbit trail. One third is the width of a deer trail.) A rabbit is small and therefore does not need much room to get through the forest. Deer are not very wide and therefore they do not need much space to move about. The wheels on the wagons were tall to go over the tree stumps that were left behind.
9. On the transparency show students where the Appalachian Mountains are. Color this area brown. Label the mountains.
10. Students copy the transparency using a brown crayon or map pencil. Color over the area of the Appalachian Mountains. Label the Appalachian Mountains with a fine point marker or pen.
11. Locate the Atlantic Ocean on the classroom map. Label the Atlantic Ocean on the transparency.
12. Students label the Atlantic Ocean on their maps.
13. On the legend, color a small area brown. Label it Mountains.
14. Locate the Ohio River and Mississippi River on the classroom map.
15. While outlining them on the transparency, remind students that water on a map is always blue. Label the Ohio River and Mississippi River.
16. Students copy the transparency using a blue crayon or map pencil. Label the rivers.
17. While students outline their maps explain to them the Ohio River flows into the Mississippi River. The Mississippi River flows from Minnesota into the Gulf of Mexico. Label the Gulf of Mexico.
18. Add a blue wavy line to the Legend. Label it - rivers
19. On the transparency color from the Atlantic Ocean to the Mississippi River yellow. Explain that by 1803 the United States had expanded only this far. Few people had ventured past the Mississippi River.
20. Students copy the transparency on their maps.
21. Collect the maps.
22. Distribute manilla paper to students. Explain that students are going to illustrate the forests of the wilderness with the sun filtering through the trees. Using crayons only they are to draw as many trees as they can on the paper. Color the trees leaves dark using as many shades of green as they like. Color the trunks of the trees dark using as many shades of brown or black as they like.
23. When completed, wash the drawings with yellow watercolors or diluted tempura paints.
24. While students complete their drawings and painting explain and discuss how the pioneers got through the trees. Ask students how they think the wagons got through. Ask what they would need to take with them to make clearing the trees easier.
25. When dry display some of the paintings with covered wagons in front of them.

E. *Assessment/Evaluation*

See Appendix E – Map Rubric – will be used when map is complete

### **Lesson Three: The Erie Canal**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will develop an awareness of the hardships the pioneers faced
2. Lesson Content
  - a. Robert Fulton, invention of the steamboat
  - b. Erie Canal
3. Skill Objective(s)
  - a. Students will show an understanding of how historical figures helped to shape our community, state, and nation (Social Studies TEK 113.4 2.4 B)
  - b. Students use simple geographic tools such as maps, globes, and photographs (Social Studies TEK 113.4 2.5 A)
  - c. Students understand the locations and characteristics of places and regions (Social Studies TEK 113.4 2.6 A, B)
  - d. Students understand how physical characteristics of places and regions affect people’s activities and settlement patterns (Social Studies TEK 113.4 2.7 A, B)
  - e. Students understand how humans use and modify the physical environment (Social Studies TEK 113.4 2.8 A, B)
  - f. Students understand the importance of work. (Social Studies TEK 113.4 2.9 A, B)
  - g. Students understand how science and technology have affected life, past and present (Social Studies TEK 113.4 2.16 A, B)

#### **B. Materials**

1. Student maps from previous day (Appendix D)
2. Map transparency from previous day (Appendix D)
3. Map pencils or crayons
4. Overhead projector
5. *The Amazing Impossible Erie Canal* by Cheryl Harness
6. *Paul Bunyan and His Blue Ox* by Patsy Jensen
7. Song “The Erie Canal” ( The words and music are on the back of *The Amazing Impossible Erie Canal*)
8. *Story of America Transportation* by Wilma Wilson Cain pages 64 – 68
9. Appendix F – Completed map
10. Appendix E – Map Rubric

#### **C. Key Vocabulary**

1. Erie Canal – Water route connecting the Atlantic Ocean with Lake Erie, provided a water route to the western frontier
2. Great Lakes – Lake Huron, Lake Ontario, Lake Michigan, Lake Erie, Lake Superior (the first letter of the name of each lake spells HOMES)
3. barge – a large, strongly built, flat-bottomed boat for carrying freight

#### **D. Procedures/Activities**

1. Read *The Amazing Impossible Erie Canal* by Cheryl Harness

2. Discuss the story. The high cost of transporting goods to the American Frontier prompted Americans to find a faster and less expensive way to transport goods from the Atlantic seaboard to the interior of the American continent. The Erie Canal joined the Hudson River at Albany, New York with Lake Erie. The canal was 363 miles long, 40 feet wide and 4 feet deep. The Western end of the canal was 565 feet higher than the Eastern end of the canal. Five sets of locks were built to overcome this obstacle. Mules, horses, or oxen pulled barges from the bank. Towns sprang up along the route. Bridges were constructed to allow passage from one side of the canal to the other. These were built low to keep the costs down. The Erie Canal was begun on Independence Day 1817 and took 8 years to build at a cost of \$7,143,789.
  3. Distribute student maps
  4. Display rubric so students know what is expected of them on this map.
  5. On the transparency trace and label the Hudson River, the Erie Canal, and the Great Lakes (from East to West – Ontario, Erie, Huron, Michigan, Superior) Appendix F
  6. Students copy information onto their own maps with a blue crayon or map pencil.
  7. Teach the students the song “The Erie Canal”
  8. Discuss Robert Fulton and the invention of the steam engine.
  9. Read *Paul Bunyan and His Blue Ox* by Patsy Jensen
  10. Discuss the exaggerations of the tall tale.
- E. *Assessment/Evaluation*  
See Appendix E – Map Rubric

#### **Lesson Four: The Oregon Trail**

##### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an awareness of the hardships the pioneers faced.
2. Lesson Content
  - a. Routes west: wagon trains on the Oregon Trail
3. Skill Objective(s)
  - a. Students write for a variety of audiences and purposes and in various forms (English Language Arts and Reading TEK 110.4 2.14 A, B, D)
  - b. Students will show an understanding of how historical figures helped to shape our community, state, and nation (Social Studies TEK 113.4 2.4 B)
  - c. Students use simple geographic tools such as maps, globes, and photographs (Social Studies TEK 113.4 2.5 A)
  - d. Students understand the locations and characteristics of places and regions (Social Studies TEK 113.4 2.6 A, B)
  - e. Students understand how physical characteristics of places and regions affect people’s activities and settlement patterns (Social Studies TEK 113.4 2.7 A, B)
  - f. Students understand the importance of work. (Social Studies TEK 113.4 2.9 A, B)

- g. Students communicate in written, oral and visual forms (Social Studies TEK 113.4 2.18 B)

B. *Materials*

1. Student covered wagons from Lesson 1
2. Student maps from previous day (Appendix D)
3. Map transparency from previous day (Appendix D)
4. Crayons or map pencils
5. Overhead projector
6. Wax paper 1 12" x 18" piece
7. Large piece of construction paper
8. Water color or diluted tempura for wash
9. Sheets of brown butcher paper (1 sheet for every 5 students)
10. *Pecos Bill the Roughest, Toughest, Best* by Patsy Jensen
11. Appendix F – completed map
12. Appendix E – Map Rubric
13. Appendix G – Wagon Train Rules Rubric

C. *Key Vocabulary*

1. wagon train – A procession of wagons following in single file along a trail.
2. trail – The path that the wagon train followed.
3. wagon master – The leader of the wagon train.
4. Oregon Trail – The longest of the overland routes, winding 2000 miles across prairies, deserts, and mountains. Trail went through Kansas and Nebraska and across the Rocky Mountains ending in the Willamette Valley in Oregon.
5. Circle wagons – The last wagon stopped moving, the first wagon led the rest in a perfect circle back to the last wagon enclosing the center. This provided protection for families from wind and Indians.
6. Independence Day – July 4

D. *Procedures/Activities*

Background Notes

The Oregon Trail began in Independence, Missouri. This was the longest of the overland routes. It wound over 2000 miles across the prairie, through the desert and across the mountains. The trail went through Kansas, Nebraska, and the Rocky Mountains ending in the Willamette Valley of Oregon. Pioneers had to select a Wagon Master and they had to establish and agree upon rules before setting out. Once the wagon train left Independence the rules became law. The Wagon Master had the final decision for the entire Wagon Train. Travelers had to be at Independence Rock on the north bank of the Sweetwater River in Alcova, Wyoming by July 4, later than this meant that bad weather conditions would arise before the pioneers got through the mountains. Many people scratched their names into the rock before going on.

1. Read and discuss *Pecos Bill the Roughest, Toughest, Best* by Patsy Jensen
2. Read the Background notes to students.
3. Show students the rubric (Appendix G) before they begin this activity.
4. Divide students into 3 or 4 groups. Each group will make their own rules for the wagon train. These rules will be written on sheets of butcher paper (soften this by wrinkling it). Each group reports to the other groups

- what their laws are. Allow time for group discussion and class discussion. Post the rules.
5. Display covered wagons in wagon train and in a circle. If available, place plastic horses in display along with campfire, people, cattle, etc. Students can create a backdrop from butcher paper.
  6. Sketch a large rock on construction paper. Lay wax paper, waxy side down on the sketch of the rock. Ask students to write their names on the wax paper. Wash over this with paint and the names will appear. Students have carved their names on Independence Rock.
  7. Distribute student maps.
  8. Display rubric so students know what is expected of them on this map.
  9. On the map transparency show students Independence, Missouri. Label. Trace the route of the Oregon Trail using a solid black line. Label this the Oregon Trail. Color the Rocky Mountains brown. Label Independence Rock. Label Willamette Valley, Oregon. (Appendix F)
  10. Students copy onto their maps.
  11. In the Legend, draw a solid black line. Label this the Oregon Trail
  12. Color from the Mississippi River to the Pacific Ocean all uncolored areas a pale orange. In the legend, color a small area pale orange. Label this settled after 1803.
  13. Collect the maps.
  14. Learn songs – “This Land Is Your Land”, “Old Dan Tucker”, “Home on the Range”, “Good-bye Old Paint”, “Clementine”, “Buffalo Gals”
- E. *Assessment/Evaluation*
1. See Appendix E for Map Rubric – This will be used when map is complete
  2. See Appendix G for Wagon Train Rules

### **Lesson Five: Pony Express**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an awareness of the hardships the pioneer faced
  2. Lesson Content
    - a. The Pony Express
  3. Skill Objective(s)
    - a. Students write for a variety of audiences and purposes and in various forms (English Language Arts and Reading TEK 110.4 2.14 A, B, D)
    - b. Students will show an understanding of how historical figures helped to shape our community, state, and nation (Social Studies TEK 113.4 2.4 B)
    - c. Students use simple geographic tools such as maps, globes, and photographs (Social Studies TEK 113.4 2.5 A)
    - d. Students understand the locations and characteristics of places and regions (Social Studies TEK 113.4 2.6 A, B)
- B. *Materials*
1. Student maps from previous days (Appendix D)
  2. Map Transparency from previous days (Appendix D)

3. Map pencils or crayons
  4. Overhead projector
  5. *Buffalo Bill and the Pony Express* by Eleanor Coerr or *They're Off the Story of the Pony Express* by Cheryl Harness
  6. Student journals
  7. One copy of Wanted Poster (Appendix H) per student – enlarge to 8 ½” x 11” or larger and print on parchment paper
  8. Parchment paper
  9. Appendix F – Completed Map
  10. Appendix H – Wanted Poster
  11. Appendix I – Wanted Poster Rubric
- C. *Key Vocabulary*
1. None
- D. *Procedures/Activities*
1. Read the book *Buffalo Bill and the Pony Express* by Eleanor Coerr as a read aloud over five days (one chapter per day) or *They're Off the Story of the Pony Express* by Cheryl Harness
  2. Display rubric so students know what is expected of them on this map.
  3. On the map transparency map the Pony Express Route (Appendix F) using a long then short broken line.
  4. Students copy this onto their maps.
  5. Add the Pony Express to the Legend.
  6. Discuss the qualities needed to be a Pony Express rider.
  7. Show the rubric (Appendix I) to the students before they begin to write.
  8. In their journals, students write why these qualities are still important today.
  9. Discuss why Bill never told his mother when something bad happened.
  10. Make a wanted poster. (Appendix H) Tell who was wanted, what they were wanted for, where and when the incident occurred, and the amount of the reward. Draw a picture of the outlaw. When completed have students wrinkle the paper to make it appear older.
- E. *Assessment/Evaluation*
1. See Appendix I – Wanted Poster Rubric

### **Lesson Six: The Transcontinental Railroad**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an awareness of the injustices brought about by fear and lack of understanding of different cultures
    - b. Students will develop an awareness of the hardships the pioneers faced.
  2. Lesson Content
    - a. Railroads: The Transcontinental Railroad
    - b. Some Native Americans displaced from their homes and ways of life by railroads (the “iron horse”)
    - c. Effect of near extermination of buffalo on Plains Indians
  3. Skill Objective(s)

- a. Students write for a variety of audiences and purposes and in various forms (English Language Arts and Reading TEK 110.4 2.14 A, B, D)
- c. Students use simple geographic tools such as maps, globes, and photographs (Social Studies TEK 113.4 2.5 A)
- d. Students understand the locations and characteristics of places and regions (Social Studies TEK 113.4 2.6 A, B)
- e. Students understand how physical characteristics of places and regions affect people’s activities and settlement patterns (Social Studies TEK 113.4 2.7 A, B)
- f. Students understand how humans use and modify the physical environment (Social Studies TEK 113.4 2.8 A, B)
- g. Students understand the importance of work. (Social Studies TEK 113.4 2.9 A, B)
- h. Students understand how science and technology have affected life, past and present (Social Studies TEK 113.4 2.16 A, B)
- i. Students communicate in written, oral and visual forms (Social Studies TEK 113.4 2.18 B)

B. *Materials*

- 1. *John Henry, An American Hero* by Ezra Jack Keats
- 2. American Tall Tales. Evan-Moor Corporation 1987. John Henry pattern. This takes some preplanning to cut the paper necessary to make John Henry.
- 3. Student maps from previous days (Appendix D)
- 4. Map transparency (Appendix D)
- 5. Map pencils or crayons
- 6. Overhead projector
- 7. Appendix F – completed map
- 8. Appendix J – Invention Rubric

C. *Key Vocabulary*

- 1. transcontinental - across the continent
- 2. steam engine – an engine operated by steam. A steam engine is usually one in which a sliding piston in a cylinder is moved by the expansive action of steam generated in a boiler.
- 3. locomotive – an engine that goes from place to place on its own power
- 4. immigrant – a person who comes into a foreign country or region to live

D. *Procedures/Activities*

- 1. Read *John Henry, An American Hero*
- 2. Discuss the exaggerations and the possible truth of a tall tale.
- 3. Discuss how immigrants (especially the Chinese) helped to build the Transcontinental Railroad and the injustices against them.
- 4. Discuss the invention of the steam engine and how it changed America. Where else did a steam engine change how things were done? (Robert Fulton’s invention of steam engines to power boats)
- 5. Distribute student maps
- 6. Display rubric so students know what is expected of them on this map.
- 7. On the Map Transparency map the Transcontinental Railroad (Appendix F). Make sure to include it in the Legend.
- 8. Students copy this onto their maps.

9. Precut all of the paper prior to students making John Henry.
  10. \* Note. I found that giving students all of the materials at once causes confusion as to which piece of paper you want them to use. (Some are nearly the same size.) I only pass out the piece that I am currently working on.
  11. Following the directions in *Tall Tales* by Evan-Moor Corporation make John Henry with his hammer.
  12. Students write in their journals of a modern invention that has changed their lives.
  13. Teach students the folk songs “John Henry” and “Casey Jones”
- E. *Assessment/Evaluation*
- a. See Appendix J – Invention Rubric

### **Lesson Seven: Sequoyah, Cherokee Alphabet and the Trail of Tears**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an awareness of the injustices brought about by fear and lack of understanding of different cultures.
    - b. Students will develop an awareness of the hardships the pioneers faced.
  2. Lesson Content
    - a. Sequoyah and the Cherokee alphabet
    - b. Forced removal to reservations: the “Trail of Tears”
  3. Skill Objective(s)
    - a. Students write for a variety of audiences and purposes and in various forms (English Language Arts and Reading TEK 110.4 2.14 A, B, D)
    - b. Students use simple geographic tools such as maps, globes, and photographs (Social Studies TEK 113.4 2.5 A)
    - c. Students understand the locations and characteristics of places and regions (Social Studies TEK 113.4 2.6 A, B)
    - d. Students understand how physical characteristics of places and regions affect people’s activities and settlement patterns (Social Studies TEK 113.4 2.7 A, B)
    - e. Students understand the importance of work. (Social Studies TEK 113.4 2.9 A, B)
- B. *Materials*
1. *The Trail of Tears* by Joseph Bruchac
  2. Student maps from previous day (Appendix D)
  3. Map transparency from previous day (Appendix D)
  4. Map pencils or crayons
  5. Overhead projector
  6. Large classroom size Venn diagram or 1 Venn diagram per child
- C. *Key Vocabulary*
1. reservation – land set aside for Native Americans.
  2. Treaty - an agreement between two groups of people
- D. *Procedures/Activities*
1. Read *The Trail of Tears* by Joseph Bruchac over 3 days.

2. On the first day read pages 4 – 16. Discuss who the Cherokee were, where they lived, their beliefs (we are stewards of the land, nobody owns it). Discuss why it was important for Sequoyah to develop an alphabet.
3. On the second day, read pages 17 – 27. Discuss the reasons the Cherokee were forced to move from their land. Discuss the features of the land in the east compared to the land in the west. Why were promises and treaties from the United States Government broken?
4. On the third day, read pages 28 – 43. Discuss the events of the actual trip from the east to reservations in the west. Finally read the remainder of the book. Discuss how the Cherokee have changed from their early beginnings.
5. Distribute student maps.
6. Display the rubric (Appendix E) so students know what is expected of them on this map.
7. On the transparency, map the Trail of Tears (Appendix F) using a broken line.
8. Students copy the Trail of Tears onto their maps.
9. Add the Trail of Tears to the Legend.
10. Using a large, classroom size Venn diagram (or individual diagrams for each child) compare the pioneers moving west to the Cherokee moving west. This could be done whole group or independently.

E. *Assessment/Evaluation*

1. See Appendix F – Map Rubric

**VI. CULMINATING ACTIVITY** (Optional)

A. End of Unit Assessment – Appendix K

1. HANDOUTS/WORKSHEETS  
 Appendix A: Covered Wagon Example  
 Appendix B: How Is Your Life Different? Rubric  
 Appendix C: What Would You Take? Rubric  
 Appendix D: Blank United States Map  
 Appendix E: Map Rubric  
 Appendix F: Completed United States Map  
 Appendix G: Wagon Train Rules  
 Appendix H: Wanted Poster  
 Appendix I: Wanted Poster Rubric  
 Appendix J: Invention Rubric  
 Appendix K: End of Unit Assessment

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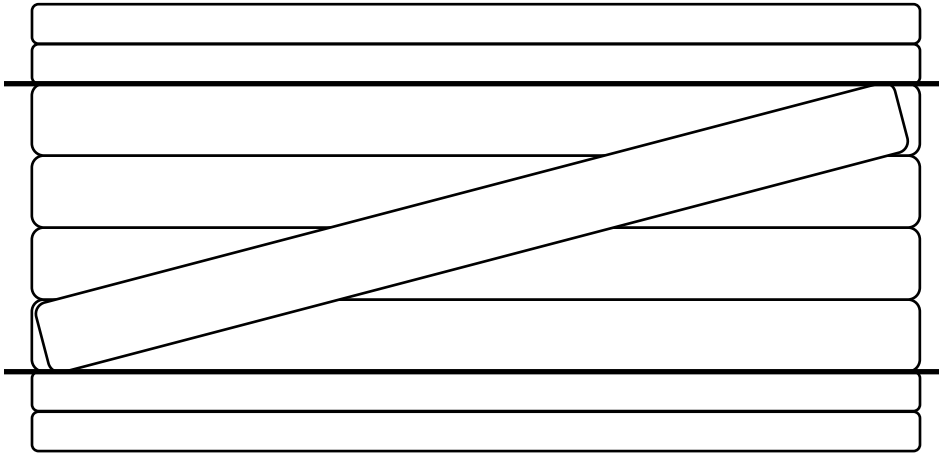
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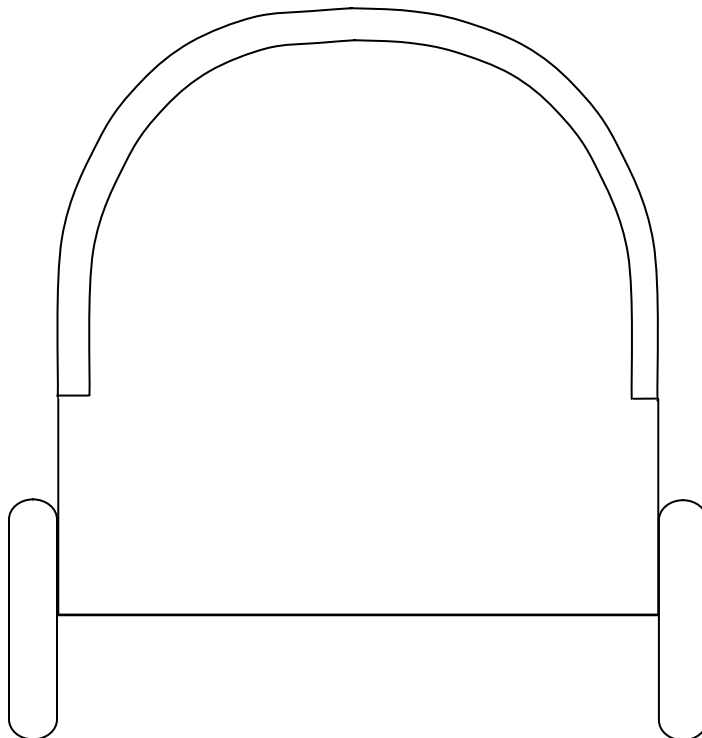
## Appendix A – Covered Wagon Example

Top View



The dark lines indicate where the smaller sets of craft sticks will be glued on at a 90° angle.

Side View



The pipe cleaners should be glued as shown with one in the front and one in the back. The muslin material will be draped over the pipe cleaners to create the covered wagon look. The four wheels should be glued on each corner of the wagon.

## Appendix B - How is Your Life Different from the Pioneers?

Use a format of your choice (Venn diagram, descriptive writing, poem, etc.)

- 4      Compare your life to a pioneer's life  
        Include at least 3 aspects of life – example: home, transportation, school  
        Show how people use the environment  
        Demonstrate the importance of work  
        Easy to read with well-constructed sentences  
        Meets grade level expectations for spelling, punctuation, and capitalization
  
- 3      Compare your life to a pioneer's life  
        Include at least 2 aspects of life – example: home, transportation, school  
        Demonstrate the importance of work  
        Most sentences are easy to read and well-constructed  
        Meets most grade level expectations for spelling, punctuation, and capitalization
  
- 2      Compare your life to a pioneer's life  
        Include at least 1 aspect of life – example: home, transportation, school  
        Demonstrate the importance of work  
        Some sentences are easy to read and well-constructed  
        Meets some grade level expectations for spelling, punctuation, and capitalization
  
- 1      Attempts assignment

## Appendix C - What Would You Take?

- 4 Product is easy to read with well-constructed sentences.  
Meets grade level expectations for spelling, punctuation, and capitalization  
Includes 5 – 7 items needed for survival as a pioneer  
Includes a logical, reasonable justification for each item taken
  
- 3 Product is easy to read  
Most sentences are well constructed  
Meets most grade level expectations for spelling, punctuation, and capitalization  
Includes 3 – 5 items needed for survival as a pioneer  
Includes a logical, reasonable justification for most items taken
  
- 2 Product is easy to read  
Meets some grade level expectations for spelling, punctuation, and capitalization  
Includes 2- 3 items needed for survival as a pioneer  
Includes a logical, reasonable justification for some items taken
  
- 1 Attempts assignment

Appendix D - United States Map



## Appendix E - Map Rubric

4 Map includes:

- Appalachian Mountains and Rocky Mountains
- Mississippi and Ohio Rivers
- Erie Canal and Great Lakes
- Atlantic Ocean, Pacific Ocean, and Gulf of Mexico
- Independence, Missouri and Willamette Valley, Oregon
- Oregon Trail and Pony Express Route
- Trail of Tears
- Independence Rock
- Transcontinental Railroad

All landmarks are clearly marked and labeled. Map is neat.

3 Map includes:

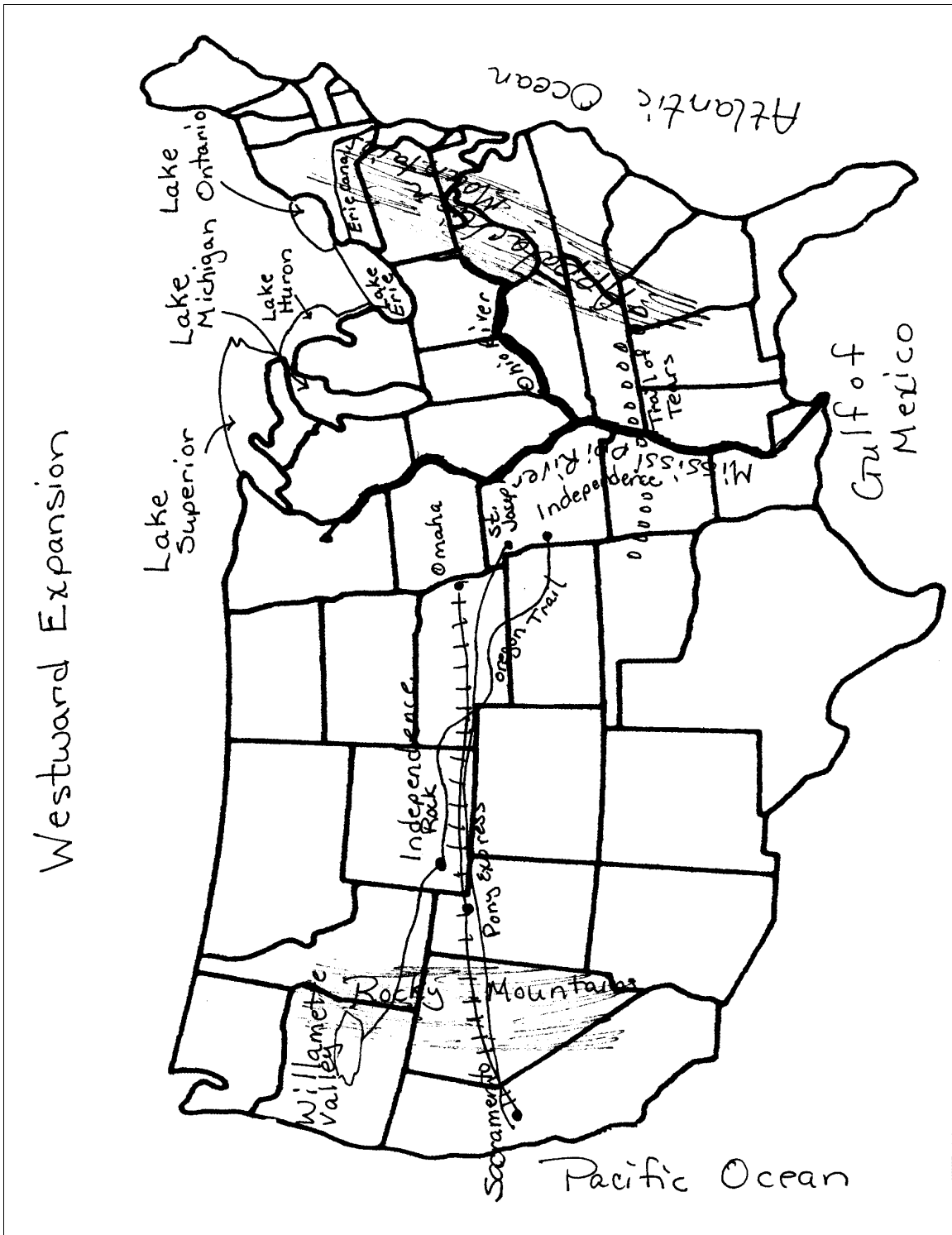
- Appalachian Mountains and Rocky Mountains
- Mississippi and Ohio Rivers
- Erie Canal and Great Lakes
- Atlantic Ocean, Pacific Ocean, and Gulf of Mexico
- Independence, Missouri and Willamette Valley, Oregon
- Oregon Trail and Pony Express Route
- Trail of Tears
- Independence Rock
- Transcontinental Railroad

Most landmarks are clearly marked and labeled. Map is neat.

2 Map is missing many landmarks. These are not clearly marked. Many are not labeled.

1 Map is missing most landmarks. These are not clearly marked. Most of those present are not labeled. Attempted.

Appendix F – Completed Map



## Appendix G - Wagon Train Rules

- 4 Students work well together as a team  
Students use new vocabulary  
All rules treat everyone fairly  
Students maintain eye contact with the audience  
Students use a clear voice and correct pronunciation of terms so audience members can hear the presentation
  
- 3 Students work well together as a team  
Students use new vocabulary  
Most rules treat everyone fairly  
Students maintain eye contact most of the time with the audience  
Students use a clear voice and pronounce most of the words correctly so audience members can hear the presentation
  
- 2 Students do not work well together as a team  
Some rules treat everyone fairly  
Students maintain occasional eye contact with the audience  
Students speak too quietly for audience to hear presentation
  
- 1 Students do not work well together as a team  
Rules are not fair to everyone  
Students do not use eye contact with the audience  
Students mumble, speak too quietly for audience to hear presentation

Appendix H - Wanted Poster



## Appendix I - Wanted Poster Rubric

- 4 Includes description of outlaw along with name  
Tells why the outlaw was wanted, where and when the incident took place in complete sentences.  
Amount of reward is comparable to amount of money earned at that time.  
Drawing depicts clothing styles of the era.
- 3 Includes description of outlaw along with name  
Tells why the outlaw was wanted, where and when the incident took place in complete sentences.  
Amount of reward is written correctly  
Drawing is neat.
- 2 Includes description of outlaw along with name  
Tells why the outlaw was wanted, where and when the incident took place  
Amount of reward  
Drawing is neat
- 1 Attempts assignment

## Appendix J - Invention Rubric

- 4      Invention is named  
A comparison is made between life before the invention and life after the invention
  
- 3      Invention is named.  
Life is described telling how the invention makes life easier.  
No mention is made of life prior to the invention
  
- 2      Invention is named  
Uses of the invention are described  
Little or no reference is made about how the invention makes life easier or life prior to the invention
  
- 1      Invention is named

Appendix K – End of Unit Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Why did the pioneers move west across the United States of America?

- They wanted religious freedom.
- They wanted to live in a democracy.
- They wanted to live where it was less crowded.
- All of the above

2. The Union Railroad and the Pacific Railroad joined together to form the Transcontinental Railroad. The railroad

- caused the Plains Indians to lose their homes and ways of life.
- moved goods and people quicker across the Great Plains.
- replaced the Pony Express for mail delivery.
- all of the above

3. \_\_\_\_\_ are an example of transportation in pioneer America.
- Railroads
  - Cars
  - Airplanes
  - All of the above
- 4 The Pony Express
- was a horse race across the Rocky Mountains.
  - delivered mail between St. Joseph, MO and Sacramento, CA.
  - was a really fast pony.
  - guided pioneers west.
5. Locks were necessary on the Erie Canal
- to keep barges from passing through the canal.
  - to move barges from higher water levels to lower water levels.
  - to keep barges safe from thieves.
  - to keep water from flowing down the mountain into the lake.

Appendix K – End of Unit Assessment

6. Stories about Paul Bunyan and Pecos Bill are called
- fairy tales.
  - tall tales.
  - nursery rhymes.
  - legends.
7. Babe the Blue Ox is an example of
- exaggeration in a tall tale.
  - truth in a tall tale.
  - bravery in a tall tale.
  - none of the above
8. A tall tale
- exaggerates the life of a fictional person.
  - exaggerates the life of a real person.
  - tells about the life of a fictional person.
  - tells about the life of a real person.

9. The Cherokee believed in
- stewardship of the land.
  - educating their children.
  - a democratic form of government.
  - all of the above.
10. \_\_\_\_\_ was an injustice brought about by fear and lack of understanding of different cultures.
- The Trail of Tears
  - The Cherokee Alphabet
  - The wagon trains on the Oregon Trail
  - The Pony Express
11. A good name for this chart would be

Wagons
Steamboats
Trains

- Things with Wheels
- Transportation
- Modern Inventions
- The Iron Horse

12. Pioneers on the Oregon Trail had to reach Independence Rock by July 4 because

- they wanted to celebrate Independence Day.
- they wanted to write their names on the rock.
- the weather in the mountains would be too harsh if they crossed later.
- they were meeting other pioneers for a picnic.

13. Using this list, complete the Venn diagram comparing the pioneers to the Cherokee.

believed in ownership of the land

believed in stewardship of the land

forced to move

many died

moved to a less crowded area

moved to reservations

moved west

wanted to move

Appendix K – End of Unit Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

