

THE WILD, WILD WEST

Grade Level: Fifth Grade

Presented by: Paula Rowley and Tammy Van Cleave
Stone Oak Elementary, San Antonio, TX

Length of Unit: Nine Lessons

I. ABSTRACT

This is a ten class period unit designed to take the student back in time to the days during westward expansion after the Civil War contained in the Fifth Grade Core Knowledge Sequence. The unit provides opportunities for the students to use higher order thinking skills as well as explore the past with hands-on activities. The students will learn about the hardships and joys of the westward movement. They will realize how our country dramatically changed and grew with the help of the homesteaders, cowboys, railroads, immigrants, outlaws and entertainers. The assessment will consist of a variety of student-constructed projects and activities demonstrating the concepts, content and skills they have learned while working independently and in groups.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the political, social and economical changes that occurred in the United States during Westward Expansion after the Civil War.
2. Students will develop an awareness of how people adapted to and modified their environment during the 19th century.

B. Content covered from Core Knowledge Sequence

1. Homestead Act (1862), many thousands of Americans and immigrants start farms in the West
2. "Go west, young man" (Horace Greeley's advice)
3. Railroads, Transcontinental Railroad links east to west, Immigrant labor
4. Cowboys, cattle drives
5. The "wild west", Reality versus legend: Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill
6. "Buffalo Soldiers", African American troops in the West
7. Alaska purchase ("Seward's Folly")
8. 1890: The closing of the American frontier

C. Skill Objectives (Taken from Texas Standards)

1. Locating
2. Listing
3. Summarizing
4. Comparing
5. Identifying
6. Analyzing
7. Comparing/contrasting
8. Drawing conclusions

III. BACKGROUND KNOWLEDGE

A. For the teacher

1. Hirsch, E.D. Jr. *What Your Fifth Grader Needs To Know*
2. Macmillan/McGraw Hill, *United States: Adventures in Time and Place*
3. Axelrod, Allan and Fox, Dan, *Songs of the Wild West*
4. Seeger, Pete and Reiser, Bob, *Carry It On*
5. E.D. Hirsch, Jr. *A First Dictionary of Cultural Literacy*.

B. For the student

1. Macmillan/McGraw Hill, *United Place States: Adventures in Time And Place*

IV. RESOURCES

- A. Harvey, Brett *Cassie's Journey Going West in the 1860s*
- B. Macmillan/McGraw Hill *United States: Adventures in Time and Place*
- C. Macmillan/McGraw Hill *United States: Adventures in Time and Place Practice Book*
- D. Macmillan/McGraw Hill *United States: Adventures in Time and Place Anthology*
- E. Macmillan/McGraw Hill *United States: Adventures in Time and Place Outline Map Book*
- F. Turner, Ann *Grasshopper Summer*
- G. Lester, Julius *John Henry*
- H. Fraser, Mary Ann *Ten Mile Day*
- I. Video: *Railroads on the Frontier, Barr*
- J. Freedman, Russell *Cowboys of the Wild West*
- K. Kingfisher *Wild West*
- L. Wood, Tim *The Wild West*
- M. Video: *West That Was*, NSG
- N. Gerrard, Roy *Rosie and the Rustlers*
- O. Greystone Communications, Inc and Arts and Entertainment Networks *The Real West Wild Women*
- P. Creative Teaching Press *Westward Ho! Theme Series*
- Q. Remington, Frederic *Buffalo Soldiers* (Art Print)
- R. Goldhill Home Media International *The Buffalo Soldiers*
- S. Cohen, Daniel *The Alaska Purchase*
- T. <http://www.imh.org/imh/buf/buf1.html>
- U. <http://www.AmericanWest.com>

V. LESSONS

Lesson One: Who were the Homesteaders?

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Students will understand the political, social and economical changes that occurred in the United States during Westward Expansion after the Civil War.
 - b. Students will develop an awareness of how people adapted to and modified their environment during the 19th century.
 2. Lesson Content
 - a. Homestead Act of 1862
 - b. "Go West, Young Man"- Horace Greeley
 - c. Daily life of a Homesteader
 - d. Sodbusters make a home
 3. Skill Objectives
 - A. The students will to locate and demonstrate understanding of material presented.
- B. *Materials*
 1. *Cassie's Journey: Going West in the 1860s* by Brett Harvey
 2. US and territorial map in 1862-color transparency
 3. 2 pieces of butcher paper for K-W-L chart
 4. Black marker
 5. Wild West Vocabulary- Overhead transparency-Appendix B

6. Wild West Vocabulary- student handout-Appendix A
 7. Textbook: United States-Adventures in Time and Place, pp.524-27
 8. Worksheet: Life on the Great Plains-Adventures in Time and Place p.102- 1 per student
 9. Wild West Songs Packet: Appendix C
 10. Moving West Songs on transparencies-optional
 11. Overhead projector
 12. Overhead pen
- C. *Key Vocabulary*
1. Homestead Act- free farmland given to adult men or widows who agreed to farm the land for five years
 2. Homesteader- person who claimed land on the Great Plains under The Homestead Act of 1862
 3. Sodbuster- settler on the Great Plains in the late 1800's who had to "bust" through the thick sod to plant crops
- D. *Procedures /Activities*
1. Read *Cassie's Journey* orally to students.
 2. Introduce the unit by using a K-W-L chart. On a sheet of butcher paper label the heading "What we know about Westward Expansion". List students' responses on the chart. On a second sheet of butcher paper label the heading "What we want to know about Westward Expansion". List students' responses on the chart.
 3. Discuss Horace Greeley's advice in the New York Times, "Go West, Young Man...and grow with the country"
 4. On the overhead, display the transparency of the Westward Movement map of 1862. Discuss the geographical locations involved in the trails traveled and plot them on the transparency.
 5. Pass out the student handout of key vocabulary. Introduce key vocabulary and discuss possible meanings.
 6. Read lesson orally from United States: Adventures in Time and Place textbook pp.524-27 about homesteaders and sodbusters. As students are reading, they will fill in the meanings of the vocabulary on their student handout while we read the lesson. After reading the lesson, display the teacher's key vocabulary transparency on the overhead for students to check the meanings.
 7. Close lesson with discussion of what was learned.
 8. Hand out worksheet 102-"Life on the Great Plains" to assess for comprehension of lesson.
 9. Pass out packet of songs to each student. Display overheads of songs from the western movement for students to sing and learn.
- E. *Evaluation/Assessment*
1. Students will be evaluated by locating vocabulary and demonstrating understanding on comprehension sheets.

Lesson Two: Building The Homestead

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand the political, social and economic changes that occurred in the United States during Westward Expansion after the Civil War.
 - b. Students will develop an awareness of how people adapted to and modified their environment during the 19th century.

2. Lesson Content
 - a. Daily life of a Homesteader
 - b. Sodbusters make a home
 3. Skill Objectives
 - a. The students will be locating, comparing, contrasting and drawing conclusions
- B. Materials*
1. Territorial map of U. S. in 1862- color Transparency
 2. K-W-L chart (from Lesson One)
 3. Marker
 4. United States Adventures in Time and Place, pp.524-527
 5. Wild West Vocabulary: Student Packet - Appendix A
 6. Wild West Vocabulary: Overhead Transparency Appendix B
 7. Homestead Project Sheet- Appendix D
 8. Paper and pencil for each group
 9. Materials to build 3-D Homesteads: Popsicle sticks, sod, dirt, grass, twigs, rock, water, and other natural resources
 10. 9x22 piece of cardboard for each group
 11. One Popsicle stick for each student in class, divided into a group for boys and a group for girls. Each stick will need to be labeled with an “identity” that will tell the student which “family” they will be in.
 12. Copy of the excerpt from *Grasshopper Summer* by Ann Turner
 13. Overhead projector
- C. Key Vocabulary*
1. Homestead Act-free farmland given to adult men or widow who agreed to farm the land for five years.
 2. Homesteader-person who claimed land on the Great Plains under the Homestead Act of 1862.
 3. Sodbuster- settler on the Great Plains in the late 1800’s who had to “bust” through the thick sod to plant crops.
- D. Procedures/ Activities*
1. Read together, as a class, excerpt from *Grasshopper Summer* by Ann Turner.
 2. Discuss problems with homesteading encountered in excerpt.
 3. Review Key Vocabulary from Lesson One
 4. Using the Popsicle sticks divided into gender groups. Have each student pick a stick. Girls pick from girls stack, boys pick from the boy stack. These sticks will give the student their identity and family placement for the project.
 5. Students will move around the room to locate their families and find a place to work.
 6. Each “family” will receive a student project sheet
 7. Using the information they have learned in Lesson one (book, map, vocabulary sheet) students will begin work on answering questions on project sheet.
 8. When students finish answering questions on project sheet they will begin building their 3-D model of their designed homestead.
 9. After students finish 3-D models they will finish last section of project sheet, which is the summary and prepare to share with class.
 10. Students will give group presentations. Leave models and summaries on display throughout unit.
- E. Evaluation/Assessment*
1. Sharing 3-D maps and verbally explaining their journey West will evaluate students.

Lesson Three: Railroads link East to the West

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand the political, social and economical changes that occurred in the United States during Westward Expansion after the Civil War.
 - b. Students will develop and awareness of how people adapted to and modified their environment during the 19th century.
2. Lesson Content
 - a. Railroads
 - b. Transcontinental Railroad
3. Skill Objectives
 - a. The students will be able to locate and demonstrate understanding

B. Materials

1. *John Henry* by Julius Lester
2. Wild West Vocabulary: Overhead Transparency-Appendix B
3. Wild West Vocabulary: Student Handout- Appendix A
4. Textbook: *United States: Adventures in Time and Place*, pp.510-515
5. Railroads in the West, 1890 in *United States: Adventures in Time and Place*- Outline Map book p.25- 1 per student
6. Student song packet from lesson 1- Railroad Songs
7. Overhead Projector

C. Key Vocabulary

1. Transcontinental Railroad- a railroad that crosses an entire continent
2. Pacific Railroad Act- a law passed by congress in 1862 offering government loans and free land to the two companies building the transcontinental railroad
3. Promontory Pointe- the place in northwestern Utah where the Union Pacific and the Central Pacific railroads met in 1869, completing the first transcontinental railroad in the United States
4. Iron Horse- what the Native Americans called the train
5. Golden Spike- used on the very last rail of the transcontinental railroad marking its completion
6. Engineer- 1.driver of a train 2.a person who designs and directs construction of a railroad

D. Procedures/Activities

1. Read *John Henry* orally to students.
2. Introduce Key Vocabulary for the lesson on teacher transparency.
3. Brainstorm possible meanings.
4. Read lesson orally from *United States: Adventures in Time and Place* textbook pp. 510-15 about planning and building the transcontinental railroad. As students are reading, they will fill in the meanings of the vocabulary on their student handout while reading the lesson. After reading the lesson, display the teacher's key vocabulary transparency on the overhead for students to check the meanings.
5. Give students outline map of Railroads in the West, 1890. They will label the railroads on the map.
6. Students will use song packet to begin learning Railroad Songs.

E. Evaluation/Assessment

1. Students will be evaluated by labeling on the outline map and oral discussion.

Lesson Four: Race to the Finish

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand the political, social and economical changes that occurred in the United States during Westward Expansion after the Civil War.
 - b. Students will develop an awareness of how people adapted to and modified their environment during the 19th century.
2. Lesson Content
 - a. Immigrant labor
 - b. Promontory Pointe
3. Skill Objectives
 - a. The students will compare, identify and demonstrate understanding of lesson material

B. Materials

1. *Ten Mile Day* by Mary Ann Fraser
2. Wild West Vocabulary: Overhead transparency- Appendix B
3. Wild West Vocabulary: Student handout- Appendix A
4. Wild West Song Packet Railroad songs- Appendix C
5. Video: Railroads on the Frontier (25 min, 1992)
6. White construction paper- 1 sheet per student
7. Colored pencils, crayons and markers
8. Legos- Students may bring from home
9. Overhead projector

C. Key Vocabulary

1. Chinese immigrants- workers for the Central Pacific railroad who worked more dangerous and lower paying tasks than the other laborers
2. Spike- a large nail for securing the rail to the ties
3. Gang- a crew of railroad workers
4. Surveyor- a person who measures the land to determine the route for the railroad

D. Procedures/Activities

1. Read *Ten Mile Day* orally to students. Discuss book with students while reading it.
2. Introduce Key Vocabulary using the teacher transparency and overhead. Discuss prior knowledge of meanings.
3. Students will fill in definitions on their Key vocabulary student handout.
4. Sing Railroad Songs from the Student song packet learned in lesson 3.
5. View video: Railroads on the Frontier- 25 min.
6. Discuss importance of: -- Immigrants in the labor force of the railroad construction -- Hiring of fifty Chinese workers to see how well they would do before more hired
7. Students will make a Want Ad for the local newspaper requesting Immigrant workers for the railroad.
8. Pass out white construction paper and students will need their map pencils, crayons and markers.
9. While waiting to share their Want Ads with the class, students can design a Lego locomotive.
10. Share Want Ads with the class.

E. Evaluation/Assessment

1. Students will be evaluated by their design and content of their Want Ad.

Lesson Five: Cowboys and Cattle Drives

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand the political, social and economic changes that occurred in the United States during Westward Expansion after the Civil War
 - b. Students will develop an awareness of how people adapted to and modified their environment during the 19th century.
2. Lesson Content
 - a. Who are the cowboys
 - b. Life of the cowboy
3. Skill Objectives
 - a. The student will be predicting, comparing and contrasting

B. Materials

1. Wild West Song Packet – Appendix C
2. *United States: Adventures in Time and Space* pp.518-521
3. Tape of song “Don’t Fence Me In”
4. Piece of paper and pencil for each student
5. Worksheet p.100 from *US: Adventures in Space and Time* -one for each student
6. *Cowboys of the Wild West* by Russell Freedman
7. Wild West Vocabulary: Student Packet - Appendix A
8. Wild West Vocabulary: Overhead Transparency –Appendix B
9. Overhead projector

C. Key Vocabulary

1. Cowboy- young men, mainly from Texas, paid to herd and drive cattle north
2. brand- the mark burned into the hide of a cow or horse to show who owned it.
3. Chisholm Trail- A trail which ran from San Antonio, Texas to Abilene, Kansas
4. roundup– the gathering together of cattle for branding by cowboys
5. cattle drive- a long journey taken by cowboys to herd, or drive, cattle from the ranches in Texas north on trails leading to the railroads

D. Procedures/ Activities

1. Play song “Don’t Fence Me In” –“Have students listen closely to words
2. Give student handout of words to “Don’t Fence Me In”. Have students follow along word sheet as teacher plays tape of music again.
3. On sheet of paper have students journal write about a time in their life when they felt “fenced in”.
4. Read excerpt from *Cowboys of the Wild West* pp.9-19 by Russell Freedman.
5. Discuss examples of cowboy life found in this excerpt.
6. Students voluntarily share journal responses with the class.
7. Read together as a class pp. 518-521 in *United States: Adventures in Space and Time*.
8. Using p.100 from *US: Adventures in Space and Time* Practice Book, have students read through handout and answer questions.

E. Evaluation/ Assessments

1. Teacher will evaluate students’ learning through verbal responses in class discussion as well as p. 100 from the Practice book in *United States Adventures in Space and Time*

Lesson Six: Cowboys and Cattle Brands

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand the political, social, and economic changes that occurred in the United States during Westward Expansion after the Civil War.

- b. Students will develop awareness of how people adapted to and modified their environment during the 19th century
 - 2. Lesson Content
 - a. Life of the Cowboy
 - b. Purpose for brands
 - 3. Skill Objectives
 - a. The student will interpret data, observe, compare and analyze material presented
- B. *Materials*
 - 1. *Wild West* by Kingfisher pp.20-21
 - 2. Student Handout of p.55 from Westward Ho! Theme Series by Creative Teaching Press, one for each student
 - 3. Videotape- *West That Was* (20min)
 - 4. Piece of paper and pencil for each student
 - 5. Materials to make brands: wire hangers (one for each student), paint
 - 6. Wild West Vocabulary: Student Packet - Appendix A
 - 7. Wild West Vocabulary: Overhead Transparency- Appendix B
 - 8. Overhead Projector
- C. *Key Vocabulary*
 - 1. brand- the mark burned into the hide of a cow or horse to show who owned it
 - 2. Cowboy- young men, mainly from Texas, paid to herd and drive cattle north
 - 3. Chisholm Trail- a trail which ran from San Antonio, Texas to Abilene, Texas
 - 4. roundup- the gathering together of cattle for branding by cowboys
 - 5. cattle drive- a long journey taken by cowboys to herd, or drive, cattle from the ranches in Texas north on trails leading to the railroads
- D. *Procedures/Activities*
 - 1. Read aloud to class and show pictures of pp.20-21 from *Wild West* by Kingfisher
 - 2. Discuss and review life and adaptations for life as a cowboy as read in *Wild West* excerpt
 - 3. Watch videotape of *West That Was*-students should take notes on film- specifically focusing on listing characteristics of life in the west.
 - 4. Discuss video and students observations of life in west- focusing on life of the cowboy and the cattle drive.
 - 5. Pass out p.55 handout of cattle brands from Westward Ho! Theme Series-one to each student.
 - 6. Discuss meanings of brands, have students review orally about what they have learned so far about the meaning of brands.
 - 7. Students begin working on a brand design. They need to choose something that represents them or their family.
 - 8. Students write about how their brand relates and represents themselves.
 - 9. Students begin construction of brand with wire hanger. Students will shape wire hanger into brand design. When finished with the design students may dip brand in paint and “brand” a piece of paper.
 - 10. On the sheet of paper with brand student will write their reasoning for their brand design.
 - 11. Students share their designs with the class.
 - 12. Keep these for display use during culminating activity.
- E. *Evaluation/Assessment*
 - 1. Teacher will evaluate students’ learning through verbal responses in class discussion as well as students’ brand designs and reasoning.

Lesson Seven: Outlaws and Entertainers

A. Daily Objective

1. Concept Objectives
 - a. Students will understand the political, social, and economic changes that occurred in the United States during Westward Expansion after the Civil War.
 - b. Students will develop and awareness of how people adapted to and modified their environment during the 19th Century.
2. Lesson Content
 - a. The Wild West: reality vs. legend
 - b. Who was Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill
3. Skill Objectives
 - a. The student will create a newspaper written from the 1800s viewpoint

B. Materials

1. *Rosie and the Rustlers* by Roy Gerrard
2. Excerpts from *Wild Women* video by A&E (screen carefully as only certain parts are applicable and appropriate)
3. Paper and pencil
4. Westward Ho! Theme Series p.28 – one for each student
5. Newspaper Project sheet- Appendix E
6. Wild West Vocabulary: Student Packet- Appendix A
7. Wild West Vocabulary: Overhead Transparency-Appendix B
8. Overhead Projector

C. Key Vocabulary

1. Reality- a real event or happening
2. Legend- a story coming from the past, sometimes regarded as historical but not verifiable
3. Outlaws- a lawless person or fugitive from the law
4. Entertainers- people who perform publicly to give entertainment
5. Buffalo Bill- A buffalo hunter, Indian fighter, and scout in the western United States in the 1860s and 1870s. He later became a circus performer known for his shooting skill. His real name is William Cody.
6. Annie Oakley- a theatrical performer and sharpshooter of the late nineteenth century. She starred with Buffalo Bill in his Wild West Show.
7. Billy the Kid- an outlaw, a killer, and a cattle thief who lived in New Mexico in the Wild West of the 1870s and 1880s. His real name was William Bonney.
8. Jesse James- was a leader of a gang of outlaws in the Wild West.
9. Tall tales- an exaggerated story

D. Procedure/Activities

1. Teacher reads aloud *Rosie and the Rustlers*
2. Discuss key people of the Wild West: Billy the Kid, Jesse James Annie Oakley, and Buffalo Bill and his Wild West Show-students will need to take notes
3. Watch excerpts from *Wild Women* – focus on how the video discusses how the reality inspired some of the legends
4. Discuss movie and list examples of people and events that are reality and those that are legend or “tall tales”
5. Students will write their own “Tall Tale of the Old West”.
6. Give students Handout p.28 from Westward Ho! Theme series to get ideas for tall tale.
7. Using the handout p.28 students write their “tall tale”
8. Share stories
9. Student will get into groups of four randomly assigned by teacher for Newspaper Project

10. Discuss Newspaper project handout sheet
11. Students decide on roles and how to make paper.
12. Students work in groups to put newspaper project together (if possible go to library and computer lab to have students do research on legends, outlaws, and lifestyle of the time period) Go to website address
http://www.AmericanWest.com
13. Students present finished newspapers to class.
14. Keep newspapers to use as display during culminating activity.

E. Evaluation/Assessment

1. Students will be evaluated on by the content of their tall tale.
2. Students will be evaluated by verbal responses during class discussion
3. Students will be assessed by the relevancy and accuracy of information presented in their newspaper project.

Lesson Eight: The End of the Frontier

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand the political, social and economical changes that occurred in the United States during Westward Expansion after the Civil War.
 - b. Students will develop an awareness of how people adapted to and modified their environment during the 19th century.
2. Lesson Content
 - a. Buffalo Soldiers
 - b. "Seward's Folly"
 - c. 1890- Closing of the American Frontier
3. Skill Objectives
 - a. The students will summarize and draw conclusions

B. Materials

1. Art print *Buffalo Soldiers* by Frederic Remington
2. Wild West Vocabulary: Overhead transparency-Appendix B
3. Wild West Vocabulary: student handout-Appendix A
4. Video: *The Buffalo Soldiers* (50min, 1996)
5. Book: *Wild West* by Kingfisher (pgs. 40, 54-5)
6. Book: *The Alaska Purchase* by Daniel Cohen (p.54)
7. Notebook paper, pencil
8. On-line Computer: <http://www.imh.org/imh/buf/buf1.html>
9. Student handout: Hunt for the Buffalo Soldier
10. Overhead Projector

C. Key Vocabulary

1. Buffalo soldiers- African American troops used to suppress Native American tribes who interfered with the settlement of the Americans on the frontier

D. Procedures/Activities

1. View print *Buffalo Soldiers* by Frederic Remington. Discuss print and brainstorm possible scenarios.
2. Students will write a journal entry by a Buffalo Soldier. Date their entry and write as if they were there.
3. View video: *The Buffalo Soldiers* (50min, 1996)
4. Project website over television screen for students to view.
5. <http://www.imh.org/imh/buf/buf1.html>
6. Students will view screen while teacher reads background information about the Buffalo Soldiers.

7. Handout worksheet: Hunt for the Buffalo Soldier. Students will follow directions to website and scavenger hunt for the answers on their computer in the lab.

E. Evaluation/Assessment

1. Students will be evaluated on their worksheet and verbal responses during class discussion.

Lesson Nine: The End of the Frontier

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand the political, social and economical changes that occurred in the United States during Westward Expansion after the Civil War.
 - b. Students will develop an awareness of how people adapted to and modified their environment during the 19th century.
2. Lesson Content
 - a. "Seward's Folly"
 - b. 1890- Closing of the American Frontier
3. Skill Objectives
 - a. The students will compare and contrast, draw conclusions, and summarize lesson material

B. Materials

1. Wild West vocabulary: Student packet- Appendix A
2. Wild West vocabulary: Overhead transparency- Appendix B
3. Book: *Wild West* by Kingfisher, pgs. 54-5
4. Book: *The Alaska Purchase* by Daniel Cohen, p.54
5. Notebook paper, pencil
6. White construction paper 1 per student
7. Charcoal pencils, pastels, colored pencils, crayons, markers
8. Overhead Projector

C. Key Vocabulary

1. Barbed-wire- ended the open-range style of raising cattle by fencing in the land
2. Windmill power- brought water to the dry prairies by pumping water from below ground
3. Alaska Purchase- United States purchased Alaska from Russia for over \$7 million or 2 cents an acre
4. William Seward- American Secretary of State in 1867
5. "Seward's Folly"- referred to the purchase of Alaska by those who believed it foolish since they believed it to be a frozen wasteland
6. Bureau of Census, 1890- claimed that no frontiers remained in the United States- the Wild West days were over

D. Procedures/Activities

1. Discuss with class if they or anyone they know has ever bought or wanted anything that others thought they were foolish for buying/wanting. Share stories.
2. Introduce vocabulary for lesson 9. Discuss and write meanings.
3. Teacher will give background information about the Alaska Purchase and "Seward's Folly" connecting it to the discussion earlier.
4. Discuss the end of the frontier/end of the unit. Relate with Census Bureau in 1890 and the taking of the census in 2000.
5. The students will fold the large white construction paper in half. They will be making a before and after illustration of the West. For the before side, they will use a charcoal pencil only to sketch in black and white what the frontier looked like in the early years of the westward movement. They will use the other half

of the paper to illustrate what the “frontier”, or their place of settlement, looked like in 1890. They may use color in this illustration. Both illustrations need to be labeled with the year at the top and will be assessed by reality of illustrations to the time period labeled. They can also include the name of the town.

E. Evaluation/Assessment

1. Students will be evaluated on the knowledge of the time period of their illustrations.

VI. CULMINATING ACTIVITY

- A. The students will take a field trip to the Railroad Museum, Wetmore Road, in San Antonio, TX. A scavenger hunt will be set up for the students to follow as they learn about the country’s first railroads. The students will also have an opportunity to ride on an antique train while visiting the museum.
- B. The students will work in groups to make advertisement posters for the “Fifth Grade Wild West Show” or “Old West Day”
- C. The fifth grade will participate in an “Old West Day”. They will dress in costume and have boxed lunches for a picnic on the school “frontier”. The students will demonstrate storytelling, songs, quilting, and the playing of traditional games for parents and other grade levels to participate in and enjoy. Bales of hay, pioneer music (harmonica, banjo, fiddle), and dances (polka, waltz, square dances) will set the stage for entertainment. The projects that the students have made throughout the unit will be on display for all to view.

VII. HANDOUT/WORKSHEETS

- Appendix A: Wild West Vocabulary: Student Packet
- Appendix B: Wild West Vocabulary: Overhead Transparency
- Appendix C: Wild West Song Packet
- Appendix D: Homestead Project Sheet
- Appendix E: Newspaper Project Sheet
- Appendix F: Hunt for Buffalo Soldier Sheet

VIII. BIBLIOGRAPHY

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- L. <http://www.imh.org/imh/buf/buf1.html>
- M. <http://www.AmericanWest.com>

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Wild West Vocabulary

Lesson 1:

Homestead Act- free farmland given to adult men or widows who agreed to farm the land for five years

Homesteader- person who claimed land on the Great Plains under The Homestead Act of 1862

Sodbuster- settler on the Great Plains in the late 1800s who had to “bust” through thick sod to plant crops

Lesson 3:

Transcontinental Railroad- a railroad that crosses an entire continent

Pacific Railroad Act- a law passed by Congress in 1862 offering government loans and free land to the two companies building the transcontinental railroad

Promontory Pointe- the place in northwestern Utah where the Union Pacific and the Central Pacific railroads met in 1869, completing the transcontinental railroad

Iron Horse- what the Native Americans called the train

Golden Spike- used on the very last rail of the transcontinental railroad marking its completion

Engineer- 1. driver of a train 2. a person who designs and directs construction of a railroad

Lesson 4:

Chinese Immigrants- workers for the Central Pacific Railroad who worked more dangerous and lower paying tasks than the other laborers

Spike- a large nail for securing the rail to the ties

Gang- a crew of railroad workers

Surveyor- a person who measures the land to determine the route for the railroad

Lesson 5:

Cowboy- young men mainly from Texas paid to herd and drive cattle north

Brand- the mark burned into the hide of a cow or horse to show who owned it

Chisholm Trail- a trail that ran from San Antonio, TX to Abilene, KS

Roundup- the gathering together of cattle for branding by cowboys

Cattle Drive- a long journey taken by cowboys to herd, or drive, cattle from the ranches in Texas north on trails leading to the railroads

Lesson 7:

Reality- a real event or happening

Legend- a story coming from the past, sometimes regarded as historical but not verifiable

Outlaw- a lawless person or fugitive from the law

Entertainers - people who perform publicly

Buffalo Bill- a buffalo hunter, Indian fighter, and Scout in the western United States in The 1860s and 1870s. He later became a circus performer known for his shooting skill. His real name was William Cody.

Annie Oakley- a theatrical performer and sharpshooter of the late nineteenth century. She started with Buffalo Bill in his Wild West Show.

Billy The Kid- an outlaw, killer and cattle thief who lived in New Mexico in the 1870s and 1880s. His real name was William Bonney.

Jesse James- leader of a gang of outlaws in the Wild West

Tall Tales- an exaggerated story

Lesson 8:

Buffalo Soldiers- African American troops used to suppress Native American tribes who interfered with the settlement of the Americans on the frontier

Lesson 9:

Barbed Wire- ended the open-range style of raising cattle by fencing in the land

Windmill Power- brought water to the dry prairies by pumping water from below ground

Alaska Purchase- United States purchased Alaska from Russia for over \$7million or 2cents an acre

William Seward- American Secretary of State in 1867

“Seward’s Folly”- referred to the purchase of Alaska by those who believed it foolish since they believed it to be a frozen wasteland

Bureau of Census, 1890- claimed that no frontiers remained in the United States-the Wild West days were over

Wild West Song Packet

Trail Songs

Home on the Range

Oh, give me a home where the buffalo roam,
Where the deer and the antelope play,
Where seldom is heard a discouraging word,
And the skies are not cloudy all day.

Chorus:

Home, home on the range,
Where the deer and the antelope play.
Where seldom is heard a discouraging word,
And the skies are not cloudy all day.

How often at night when the heavens are bright
With the light from the glittering stars,
Have I stood here amazed and asked as I gazed
If their glory exceeds that of ours

(Chorus)

Where the air is so pure, the zephyrs so free,
The breezes so balmy and light,
That I would not exchange my home on the range
For all of the cities so bright

(Chorus)

Ho! Westward Ho!

“The star of empire,” poets say,
Ho! Westward Ho!
“Forever takes its onward way!”
Ho! Westward Ho!
That this be proven in our land,
Ho! Westward Ho!
It seems Jehovah’s great command,
Ho! Westward Ho!

Chorus:

Ho! Westward! Soon the world shall know
That all is grand in the western land;
Ho! Westward Ho!

We love the glorious western land,
Ho! Westward Ho!
For here the people’s hearts expand,
Ho! Westward Ho!
And on the prairies broad and grand,
Ho! Westward Ho!
We all can see Jehovah’s hand,
Ho! Westward Ho!

Railroad Songs

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
To pass the time away.
Don't you hear the whistle blowing,
Rise up so early in the morn?
Don't you hear the captain shouting,
"Dinah, blow your horn."

Chorus:

Dinah, won't you blow,
Dinah, won't you blow,
Dinah, won't you blow your horn?
(repeat chorus)

Someone's in the kitchen with Dinah,
Someone's in the kitchen, I know;
Someone's in the kitchen with Dinah,
Strumming on the old banjo.
Fee- fi fiddle I-o,
Fee-fi fiddle I-o,
Fee-fi fiddle I-o,
Strumming on the old banjo.

John Henry

John Henry was about three days old,
Sittin' on his papa's knee.
He picked up a hammer and a little piece of steel;
Said, "Hammer's gonna be the death of me, Lord, Lord.
Hammer's gonna be the death of me."

The captain said to John Henry
"Gonna bring that steam drill 'round.
Gonna bring that steam drill out on the job.
Gonna whop that steel on down. Down, down.
Whop that steel on down."

John Henry told his captain,
"A man ain't nothin' but a man,
But before I let your steam drill beat me down,
I'd die with a hammer in my hand. Lord, Lord.
I'd die with a hammer in my hand."

John Henry said to his shaker,
"Shaker, why don't you sing?
I'm throwin' thirty pounds from my hips on down.
Just listen to that cold steel ring. Lord, Lord.
Listen to that cold steel ring."

The man that invented the steam drill
Thought he was mighty fine,
But John Henry made fifteen feet;
The steam drill only made nine. Lord, Lord.
The steam drill only made nine.

John Henry hammered in the mountain.
His hammer was striking fire.
But he worked so hard, he broke his poor heart.
He laid down his hammer and he died. Lord, Lord.
He laid down his hammer and he died.

John Henry had a little woman.
Her name was Polly Ann.
John Henry took sick and went to his bed.
Polly Ann drove steel like a man. Lord, Lord.
Polly Ann drove steel like a man.

John Henry had a little baby.
You could hold him in the palm of your hand.
The last words I heard that poor boy say,
“My daddy was a steel-driving man. Lord, Lord.
My daddy was a steel-driving man.”

Well, every Monday morning
When the bluebirds begin to sing.
You can hear John Henry a mile or more.
You can hear John Henry’s hammer ring. Lord, Lord.
You can hear John Henry’s hammer ring.

Drill Ye Tarriers

Oh, ev’ry mornin’ at seven o’clock,
There’s a hundred tarriers a workin’ at the rock,
And the boss comes along and he says,
“Keep still! And come down heavy on the cast iron drill,”
and Drill, ye tarriers, drill, Drill, ye tarriers, drill.
Oh, it’s work all day for sugar in your tay,
Down behind the railway,
Oh, drill, ye tarriers, drill!

Down By The Station

Down by the station, early in the morning,
See the little puffer billies all in a row;
See the engine driver pull the little throttle,
Chug, chug, Poof, poof! Off we go!

She’ll Be Coming Around The Mountain

She’ll be coming round the mountain when she comes, toot, toot,
She’ll be coming round the mountain when she comes, toot, toot,
She’ll be coming round the mountain,
She’ll be coming round the mountain,
She’ll be coming round the mountain when she comes, toot, toot.

Other verses:

She’ll be driving six white horses when she come, (spoken) whoa, back, etc.
And we’ll all sing “Hallelujah” when she comes, (spoken) oh, yes, etc.

Cowboy Songs

Don't Fence Me In

Wild Cat Kelly, looking mighty pale, was standing by the sheriff's side
And when that sheriff said "I'm sending you to jail,"
Wild Cat raised his head and cried:

Chorus:

Oh, give me land, lots of land under starry skies above,
Don't fence me in.
Let me ride thru the wide open country that I love,
Don't fence me in.
Let me be by myself in the evening breeze,
Listen to the murmurs of the cottonwood trees.
Send me off forever, but I ask you please,
Don't fence me in.
Just turn me loose, let me straddle my old saddle
Underneath the western skies.
On my cay use, let me wander over yonder till I see the mountains rise.
I want to ride to the ridge where the West commences,
Gaze at the moon till I lose my senses.
Can't look at hobbles and I can't stand fences,
Don't fence me in.

Wild Cat Kelly, back again in town, was sitting by his sweetheart's side
And when his sweetheart said "Come on, let's settle down,"
Wild Cat raised his head and cried:

(Chorus)

Cowboy Jack

He was just a lonely cowboy with a heart so brave and true,
And he learned to love a maiden with eyes of heaven's blue.

They learned to love each other and named their wedding day, when a quarrel came between them and
Jack, he rode away.

He joined a band of cowboys, and tried to forget her name,
But out on the lonesome prairie she waits for him the same.

One night when work was finished, just at the close of day,
Someone said, "Sing a song, Jack, to drive dull cares away."

When Jack began his singing, his mind did wander back,
For he sang of a maiden who waited for her Jack.

"Your sweetheart waits for you, Jack; your sweetheart waits for you,
Out on the lonesome prairie where the skies are always blue."

Jack left the camp next morning breathing his sweethearts name,
"I'll go and ask forgiveness, for I know that I'm to blame."

But when he reached the prairie he found a new-made mound,
And his friends they sadly told him they'd laid his loved one down.

They said as she lay dying, she breathed her sweetheart's name,
And asked them with her last breath to tell him when he came:

"Your sweetheart waits for you, Jack; your sweetheart waits for you,

Out on the lonesome prairie where the skies are always blue.”

Git Along, Little Doggies

As I was a walking one morning for pleasure,
I spied a cowpuncher a ridin’ along.
His hat was thrown back and his spurs were a jinglin’,
And as he approached he was singin’ this song:

Chorus:

Whoopee ti yi yo, git along little doggies,
It’s your misfortune and none of my own.
Whoopee ti yi yo, git along little doggies,
You know that Wyoming will be your new home.

It’s whooping and yelling and drivin’ the doggies
And oh how I wish you would only go on!
It’s whooping and punching, go on, little doggies,
You know that Wyoming will be your new home.

(Chorus)

Some boys, they go up on the trail just for pleasure,
But that’s where they get it most awfully wrong.
You haven’t a notion the trouble they give us,
It takes all our time to keep moving along.

(Chorus)

Your mother was raised way down in Texas,
Where the jimson weed and the sandburs grow.
We’ll fill you up on prickly pear and cholla,
Then throw you on the trail to Idaho.

(Chorus)

Homestead Project

Answer the following questions.

1. Who is traveling in your group? List the names and roles of each person in the group.
2. Where is the family starting from? (Town, State)
3. Why did your family decide to make the trip West?
4. Where is your final destination in the West?
Why did you choose this area to homestead?
5. What do you plan to take with you on your trip?
What valuables do you have to leave behind?

Newspaper Project

Using the information we have learned this far in our unit, as well as any other research, your group is responsible for creating a newspaper that is from the viewpoint of the late 1800's.

Your newspaper should include the following:

1. An advertisement for a Wild West Show
 - Be sure you include names of people that would be involved in this show
2. Want ads for outlaws
 - Make ads for outlaws, which were around at this time
3. Give a local weather report
 - Be sure this goes with the date you give your paper as well as the location of where your paper is being written
4. Comic Strip
 - What things might the people of this time find funny
5. Two news articles on events pertaining to the West
 - some ideas for articles may be lawlessness, and mining towns

Hunt for the Buffalo Soldier

You are going on a scavenger hunt on the Internet to find information on the Buffalo Soldiers. Once you get to the websites read through the information to answer the following questions in complete sentences.

The address of the website you can begin at is: <http://www.imh/buf/buf1.html>

1. What is the name of the Buffalo Soldiers Cavalry?
2. What was the role or job of the Buffalo Soldiers in the U.S. Cavalry?
3. What was the salary of the Buffalo Soldier?
4. How many days a week did the Buffalo Soldier work?
What were their days off?
5. What types of illness caused problems in the Cavalry?
6. What is the irony in the role of the Buffalo Soldier?