Americans Move West
Teacher Guide
Americans Move West

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Introduction

The Big Idea
The development of major transportation systems accelerated westward expansion and contributed to the demise of Native American ways of life.

What Students Should Already Know
Students in Core Knowledge schools should be familiar with the following:

Geography

- maps and globes: what they represent, how we use them
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- identifying and locating the seven continents on a map and globe:
  - Asia; identify Asia as the largest continent with the most populous countries in the world
  - Europe
  - Africa
  - North America
  - South America
  - Antarctica
  - Australia
- identifying major oceans: Pacific, Atlantic, Indian, Arctic
• finding directions on a map: north, south, east, west
• identifying and locating the countries of North America: Canada, the United States, Mexico, and the countries of Central America
• locations of the Mississippi River, the Appalachian and Rocky Mountains, and the Great Lakes on a map of the United States
• locations of the equator, Northern Hemisphere, Southern Hemisphere, and North and South Poles
• that the United States has fifty states: forty-eight contiguous states, plus the states of Alaska and Hawaii
• the names of their continent, country, state and state capital, neighboring states, and community
• geographical terms when used in relation to the United States: peninsula, harbor, bay, island, valley, desert, coast, prairie, oasis

Students in Core Knowledge schools and/or who used Core Knowledge History and Geography™ (CKHG™) in Grades 1 and 2 should also be familiar with the following:

History
• the features of the early Maya, Aztec, and Inca civilizations
• the exploration and settlement of North and South America by Europeans during the 1400s and 1500s
• the establishment of the thirteen English colonies on the East Coast of what later came to be known as the United States of America
• the American Revolutionary War, in which the colonists fought the British and declared their independence from Great Britain
• the Declaration of Independence, drafted by Thomas Jefferson, as the cornerstone of the nation’s democracy
• that George Washington, Benjamin Franklin, and Thomas Jefferson played crucial roles in early American history
• why the American colonists fought the British in the American Revolutionary War
• the difficulties and challenges that the Americans faced at the end of the American Revolutionary War
• that the Constitution was created so that Americans would have a written set of laws or rules
• that the men who wrote the Constitution often did not agree with one another
• the importance of compromise in creating the Constitution
• why some Americans were worried about creating the Constitution
INTRODUCTION

• why many Americans wanted the Constitution to include a bill of rights
• why James Madison is called the “Father of the Constitution”
• that the Constitution is considered the highest law of the United States of America
• that “We the people . . .” are the first three words of the Constitution
• that the first ten amendments to the Constitution are called the Bill of Rights
• the concept of impressment as practiced by British warships
• that the British supplied Native American Chief Tecumseh with weapons to prevent American settlers from moving west, closer to Canada
• that James Madison was the president of the United States, and Dolley Madison was the First Lady during the War of 1812
• that Paul Jennings, an enslaved servant in the White House, saved valuable objects when the British burned the White House
• that the American warship the USS Constitution was nicknamed “Old Ironsides”
• that the term “The Star-Spangled Banner” was first used by Francis Scott Key to refer to the American flag
• that Francis Scott Key wrote the lyrics for the national anthem of the United States
• that Andrew Jackson led the American army that defeated the British at the Battle of New Orleans
• that Daniel Boone carved a path through the Appalachian Mountains called the Wilderness Road
• that President Thomas Jefferson purchased the Louisiana Territory from France
• that Meriwether Lewis and William Clark explored the new territory, looking for an all-water route to the Pacific
• that Sacagawea was the Native American guide who helped the Lewis and Clark expedition
What Students Need to Learn

Pioneers Head West

• new means of travel: Robert Fulton, invention of the steamboat; Erie Canal; transcontinental railroad
• routes west: wagon trains on the Oregon Trail
• the Pony Express

Native Americans

• forced removal to reservations: the Trail of Tears
• the effects of near extermination of bison on the Plains Native Americans
• some Native Americans displaced from their homes and ways of life by railroads (the “Iron Horse”)
• Sequoyah and the Cherokee alphabet
At A Glance

The most important ideas in Unit 8 are:

• The frontier shifted west and southwest as the country grew.
• Population growth and ambition sent people west.
• The invention and application of a practical steam engine to power the steamboat began the transportation revolution.
• The Canal Era was short-lived but created an important interstate transportation network, especially in the Northeast.
• Railroads replaced canals and eventually linked many parts of the country.
• People went west by wagon train, using many routes including the Oregon Trail.
• Thousands of Cherokee died on the Trail of Tears.
• The transcontinental railroad, the influx of settlers onto the Great Plains, and the resulting near extermination of bison displaced Plains Native Americans.

What Teachers Need to Know

The frontier shifted as the country moved west and southwest, but it was not a steady progression across the country. The Far West was settled before the middle of the country, because people mistakenly considered the interior of the country to be the Great American Desert.

The Louisiana Purchase opened up an area west of the Mississippi River, as far as the British territory of Oregon in the Northwest and the Spanish lands in the Far West. The United States acquired the Oregon Territory (Oregon and Washington) as a result of a treaty with the British in 1846. It was not until the Mexican War (1846–1848) that the Spanish lands in the West became U.S. territories and then states. The former Spanish-held area of Texas also joined the Union.

What prompted people to leave settled areas to live in the wilderness? Both American citizens and immigrants, who came in greater numbers after 1820, wanted to better themselves. The coastal plain was becoming more populated, and there was less land left to buy and fewer jobs. To own land and to make a living, people were forced to move to less-settled areas.

The settlement of the Great Plains—the area between the Mississippi River and the Rocky Mountains—did not take place to any great degree until after the Civil War, when the Homestead Act encouraged people to settle there and the railroads provided easy, cheap transportation. The government gave 160 acres of land to any citizen or immigrant who was willing to farm it for five years. Before then, people bypassed the Great Plains in favor of the fertile Northwest or were lured to California by the get-rich-quick tales of the Gold Rush.

In 1890, the U.S. census declared the frontier closed. All areas were either states or organized as territories on their way to statehood. Between 1864 and 1912, thirteen states were admitted to the Union, making the contiguous United States complete.
Teacher Components

The *Americans Move West* Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the text with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art activities, that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

**A Culminating Activity, Unit Assessment, Performance Task Assessment, Student Activity Pages, and instructions for My Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 88.** The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter to family designed to be used at the start of the unit.

» The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.

» The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.

» The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.

» My Passport is a tangible reminder and souvenir of the various events and places that students using the CKHG units at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures, including geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passport. The passport template can be downloaded from
www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.

» The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Student Component

The Americans Move West Student Book includes nine chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves.

For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources

Using the Teacher Guide

Pacing

The Americans Move West unit is one of eleven world and American history and geography units in the Grade 2 CKHG series that we encourage teachers to use over the course of the school year. We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide
and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on page 12 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than ten to fifteen days teaching the Americans Move West unit so that you have sufficient time to teach the other units in the Grade 2 CKHG series.

**Reading Aloud**

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (like this). Core Vocabulary words appear in boldface color (like this). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher’s attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

**Turn and Talk**

Specific instances in the Read Aloud portion of the lesson are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.
**Big Questions and Core Vocabulary**

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

<table>
<thead>
<tr>
<th>Read Aloud Chapters</th>
<th>Big Questions</th>
<th>Core Vocabulary</th>
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<tbody>
<tr>
<td>Chapter 1: Going West by Land and by River</td>
<td>Why did some settlers decide to go west?</td>
<td>settlers, frontier, trails, oxen, flatboats, motors, sails, keelboat</td>
</tr>
<tr>
<td>Chapter 2: Going West by Steamboat and Canal</td>
<td>How did the invention of steamboats and canals help more people move west?</td>
<td>steam engine, invented, canal, governor, canal locks, barrel, crops</td>
</tr>
<tr>
<td>Chapter 3: The Oregon Trail</td>
<td>What was the Oregon Trail?</td>
<td>Midwest, Great Plains, fur traders, route, wagon trains, supplies</td>
</tr>
<tr>
<td>Chapter 4: The California Gold Rush</td>
<td>How did the Gold Rush change California?</td>
<td>gold, sawmill, businesses, mine, gravel, denim</td>
</tr>
<tr>
<td>Chapter 5: The Pony Express</td>
<td>What was the Pony Express?</td>
<td>businessmen, record time, telegraph</td>
</tr>
<tr>
<td>Chapter 6: The Arrival of the Railroad</td>
<td>How did the transcontinental railroad change travel between the East and West of the United States?</td>
<td>tracks, transcontinental railroad, immigrants, spike, Iron Horse</td>
</tr>
<tr>
<td>Chapter 7: Life out West</td>
<td>What was life like for the cowboys out west?</td>
<td>cattle, ranches, cowboys, corral, saddle</td>
</tr>
<tr>
<td>Chapter 8: The Trail of Tears and the Death of the Bison</td>
<td>What happened to Native Americans as settlers moved west?</td>
<td>march, bison, hides, tepees, fuel, leather, reservations</td>
</tr>
<tr>
<td>Chapter 9: Sequoyah and the Cherokee Language</td>
<td>What did Sequoyah invent?</td>
<td>communicate, symbols, system of writing, syllables</td>
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</tbody>
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**Activity Pages**

The following activity pages can be found in Teacher Resources, pages 127-128. They are to be used with the lesson specified for additional class work or in some instances may be sent home to make parents aware of what students are studying. Be sure to make sufficient copies for your students before conducting the activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–5, 7–8—Map of the United States (AP 1.2)
Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students’ interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links before using them in class.

CROSS-CURRICULAR CONNECTIONS

<table>
<thead>
<tr>
<th>Literature</th>
<th>Music</th>
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<tr>
<td><strong>American Tall Tales</strong></td>
<td><strong>American Folk Songs</strong></td>
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<tr>
<td>“John Henry”</td>
<td>“The Erie Canal”</td>
</tr>
<tr>
<td>“Casey Jones”</td>
<td>“I’ve Been Working on the Railroad”</td>
</tr>
<tr>
<td>“Pecos Bill”</td>
<td>“The Ballad of John Henry”</td>
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<td>“Home on the Range”</td>
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A SPECIAL NOTE ABOUT THE PATHWAY TO CITIZENSHIP

A critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included important content in our American history units that will help students deepen their understanding of U.S. history, laws, and government. In Grades 3–6, we denote content related to this civics instruction with an American flag icon. For Grades K–2, we have shaped each American history unit as a whole to provide basic, foundational information key to civics instruction.

In choosing the specific content in our American history units, we have been guided by the Core Knowledge Sequence. The Sequence topics align well with the civics test developed by the U.S. Citizenship and Immigration Services, which is required for all immigrants wishing to become naturalized American citizens.

Students who have used our American history materials throughout the Core Knowledge Curriculum Series™ have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources
Books

Nonfiction


Historical Fiction


Note to Teacher: *Americans Move West* is intended to be taught as the eighth unit of Grade 2 CKHG.

<table>
<thead>
<tr>
<th>Week 1</th>
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<tr>
<td>Day 1</td>
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<td><em>Americans Move West</em></td>
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<tr>
<th>Week 2</th>
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<tr>
<td>Day 6</td>
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<td><em>Americans Move West</em></td>
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<th>Week 3</th>
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<tr>
<td>Day 11</td>
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<tr>
<td><em>Americans Move West</em></td>
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Primary Focus Objectives

✓ Understand that early American settlers began to move west once the initially settled areas along the East Coast of the United States became more populated. (RI.2.1, SL.2.3)

✓ Understand that early American settlers who moved west traveled in many different ways, including by land and on rivers. (RI.2.1, SL.2.3)

✓ Understand the meaning of the following domain-specific vocabulary: settlers, frontier, trails, oxen, flatboats, motors, sails, and keelboat. (L.2.4, L.2.5)

Materials Needed

- individual student copies of Americans Move West Student Book
- display copy of the map of the original thirteen colonies and/or a copy of the Grade 1 CKHG From Colonies to Independence Student Book
- individual student copies of Letter to Family (AP 1.1)
- teacher and individual student copies of Map of the United States (AP 1.2)
- image of oxen

Use this link to download the CKHG Online Resources for this unit, where the specific links to the map and image may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

The first early American settlers of European origin to move westward into the land beyond the Appalachian Mountains traveled either down the rivers or overland through the valleys and gaps between mountains. Going downstream on the rivers was the easiest way to travel, and people used canoes, rafts, and flatbed boats to carry passengers and freight. Going upstream against the current was another matter: it could be done, but it was difficult and slow. A crew of men used long poles to push against the riverbed and propel the boat upstream.
Overland, people used wagons and pack animals on dirt roads and mountain trails, both of which were little more than tracks that became muddy quagmires in the rainy season and treacherous ruts in the winter. The transportation revolution of the early 1800s soon changed these means of travel and greatly spurred the movement of people inland.

**The Core Lesson**

**Introduce Americans Move West and Chapter 1: “Going West by Land and by River”**

Introduce *Americans Move West* by telling students that they will be starting a new unit to learn about what was happening in the United States more than two hundred years ago.

Show students the map of the original thirteen colonies in the CKHG Online Resources and remind them that the first European settlers who came to live in America settled along the East Coast of the United States. After the American Revolution, when the colonies declared their independence from Great Britain, the thirteen colonies became the first thirteen states in America. Point out that the area in which these settlers first lived along the East Coast was only a small part of the country that we now consider the United States.

Ask students if they know how many states now make up the United States. Distribute copies of Map of the United States (AP 1.2), and point out that the current size of the United States, with fifty states, is much larger than the country was when there were just thirteen states. Review basic map and geography skills, taught earlier in Grade 2, by asking students the following:

- On what continent is the United States located? (*North America*)
- Point to the Atlantic and Pacific Oceans on the map.
- Point to the East Coast and then the West Coast of the United States.
- Locate the Mississippi River, the Appalachian and Rocky Mountains, and the Great Lakes on the map.
- Indicate where the Appalachian Mountains are in relation to the Atlantic Ocean. (*The Appalachian Mountains are west of the Atlantic Ocean.*)
- Indicate where the Appalachian Mountains are in relation to the Pacific Ocean. (*The Appalachian Mountains are east of the Pacific Ocean.*)

Tell students that the name of this unit is *Americans Move West*. Explain that in this unit, they will be learning about how the early Americans moved west from the original thirteen states to other parts of the country. Ask students to speculate how the early settlers got from the thirteen states on the East Coast to other parts of the country. Remind students that two hundred years ago there were no airplanes or cars. Accept any reasonable answers.
Distribute copies of the Student Book to the class, and call students’ attention to the images on the cover as you read aloud the captions. Explain that the cover images show some of the people and places that students will learn about in this unit.

Tell students that you are going to pretend that you have a special machine so that you can all travel back in time to visit America about two hundred years ago when the early American settlers began to move west.

Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to America two hundred years ago, when settlers were moving west!” and then ask students to open their eyes.

Tell students that the first chapter that you will read aloud to them is called “Going West by Land and by River.”

**Big Question**

Why did some settlers decide to go west?
Chapter 1: “Going West by Land and by River”

Ask students to turn to page 2 of the Student Book and look at the images as you read aloud. Ask students to listen carefully to find out how and why some of the early American settlers wanted to move west.

Going West by Land and by River

When the first European settlers came to America, they thought the whole country was unsettled land—a frontier. Of course, Native Americans lived on this land, and had done so for hundreds of years!

Later, settlers built towns and cities along the East Coast. After settling much of the East Coast, people began to move west to find more land. And so the frontier itself moved west.

CORE VOCABULARY—Explain that settlers are people who move to live in a new place.

CORE VOCABULARY—Explain that a frontier is the edge of unfamiliar land.

SUPPORT—Ask students to study the images on the page and describe the differences between what they see in the unsettled land (the top image) and what they see in the small frontier settlement (the bottom image).
Ask students the following questions:

**LITERAL**—What did the first European settlers think America was?
» The first European settlers thought America was unsettled land.

**LITERAL**—Why did settlers decide to leave the East Coast?
» Settlers decided to leave the East Coast to find new land.

**LITERAL**—In which direction did settlers move?
» Settlers moved west to find new land.

Now ask students to look at the images on page 3 as you read aloud.

People moved west a little bit at a time. One problem to overcome was the fact that the Appalachian Mountains stood in the way. Daniel Boone realized this when he first followed Native American trails over these mountains to reach the land beyond.

So Daniel, with help from others, made a trail for settlers to travel on. The trail was called the Wilderness Road. Many settlers followed in Daniel’s footsteps. They moved west into Kentucky and other areas where Native Americans already lived.

**CORE VOCABULARY**—Explain that *trails* are paths.
Ask students the following questions:

**LITERAL**—What blocked the Americans from going farther west?

» The Appalachian Mountains blocked Americans from going farther west.

**LITERAL**—What did Daniel Boone do?

» Daniel Boone followed Native American trails over the Appalachian Mountains to reach the land beyond. He also helped make a road for settlers to follow.

**LITERAL**—Where did settlers move?

» Settlers moved to Kentucky and other areas where Native Americans were already living.

Ask students to look at the images on page 4 as you read aloud.

Settlers moved west in different ways. Some hiked along the trails made by men like Daniel Boone. Others traveled on horses or in wagons pulled by oxen or mules. Still others followed rivers.

On the western side of the Appalachian Mountains, there were some rivers that ran west. Many people floated down these rivers on flatboats. A flatboat is a boat built out of logs. Some flatboats had cabins. Families would put everything they owned—clothes, furniture, even animals—on board.

**CORE VOCABULARY**—Explain that oxen are large cows that are trained to pull things, such as farm equipment or wagons. Show students the picture of oxen from the CKHG Online Resources for this chapter.
**CORE VOCABULARY**—Explain that *flatboats* are boats with a flat bottom and square corners. They can be used to carry loads and can also be used as a house. **Point out the flatboat in the bottom image on page 4.**

**Ask students the following questions:**

**LITERAL**—How did settlers move west?

» Settlers moved west by hiking along trails or traveling on horses or in wagons pulled by oxen or mules. Some settlers followed rivers.

**LITERAL**—How did settlers move down rivers?

» Settlers floated down rivers on flatboats.

**Now ask students to look at the images on page 5 as you read aloud.**

Flatboats could go in only one direction—downstream, the way the water was flowing. They had no motors and no sails, so they had no power. Slowly, though, people began to use a different kind of boat, called a keelboat.

Keelboats had sails to drive them along. Keelboats could float downstream *and* go upstream. Getting upstream wasn’t easy. If there was a strong wind, the sails might provide enough power. Usually, though, boatmen had to stick long poles into the river and push with all their might.

**CORE VOCABULARY**—Explain that *motors* are machines that help something, such as a car or boat, move.
**CORE VOCABULARY**—Explain that **sails** are huge pieces of cloth that catch the wind on a ship so that the ship is able to move and travel on the water. **Point out the sails in the bottom image on page 5.**

**CORE VOCABULARY**—Explain that a **keelboat** is a riverboat with sails.

**SUPPORT**—Point out the different boats on the page, and ask students to describe the difference between a flatboat (top image) and a keelboat (bottom image).

Ask students the following questions:

**LITERAL**—What features does a flatboat have?

» Flatboats can only go downstream, and they have no motors or sails.

**LITERAL**—What features does a keelboat have?

» Keelboats have sails to drive them along. They can travel downstream and upstream.

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**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—Why did some settlers decide to go west?

» Some settlers decided to go west to find new land.

**Activity Page**

**Note to Teacher:** Distribute copies of Letter to Family (AP 1.1) for students to take home.
# CHAPTER 2

## Going West by Steamboat and Canal

**Primary Focus Objectives**

- ✓ Identify Robert Fulton as the inventor of the steamboat. *(RI.2.1, SL.2.3)*
- ✓ Understand how the invention of steamboats and canals enabled more people to move west. *(RI.2.1, SL.2.3)*
- ✓ Understand the meaning of the following domain-specific vocabulary: *steam engine, invented, canal, governor, canal locks, barrel,* and *crops.* *(L.2.4, L.2.5)*

**Materials Needed**

<table>
<thead>
<tr>
<th>Activity Page</th>
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- internet access
- individual student copies of *Americans Move West* Student Book
- teacher and individual student copies of Map of the United States (AP 1.2)
- video of how a canal lock works

*Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found: [www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)*

## What Teachers Need to Know

**Steamboats**

In the 1760s, James Watt of Scotland had invented the first practical steam engine. In 1807, Robert Fulton used Watt’s steam engine to power his boat, the *Clermont*, up the Hudson River from New York to Albany, making the trip in thirty-two hours. (It would have taken a sailing boat about four days, depending on winds and tides.) Soon, Fulton ran the first commercially successful steamboat company. By 1811, the steamboat *New Orleans* was plying up and down the Mississippi, carrying passengers and freight. Not only were steamboats fast and large so that they could carry many passengers and much cargo, but they could also easily navigate upstream against the current.
The steamboat began the transportation revolution, but without canals, the network of inland waterways would have been incomplete. Canals are built to connect two bodies of water, such as a river and a lake or two rivers. Often, canals are named for the bodies of water they are meant to connect. For example, the Chesapeake and Ohio Canal in the mid-Atlantic region was intended to connect the Chesapeake Bay with the Ohio River. The canal era lasted from about 1825 to the 1850s, when the boom in railroad building began and interest in canals began to decline.

The most famous canal built during the canal age was the Erie Canal in New York. In 1817, when DeWitt Clinton (governor of New York) proposed a canal linking the Hudson River near Albany with the Great Lakes, a natural route to the West, his critics mocked him and called the canal itself “Clinton’s big ditch.” But Clinton believed in the project. Work began in 1817 and was not completed until 1825. Irish immigrants fleeing a potato famine in their own country did much of the hard work.

The Erie Canal is, in fact, a big ditch—a ditch that stretches 363 miles. The original canal was about four feet deep and forty feet wide. Flat-bottomed boats carrying thirty tons of cargo could be towed down the canal by mules and horses, who walked on a tow path on the embankment beside the canal. Sometimes the canal passes under low bridges and the people on the boats had to duck down, or even lie down, to pass under the bridges.

The original canal also included more than eighty locks. (Today it has thirty-six.) A lock is a device for moving a boat up or down, to deal with an increase or decrease in elevation. Imagine a flatboat being towed upstream. With the upstream gate closed, the horses and mules would tow the boat into the lock through the downstream gate. Then the tow ropes would be disconnected, and the downstream gate would be closed. Sluice gates would be opened in the upstream gate to allow water from upstream to flow into the lock. The boat would rise as the water flowed in. When the water in the canal had raised the boat to the proper level and “topped off,” the sluice gates would be closed and the upstream gate opened. Then the tow ropes would be reconnected, and the mules would be given a nudge. The boat would glide off along the canal—now at a slightly higher elevation.

When the Erie Canal opened in 1825, it joined the Hudson River to Lake Erie. (Governor Clinton marked the opening by pouring a barrel of water from the Great Lakes into the Atlantic Ocean.) The canal meant that products and people could be moved from the Atlantic Ocean, up the Hudson River, across the Erie Canal, to Lake Erie, into the Great Lakes region, and beyond. Besides speeding people and goods west, the canal helped New York City dominate other eastern seaboard ports—such as Philadelphia, Baltimore, and Boston—that lacked direct links to the West. The canal also dramatically cut the cost of goods, for example, from one hundred dollars a ton to ten dollars a ton between New York City and Buffalo. Governor Clinton was proven to be correct.

Other cities and states soon imitated the Erie Canal but never equaled its success. Canals crisscrossed Pennsylvania, New York, Massachusetts, Connecticut, Rhode Island, Virginia, Maryland, the District of Columbia, Ohio, and Indiana. The canals, especially in the northeastern section of the United States, served as an early interstate transportation system. Until they were overtaken by the railroads, the canals were the best form of transportation available, especially for heavy, bulky cargoes, such as coal, timber, and stone. Passengers also found travel by canal boat smoother, less tiring, and less dangerous than land travel.
The Core Lesson

Introduce “Going West by Steamboat and Canal”

Referring to the images from Chapter 1, review with students the following key points made in the previous Read Aloud about “Going West by Land and by River”:

- After settling much of the East Coast, people began to move west.
- Those settlers who moved west did so by different means of transportation, including walking, traveling on horses or in wagons, and traveling on rivers using flatboats and keelboats.

Tell students that the name of the chapter that they will hear today is called “Going West by Steamboat and Canal.” Explain that in addition to moving west by walking and using horses, wagons, flatboats, and keelboats, some new inventions provided other ways to move west. Explain that an invention is something new or a new way of doing something. Tell students that in this chapter, they will learn about two new inventions—steamboats and canals. Ask students to listen carefully to this Read Aloud to find out what steamboats and canals are and how they helped even more people move west.

Big Question

How did the invention of steamboats and canals help more people move west?

Core Vocabulary

- steam engine
- invented
- canal
- governor
- canal locks
- barrel
- crops
Chapter 2: “Going West by Steamboat and Canal”

Tell students to turn to page 6 in the Student Book, noting that this chapter is titled “Going West by Steamboat and Canal.” Ask students to look at the images on the page as you read aloud.

**GoIng West by Steamboat and Canal**

By 1800, the steam engine had been invented. The steam engine burned wood or coal to heat water that then turned into steam. Robert Fulton knew that the steam engine could be used to power a certain kind of boat—a steamboat. A steam engine would turn large wheels and give his boat the power it needed to go upstream. Robert Fulton set out to build a steamboat.

**CORE VOCABULARY**—Explain that a **steam engine** is a motor that uses steam to work.

**CORE VOCABULARY**—Explain that **invented** means thought of or made for the first time.

Ask students the following question:

**LITERAL**—What did Robert Fulton do?

» Robert Fulton set out to build a steamboat.
In 1807, he finished the steamboat and named it Clermont. The Clermont was almost 150 feet long. It had a cabin where passengers could sit, and rooms where they could sleep.

Fulton steamed up the Hudson River from New York City to Albany, a distance of 150 miles. It took sailing ships four days to make this journey. Fulton’s Clermont could complete the trip in only a day and a half.

Ask students the following questions:

**LITERAL**—What was Robert Fulton’s steamboat like?

» Robert Fulton’s steamboat was called Clermont, and it was almost 150 feet long. It had a cabin where passengers could sit, and it had rooms with beds.

**LITERAL**—Where did Robert Fulton take the Clermont? How long did it take?

» Robert Fulton took the Clermont up the Hudson River from New York City to Albany. It took a day and a half.
INFERENTIAL—Which kind of boat do you think most people would choose to take: a sailing ship or a steamboat? Why?

» Possible response: Most people would probably choose a steamboat because it could make the same trip faster than a sailing ship.

Ask students to look at the images on page 8 as you read aloud.

Robert Fulton wanted to work on another project that would also help Americans move west—the building of the Erie Canal. A canal connects two bodies of water. The Erie Canal connects Lake Erie, one of the five Great Lakes, to the Hudson River in New York State. The governor of New York, a man named DeWitt Clinton, agreed to build the canal.

CORE VOCABULARY—Explain that a canal is a channel or water passageway dug by people.

CORE VOCABULARY—Explain that a governor is the leader of a state.

SUPPORT—Have students trace the path from New York City to Albany on the map at the bottom of the page. Remind students that this is the Hudson River, the route that Robert Fulton’s steamboat Clermont took. Then have students trace the path from Albany to Buffalo. Explain that this is the route of the Erie Canal.
Ask students the following questions:

**LITERAL**—What other project did Robert Fulton work on?

» Robert Fulton also worked on the building of the Erie Canal.

**LITERAL**—What does the Erie Canal connect?

» The Erie Canal connects Lake Erie and the Hudson River.

**Now ask students to look at the images on page 9 as you read aloud.**

Digging the Erie Canal was a big job. Thousands of people worked on it for several years. The canal was more than three hundred miles long. The workers also built eighty-three sets of canal locks.

A lock is a part of the canal that moves boats up or down by raising or lowering the water level in the lock.

**CORE VOCABULARY**—Explain that canal locks are parts of a canal that help boats go up or down by raising or lowering the water level. **Point out the locks in the bottom image on page 9.**

**SUPPORT**—After reading the page aloud, show students the video of how a canal lock works. This twelve-second animation shows a boat going up using a canal lock. The link to the video can be found in the CKHG Online Resources for this chapter.
Ask students the following questions:

**LITERAL**—What had to be done to build the Erie Canal?

» Thousands of people worked for several years to dig a canal over three hundred miles long. They also had to build eighty-three sets of canal locks.

**LITERAL**—What do canal locks do?

» Canal locks make it possible to move boats up and down by raising and lowering the water level in the lock.

Ask students to look at the images on page 10 as you read aloud.

In 1825, the first canal boat made its way from Buffalo, on Lake Erie, to New York City. It carried a barrel of lake water from Lake Erie. Governor Clinton dumped the water into the Atlantic Ocean to show that these bodies of water were now connected.

The Erie Canal made it possible for more people to go west and for farmers out west to send their crops east, to New York City. Other goods could be sent by canal to New York City too. New York City grew quickly, thanks in part to the Erie Canal.

**CORE VOCABULARY**—Explain that a **barrel** is a round wood container. **Point out the small barrel in the top image on page 10.**

**CORE VOCABULARY**—Explain that **crops** are plants that are grown by farmers to be used as food or sold.
Ask students the following questions:

**LITERAL**—What happened in 1825?

» In 1825, the first boat made its way from Buffalo on Lake Erie to New York City.

**EVALUATIVE**—What did the Erie Canal make possible?

» The Erie Canal made it possible for more people to go west and for farmers in the West to send their crops and other goods east. The Erie Canal also made it possible for New York City to grow quickly.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—How did the invention of steamboats and canals help more people move west?

» The invention of steamboats and canals helped more people move west because they made travel faster and easier.

**Additional Activity**

**More About Flatboats, Steamboats, and the Erie Canal**

**Materials Needed:** internet access, capability to display internet in the classroom, teacher and individual student copies of Map of the United States (AP 1.2)

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Review what students heard in the Read Aloud about steamboats: they used a motor called a steam engine; the motor gave the boat enough power to go upstream; Robert Fulton invented one called the **Clermont**; the **Clermont** traveled the Hudson River from New York City to Albany, New York; and the **Clermont** traveled in a day and a half the same distance that sailing ships traveled in four days.

Display and/or distribute Map of the United States (AP 1.2). Point out the location of the Hudson River, where Robert Fulton used the **Clermont**. Then point out the Mississippi River, noting how much longer it is than the Hudson. Explain that steamboats became an important part of life on the Mississippi River, as students will see.

Show students the video **Story of Us: Steamboats** (03:07). After the video, quickly review with students to make sure they take away the following points from the video:

• The Mississippi River was important to settlers and farmers in the West because it was the main way they could travel and move things they had to sell.
• Before steamboats, farmers built flatboats that floated downriver to carry their goods to sell. Once they reached their destination, farmers sold the wood from their boats and then walked back home—sometimes over hundreds of miles—because the flatboats could not travel back upstream.

• Steamboats traveled faster and could carry more than flatboats and rafts. They helped cities and towns along the Mississippi grow and helped the United States become economically strong.

Have students take out their Map of the United States (AP 1.2) and find the Erie Canal. Invite volunteers to share what they remember about the Erie Canal from the Read Aloud. (Possible responses: It was built in New York; it connected Lake Erie and the Hudson River; it used canal locks to raise and lower boats; it made it possible to send crops and other goods from the West to New York City; it made it easier for people to travel west.)

Remind students that the Erie Canal opened about two hundred years ago. Parts of it are still used today, and students will see what some parts of the canal look like now in the next video.

Show students the video 200 Years on the Erie Canal (07:49), which talks about the history of the canal. After the video, review with students how the Erie Canal affected the country, including but not limited to the following:

• People and goods were able to travel faster.
• Cities in New York grew because of the canal traffic.
• Native Americans were forced to leave their lands so that the canal could be built.

If time allows, teach students to sing the Erie Canal song. The CKHG Online Resources for this activity include a link to a website that has more background about the song, the song’s lyrics, and historic audio recordings of the song.
CHAPTER 3

The Oregon Trail

Primary Focus Objectives

✓ Explain what the Oregon Trail was and where it was located. (SL.2.2)
✓ Describe what life was like on the Oregon Trail. (SL.2.2)
✓ Understand the meaning of the following domain-specific vocabulary: Midwest, Great Plains, fur traders, route, wagon trains, and supplies. (L.2.4, L.2.5)

Materials Needed

- internet access
- individual student copies of Americans Move West Student Book
- teacher and individual student copies of Map of the United States (AP 1.2)
- interactive map of the Oregon Trail

Use this link to download the CKHG Online Resources for this unit, where the specific link to the map may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Routes West: The Oregon Trail

Before the transcontinental railroads and regional lines were built linking all parts of the country, people went west by wagon. The wagons, known as prairie schooners, were small, four-wheeled vehicles with canvas tops and wooden bodies and were light enough that they would not sink easily into the soft prairie sod. The wagons were often pulled by teams of oxen rather than by horses. Horses were faster but not as strong or hardy. Most pioneers, including most of the children, walked west across the Great Plains. People only rode in the wagons with the supplies when they were too sick or too tired to walk or when the weather was very bad.

Between 1840 and 1860, some 250,000 people went west from places such as St. Joseph and Independence, Missouri, and Council Bluffs, Iowa. Most settlers went to the Oregon Territory, but some went to California. One trail used by early travelers was the Santa Fe Trail, which went from Independence, Missouri, to the former Spanish capital of Santa Fe, New Mexico. It was a relatively short distance—eight hundred miles—on open plains across Kansas and then up the Arkansas River or across the desert.
The most famous route was the Oregon Trail, which began in Independence and crossed two thousand miles of plains, mountains, and rivers. In southern Idaho, the trail diverged, and those wanting to go to California followed the California Trail along the Humboldt River through northern Nevada into California and the Sacramento Valley. The ruts cut by thousands of wagon wheels can still be seen today along parts of the Oregon Trail.

### Wagon Trains on the Oregon Trail

Travelers on the trails, or “overlanders” as they were known, often started with too many belongings, including cast-iron stoves, heavy furniture from the homes they left behind, and huge supplies of food. The first fifty miles or so after the jumping-off points became littered with abandoned goods. Jumping-off points were often the western end of a railroad or steamboat line and marked the end of white settlements.

Some pioneers went west alone, including individual women. Others traveled in small groups, either on foot or on horseback. The most common arrangement was for groups of families to organize into a wagon train under the command of an experienced leader or an elected head assisted by guides.

Many people have a picture in their minds of wagon trains fighting off almost continuous assaults by Native Americans. In fact, recent evidence indicates that although there were some attacks, Native Americans helped overlanders far more than they warred against them, especially before government policies after the Civil War radically changed the lives of Plains Native Americans. The Native Americans often asked for payment for collecting firewood, driving cattle, hunting game, or piloting a wagon across a river. Some charged a fee for crossing their land. In 1851, the Cayuse built a toll road in the Grande Ronde Valley south of Portland, Oregon. A pioneer was more likely to die from accidental gunshot, drowning, being kicked by a horse, or even starvation than from an attack by Native Americans.

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### The Core Lesson

**Introduce “The Oregon Trail”**

Referring to the images from Chapter 2, review with students the following key points made in the previous Read Aloud about going west by steamboat and canal:

- Robert Fulton invented the steamboat, which was much faster than a sailing ship.
- The governor of New York agreed to build the Erie Canal, which connected Lake Erie with the Hudson River in New York.
- The Erie Canal provided a route between Lake Erie and New York City. People who wanted to move west could travel west on the canal. Farmers who lived in the West could send their crops to sell back east on the canal.

Tell students that in this Read Aloud, they will learn about another way that people moved west.

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**Big Question**

What was the Oregon Trail?
Chapter 3: “The Oregon Trail”

Tell students to turn to page 11 in the Student Book, noting that this chapter is titled “The Oregon Trail.” Ask them to look at the images on the page as you read aloud and to listen carefully to find out what the Oregon Trail was.

The Oregon Trail

American settlers crossed the Appalachian Mountains and began to settle in the Midwest. They traveled on the rivers, and they used the Erie Canal to get there. They crossed the Mississippi River and explored the Great Plains. But as they moved farther west, something else was in their way—the Rocky Mountains.

The first settlers to explore the western mountains were called mountain men. These men were fur traders. They traded with Native Americans who had lived in this mountain area for hundreds of years.

CORE VOCABULARY—Explain that the Midwest is an area near the middle of the United States. Point out the area of Midwest on Map of the United States (AP 1.2), noting the Mississippi River as the western boundary of the region.

CORE VOCABULARY—Explain that the Great Plains are a wide, mostly flat area of land in the middle of the United States and part of Canada. Point out the area of the Great Plains on Map of the United States (AP 1.2), indicating the area between the Mississippi River and the Rocky Mountains.
CORE VOCABULARY—Explain that fur is skin from the body of an animal, which is cleaned and used to make clothing or blankets. Traders are people who make a living by exchanging and selling goods. So, fur traders are people who make a living exchanging and selling animal skins.

Ask students the following questions:

LITERAL—How did Americans travel to the Midwest?
» Americans traveled to the Midwest by river and the Erie Canal.

LITERAL—What got in the way of settlers traveling farther west?
» The Rocky Mountains got in the way of settlers traveling farther west.

LITERAL—Who were the first settlers to explore the Rockies?
» Fur traders, or mountain men, were the first settlers to explore the Rockies.

Now ask students to look at the image on page 12 as you read aloud.

Jedediah Smith was a mountain man. He was a hunter, trapper, and explorer. There are tales of him fighting a bear single-handedly. Jedediah and others explored a route through the Rocky Mountains, called South Pass.

After Jedediah made it through the Rocky Mountains, others followed. Eventually, settlers reached the Pacific Coast and the areas known today as Oregon, Washington, and California.
CORE VOCABULARY—Explain that a route is a way to get from one place to another.

SUPPORT—Help students find the Pacific Coast—the area of the continental United States that touches the Pacific Ocean—on Map of the United States (AP 1.2).

Ask students the following questions:

LITERAL—Who was Jedediah Smith?

» Jedediah Smith was a mountain man who explored a route through the Rocky Mountains.

LITERAL—Where did settlers eventually reach once they made it through the Rocky Mountains?

» Settlers made it to the areas that are known today as the states of Oregon, Washington, and California after they made it through the Rocky Mountains.

Ask students to look at the images on page 13 as you read aloud.

People often moved west in wagon trains. It took them almost six months of traveling every day to reach the Pacific Coast. Most people walked the entire way. The trail they traveled on earned the name the Oregon Trail. The trail ran from Independence, Missouri, to Oregon.

Wagon trains always left Independence, Missouri, in the spring, when the cold weather was over and the snow had melted. People would gather outside town and wait until there were enough travelers to make a wagon train. When they were ready, they would set off, a line of wagons winding across the land.
CORE VOCABULARY—Explain that wagon trains were lines of wagons traveling west in the United States in the 1800s.

**SUPPORT**—Display the interactive map of the Oregon Trail from the CKHG Online Resources for this chapter. Explain that the red line on the map shows the route of the Oregon Trail. The dots along the path are towns and other landmarks that were important to those who traveled the trail. Click on two or three of the landmarks so students can see the photo. Summarize the information that is presented with each photo.

Ask students the following questions:

LITERAL—How long did it take for people to travel the Oregon Trail all the way to the Pacific Coast?

» It took people almost six months to reach the Pacific Coast.

LITERAL—When did wagon trains leave Independence, Missouri?

» Wagon trains left Independence, Missouri, in the spring, after the snow had melted.

EVALUATIVE—Why do think people waited until spring, after the snow had melted?

» Accept any reasonable response, including that it would have been easier and faster for wagons to travel on the trails west without snow on the ground.
Now ask students to look at the images on page 14 as you read aloud.

It was also important to wait for the grass to grow. The oxen and mules that pulled the wagons needed grass to eat. If the wagon train left too early in the spring, the animals would not have enough food or water.

People needed lots of supplies too. A family of four needed enough food to make it to Oregon. The people in wagon trains took lots of flour and bacon with them.

CORE VOCABULARY—Explain that **supplies** are things people need in order to make a journey and survive, such as food, water, and clothing.

**Ask students the following question:**

**LITERAL**—Why was it important to wait for the grass to grow?

» It was important to wait for the grass to grow because the oxen and mules that pulled the wagons needed the grass to eat.
Ask students to look at the images on page 15 as you read aloud.

People also piled all their belongings on the wagons—furniture, clothing, pots and pans, and farming tools. That’s why most people walked. The wagons were just too full!

Sometimes, people packed more than their animals could pull. Then they would have to get rid of things. Often, travelers left items along the side of the trail, and people following behind picked them up.

**SUPPORT**—Display Map of the United States (AP 1.2) or the interactive map of the Oregon Trail. Point out the route of the Oregon Trail and how far it stretches across the continent. Make sure students understand that the land that the trail passed through was not unpopulated. It was home to many different Native American groups. Settlers on the Oregon Trail traveled through these lands without asking the permission of the Native Americans who already lived there. Most Native Americans were tolerant of the wagon trains, and some even traded with settlers. But there were some violent confrontations between Native Americans and settlers on the trail.

**Ask students the following questions:**

**LITERAL**—Why did most people walk instead of ride in their wagons on the Oregon Trail?

» Most people walked on the Oregon Trail because their wagons were too full of their belongings.

**LITERAL**—Where did settlers leave the things they got rid of from their wagons?

» Settlers left things along the side of the trail, which people traveling behind them took for themselves.
CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What was the Oregon Trail?

» The Oregon Trail was a route from Missouri to Oregon. Settlers used it to travel west and reach the Pacific Coast, either by wagon train or by walking.

Additional Activities

Traveling on the Oregon Trail

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: Preview both video game options, and choose the version with the interface you find most comfortable. You may also wish to play through the game yourself to familiarize yourself with how it works.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the video and video game may be found:

www.coreknowledge.org/ckhg-online-resources

Show students the video Oregon Trail—Story of Us (03:24). After the video, ask students what they think it would have been like to travel in a wagon train on the trail. Guide students to incorporate all five senses in their answers: What would they have seen? What would they have heard? Smelled? Felt? Tasted? Encourage students to incorporate details from the video and the Read Alouds in their answers.

To further help students imagine life on the Oregon Trail, have the class role play as members of a wagon train in the Oregon Trail game. Display the game, explaining that you will be guiding the class along the Oregon Trail. As part of their journey, the class will have to make important decisions about food, rest, and supplies. These decisions will help determine how far they get on the trail and how healthy they are during the journey. Play through the game, reading aloud the instructions, background, and context provided at each stop. Invite students to make decisions either through voting or by calling on volunteers.

Once students’ journey on the trail is over, ask students what went well with their journey and what decisions they would make differently if they were to play again.

If you have individual computer workstations in your classroom and your students have the ability to read the text in the game, you may wish to set up the Oregon Trail game on a few workstations for students to play on their own, in pairs, or in small groups when time allows.
Oregon Trail Activities and Coloring Book

Materials Needed: internet access; printer; scissors; crayons, colored pencils, or markers

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the coloring book pages may be found:

www.coreknowledge.org/ckhg-online-resources

Use the downloadable Oregon Trail activities and coloring book pages for students to learn about the parts of a covered wagon, packing the wagon, communicating with Native Americans, and pioneer life.
The California Gold Rush lasted from 1848 to 1855. It began when a man named James W. Marshall discovered gold at a mill in Coloma, California. News of his discovery spread, with nearly three hundred thousand people traveling to California with the hope of striking it rich. The new influx of wealth helped to boost the American economy, and the new influx of people in California helped it become a state.

However, the arrival of these new people had devastating effects on those who already lived in California—namely Native Americans and Californios. Violence and disease devastated a once large and diverse Native American population. The Californios—residents of Mexican descent—made up the vast majority of California’s non-native population before the Gold Rush. By 1870, they were the minority. Like Native Americans, they faced discrimination and violence and lost land to the white settlers who had come to California to make their fortunes.

Gold-seekers were called “forty-niners,” which referred to the year 1849, the year of peak immigration to California during the Gold Rush. At the beginning of the Gold Rush, there were no laws regarding property rights over gold fields, and so a system of staking claims was developed. Gold-seekers used the method of panning to hunt for gold in streams and riverbeds. The arrival of new people to California also meant a more diversified population, with people arriving from the Hawaiian Islands (then known as the Sandwich Islands) and Latin America, as well as Italy and China.
THE CORE LESSON

Introduce “The California Gold Rush”

Referring to the images from Chapter 3, review with students the following key points made in the previous Read Aloud about the Oregon Trail:

- As people moved west, they had to cross the Appalachian and Rocky Mountains.
- Jedediah Smith was a mountain man who explored a route through the Rocky Mountains.
- The Oregon Trail was a trail from Independence, Missouri, to Oregon that was used by settlers moving west by wagon train.
- Settlers brought lots of supplies, as well as all or most of their belongings, when they moved west by wagon train.

Tell students that in this Read Aloud, they will learn more about the people living in the state of California on the West Coast of the United States.

Big Question

How did the Gold Rush change California?

Core Vocabulary

gold  sawmill  businesses  mine  gravel  denim
Chapter 4: “The California Gold Rush”

Tell students to turn to page 16 in the Student Book, noting that this chapter is titled “The California Gold Rush.” Ask them to look at the images on the page as you read aloud and listen to find out how the discovery of gold in California changed who moved to California.

The California Gold Rush

When James Marshall looked into the river, his eyes nearly popped out of his head. There, just beneath the water, at the edge of the river, was a shining rock. Marshall picked up the rock. It was a piece of gold!

James was helping to build a sawmill in California. The year was 1848. California was now part of the United States. James and his boss, John Sutter, knew they had found gold. They tried to keep the discovery a secret. But it didn’t stay a secret for very long.

CORE VOCABULARY—Explain that gold is a yellow metal that can be used to make jewelry. Gold is considered valuable; people pay to buy gold metal.

CORE VOCABULARY—Explain that a sawmill is a building where logs are cut so they can be used to build things.

Activity Page

SUPPORT—Show students the location of California on Map of the United States (AP 1.2).

Ask students the following questions:

LITERAL—What did James Marshall find?
   » James Marshall found gold in the river.
LITERAL—What was James doing in California?
» James was helping to build a sawmill in California.

INFERENTIAL—Why do you think James and his boss tried to keep the discovery a secret?
» They tried to keep the discovery a secret so others wouldn’t come looking for gold and they could have it to themselves.

Now ask students to look at the image on page 17 as you read aloud.

Without cell phones and computers, news about the gold did travel slowly. But eventually the news reached the eastern part of the United States. Over the next three to four years, thousands of people, hoping to get rich, moved to California. Some went to start businesses; others went to mine for gold!

CORE VOCABULARY—Explain that businesses are stores or other places that sell goods or services. For example, a business might sell clothing or provide haircuts.

CORE VOCABULARY—Explain that to mine is to dig into the earth in search of valuable gems or metals, such as gold.

Ask students the following questions:

LITERAL—Why did news about the discovery of gold in California travel slowly?
» News about the Gold Rush traveled slowly because there were no cell phones or computers to spread the news.
LITERAL—What happened when news about the discovery of gold in California did reach the eastern part of the United States?

» Thousands of people moved to California to look for gold and start businesses. They all hoped to get rich.

Ask students to look at the images on page 18 as you read aloud.

People called the miners “forty-niners” because so many of them came to California in 1849. As well as Americans, thousands of people traveled across the Pacific Ocean to search for gold. Many came from China.

One way to search for gold was to “pan” for it. Using a pan, a miner would scoop up gravel from a stream. Then the miner would hold the pan under the water for a few minutes. The flowing water would wash away all the gravel and leave the heavier gold flakes behind.

CORE VOCABULARY—Explain that gravel is small rocks and dirt.

SUPPORT—Call students’ attention to the images on the page, and explain what is happening in each image.

Ask students the following questions:

LITERAL—Why did people call the miners “forty-niners”?

» People called the miners “forty-niners” because so many of them came to California in 1849.

LITERAL—How did miners search for gold?

» One way that miners searched for gold was by panning for it—they would use a pan to scoop up gravel from a stream, hold it underwater, and look for gold flakes left behind.
A man named Levi Strauss traveled to California with a strong denim fabric. Levi Strauss hoped to make tents out of the strong fabric and become rich. But other people had gotten there first. Miners already had tents. So Levi looked around and noticed that miners’ pants were full of holes from mining or panning for gold.


**CORE VOCABULARY**—Explain that denim is a strong fabric that is used to make jeans and other clothing.

**SUPPORT**—Show students something made of denim. Ask students to look at what they are wearing and to raise their hands if they are wearing denim.

**SUPPORT**—You may wish to point out that Levi’s® jeans are named for Levi Strauss.

**Ask students the following questions:**

**LITERAL**—Who was Levi Strauss?

» Levi Strauss was a man who traveled to California with a sturdy denim fabric, hoping to make tents out of it and become rich.

**LITERAL**—What did Levi Strauss discover?

» Levi Strauss discovered that the miners already had tents but that their pants were full of holes from mining or panning.
**CHAPTER 4 | THE CALIFORNIA GOLD RUSH**

**INFERENTIAL**—Why do you think people such as Levi Strauss became rich?

» People such as Levi Strauss became rich because they started businesses that helped the miners.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—How did the Gold Rush change California?

» The Gold Rush changed California by causing a huge influx of people to arrive in search of gold. During the Gold Rush, thousands of people moved to California.

**Additional Activities**

**Relive the California Gold Rush!**

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos and online activities may be found:

www.coreknowledge.org/ckhg-online-resources

**Note to Teacher:** The Experience the Gold Rush site requires Shockwave. If your browser does not have or support the Shockwave plug-in, skip that activity.

Quickly review the California Gold Rush: In 1848, gold was discovered in California. Thousands of people rushed to the area wanting to get rich, either by mining for gold or by starting businesses.

Show students *The California Gold Rush Cartoon* (02:16). Guide students to discuss what new information they learned about the Gold Rush or how it highlighted information they already knew.

Conduct one or both of the online activities: Experience the Gold Rush and/or Onsite Adventures. Both provide a more in-depth look at the Gold Rush.

**Joaquin Murrieta: Robin Hood of the West**

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Ask students if they are familiar with the name Robin Hood. If students are, have them share what they know. Explain that Robin Hood is a figure of legend who is famous for fighting injustice, or unfair situations. California had its own Robin Hood in the years after the California Gold Rush.
Tell students that before California became part of the United States, it belonged to Mexico. As a result, when gold was discovered, many Mexican people already lived there. The new settlers who came to California looking for gold did not always treat these Mexican Californians fairly.

A man named Joaquin Murrieta (/wah*keen/mur*ee*eh*taah/) fought against this unfair treatment. His actions inspired a new legend about a hero named Zorro, who—like Robin Hood—fought against injustice.

Show students the video Joaquin Murrieta—History Channel, starting at 0:50. The video is about four minutes long.

After the video, repeat this idea: “When we don’t encounter the heroes that we need, we transform a real human being into a myth.” Explain that this means when times are bad and people need heroes, they will create heroes if they cannot find them. Ask students to discuss this idea. Do they agree with it? Why or why not? Encourage students to give examples to support their beliefs.
Primary Focus Objectives
✓ Explain the purpose of the Pony Express and how it worked. (SL.2.2)
✓ Understand the meaning of the following domain-specific vocabulary: businessmen, record time, and telegraph. (L.2.4, L.2.5)

Materials Needed
• internet access
• individual student copies of Americans Move West Student Book
• teacher and individual copies of Map of the United States (AP 1.2)
• video of A Kid Explains the Pony Express
Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:
www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know
Because of the Gold Rush in 1848, California had attracted many men and some women seeking their fortune. Few found gold, but many stayed because of the climate and availability of land. If they wanted to communicate with their families and friends in the East, or if someone wanted to write to the new Californians, it could take as long as a month for a letter to reach its destination.

In April 1860, two men started the Pony Express to speed mail delivery. The 1,800-mile route went from St. Joseph, Missouri, to Sacramento, California. Every ten to fifteen miles, there was a station that provided a fresh horse to the Pony Express rider, who carried the mail in saddlebags slung over his saddle. Although called the Pony Express, the riders rode horses, not ponies. The route took ten days to complete.

The company’s ads recruited young, wiry, single men—preferably orphans—who were excellent riders and willing to risk their lives to carry the mail. There were many volunteers. Pony Express riders included many colorful characters, such as young William “Buffalo Bill” Cody, who would later go on to form a famous Wild West show.

The Pony Express lasted only a year and a half, from April 1860 to October 1861. By then, a transcontinental telegraph line had been built. Since the telegraph could send a message in seconds, the Pony Express went out of business.
Introduce “The Pony Express”

Referring to the images from Chapter 4, review with students the following key point made in the previous Read Aloud about the California Gold Rush:

- Once gold was discovered in California, Americans from the East Coast, as well as people from China, came to California to search for gold and start businesses.

Remind students that in the time period they have been learning about, people did not have telephones; so, when people moved west they could not call friends or family back home to tell them how they were doing. Tell students that in this Read Aloud, they will learn how people stayed in touch with one another.

Big Question

What was the Pony Express?

Core Vocabulary

businessmen    record time    telegraph
In 1860, two businessmen were looking for horse riders who were daring and brave. The two men were starting a mail delivery business, called the Pony Express. At the time, it took months for mail to be delivered across the United States. These two businessmen set out to change that.

**CORE VOCABULARY**—Explain that businessmen are men who make money by selling goods or services.

**Ask students the following questions:**

**LITERAL**—What business did the two businessmen start in 1860?

» Two businessmen started the Pony Express in 1860, a mail delivery business.

**INFERENTIAL**—What part of the Read Aloud that you just heard tells you that working as a rider for the Pony Express might be dangerous?

» The Read Aloud said that the businessmen who started the Pony Express were looking for riders who were daring and brave.
EVALUATIVE—What problem were the businessmen trying to solve?

» The businessmen were trying to solve the problem of mail taking months to be delivered across the United States.

Now ask students to look at the images on page 21 as you read aloud.

The Pony Express was a horse-and-rider relay system. The Pony Express started in St. Joseph, Missouri, and went all the way to Sacramento, California. Mail could also be brought from the East to St. Joseph and then be taken to the West. The Pony Express promised to deliver the mail in only ten days.

Here’s how the Pony Express worked. Relay stations were set up on the route about every fifteen miles. Each station kept fast horses. Riders got a fresh horse at each station and rode on as fast as they could.

SUPPORT—Tell students that a horse-and-rider relay system is when a rider takes mail by horse as fast as he can to a place known as a relay station. At the relay station, the rider would get a fresh, rested horse and would ride on with the mail to the next station as fast as he could, or a new rider on a new horse would pick up the mail and go to the next station. This continued until the mail arrived where it was supposed to go.

SUPPORT—Have students take out their copies of Map of the United States (AP 1.2) and trace the route of the Pony Express with their fingers, starting in St. Joseph, Missouri, and stopping in Sacramento, California.

SUPPORT—Engage students in a mock Pony Express game by having them relay a letter to each other from different “relay stations” in the classroom. Give each station a different name, and have students compete in teams to see who can complete the relay first. If your school has an outdoor track, this activity could be conducted there, instead of the classroom.
Ask students the following questions:

**LITERAL**—How did the Pony Express work?
- The Pony Express was a horse-and-rider relay system.

**LITERAL**—Where did the relay system start and end?
- The relay system started in St. Joseph, Missouri, and ended in Sacramento, California.

**LITERAL**—How soon did the Pony Express promise to deliver mail?
- The Pony Express promised to deliver mail in only ten days.

Ask students to look at the image on page 22 as you read aloud.

Most Pony Express riders were teenage boys. The youngest was eleven years old. His name was Bronco Charlie. One day Charlie was at the Pony Express station when a horse came in without his rider. Charlie rode the horse to the next station in record time, so he became a regular rider.

**CORE VOCABULARY**—Explain that *record time* means faster than anyone else before.

Ask students the following questions:

**LITERAL**—How old were most Pony Express riders?
- Most Pony Express riders were teenage boys.
**LITERAL**—Who was Bronco Charlie?

» Bronco Charlie was the youngest Pony Express rider. He was eleven years old.

**LITERAL**—What did Bronco Charlie do?

» Bronco Charlie rode a horse to the next station in record time.

**Now ask students to look at the image on page 23 as you read aloud.**

The Pony Express lasted only a year and a half. A new kind of communication called the telegraph replaced it. The telegraph could send and receive messages using wires and signals. When the Pony Express started, the telegraph lines only went as far as Missouri. But soon after, the telegraph lines reached all the way to California. There was no longer a need for the Pony Express.

**CORE VOCABULARY**—Explain that a **telegraph** is a machine that relays messages over long distances by sending signals through wires.

**Ask students the following questions:**

**LITERAL**—How long did the Pony Express last?

» The Pony Express lasted a year and a half.
LITERAL—How did the telegraph work?

» The telegraph worked by sending and receiving messages using wires and signals.

Before wrapping up this chapter, review the Pony Express by showing the video *A Kid Explains the Pony Express* (04:22) in the CKHG Online Resources for this chapter.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What was the Pony Express?

» The Pony Express was a mail delivery system started by two businessmen that promised to deliver mail in ten days. They used a horse-and-rider relay system with fast horses to relay mail from station to station quickly.
The Arrival of the Railroad

Primary Focus Objectives

✓ Explain what the transcontinental railroad was and why it was important. (SL.2.2)
✓ Understand the meaning of the following domain-specific vocabulary: tracks, transcontinental railroad, immigrants, spike, and Iron Horse. (L.2.4, L.2.5)

Materials Needed

• individual student copies of Americans Move West Student Book

What Teachers Need to Know

Railroads

Railroads had several advantages over roads, rivers, and canals. Railroads were dependable, cheap, convenient, and comfortable. The first railroads were built in European coal mines, but—in 1831—the Mohawk and Hudson line was inaugurated between Albany and Schenectady, New York. When the Baltimore and Ohio Railroad reached Wheeling, West Virginia, in 1852, it achieved with iron rails what the Erie Canal had done years earlier: it had joined East and West.

A rail network spread quickly across the Northeast and the Upper Midwest in the 1840s. The 1850s were the great railroad building era in the Southeast. By 1861, some three hundred thousand miles of railroad track had been laid in the United States. The Midwest was the focus of much of this track laying. As a result, it was easier for people to travel to the Midwest from the East, and land became more expensive as more and more settlers arrived. Fast, cheap transportation for foodstuffs meant such goods could be shipped to the Northeast for sale and that manufactured items from the Northeast could, in turn, be shipped to consumers in the Midwest. Over time, larger, faster, and more powerful engines pulling heavier cars required stronger iron and, eventually, steel rails.

Bigger and stronger railroad bridges were also needed, because even the strongest wooden bridge would not support a heavy train across a wide river. The demands of the emerging railroad business were an enormous stimulus for the U.S. iron, steel, and coal mining industries after the Civil War. (Coal powered the steam engines.)
The Transcontinental Railroad

Before the Civil War, Congress could not agree on a route for the first transcontinental railroad; some members wanted it built along a southern route, and others wanted a more central route. Work began in 1863 and took the route from Omaha, Nebraska, on the Missouri River to Sacramento, California. The Union Pacific Railroad built westward from Omaha, and the Central Pacific Railroad built eastward from California. Irish and German immigrants did much of the work on the eastern section, which was built on largely flat and gently rolling plains until it reached the Rocky Mountains. Chinese immigrants did most of the labor on the western portion of the railroad, facing rugged, dangerous work over and through mountains and across gorges and desert.

The United States paid the two companies for each mile of track laid, including higher payments for work in the mountains. The two competing railroads continued building east and west past each other, until the government made them join their tracks in 1869 at Promontory Point, Utah, near the Great Salt Lake. By the 1890s, four more transcontinental railroads had been built joining East and West across more northern and southern routes.

The Core Lesson

Introduce “The Arrival of the Railroad”

Referring to the images from Chapter 5, review with students the following key points made in the previous Read Aloud about the Pony Express:

- The purpose of the Pony Express was to provide a more rapid way for mail to be delivered across the United States.
- The Pony Express promised to deliver mail in ten days instead of several months.
- The Pony Express used a horse-and-rider relay system.
- The Pony Express ended when the telegraph was invented.

Ask students to think back to all the different types of transportation or ways that they have learned about so far in this unit regarding how people traveled west. Encourage students to look back through the Student Book pages of the Read Alouds that they have already heard to prompt their memory.

Make a list on the board or chart paper of student responses regarding the different ways that people traveled west. The list should include walking on foot, riding on horses or in wagons, riding on flatboats and keelboats on rivers, and traveling by steamboat. Tell students that in this Read Aloud, they will learn about another way that people traveled back and forth between the East and the West.

Big Question

How did the transcontinental railroad change travel between the East and West of the United States?
The Arrival of the Railroad
The first American railroads in the United States were built in the East to connect big cities. Building a railroad was hard work. Railroad tracks had to be laid down. This hard work took many strong men.

Then, during the 1860s, two American railroad companies decided to build the transcontinental railroad. The Union Pacific Railroad started at Omaha, Nebraska, and laid tracks going west. The Central Pacific Railroad started in Sacramento, California, and headed east. When this new railroad was finished, it would carry people and goods from place to place in about a week.

CORE VOCABULARY—Explain that tracks are the rails that trains ride on.

CORE VOCABULARY—Explain that a transcontinental railroad is a train route that goes across the entire continent or, in this case, the entire United States.
SUPPORT—Have students turn to page 42 of their Student Books. Explain that the map on this page is a bigger version of the map on page 24. Help students find Omaha, Nebraska, and Sacramento, California, on the map. Have them trace the blue line from Omaha to Promontory Point in Utah, and explain that this part of the railroad tracks was built by the Union Pacific Railroad. Then trace the red line from Sacramento, California, to Promontory Point, and explain that this part of the railroad tracks was built by the Central Pacific Railroad. Finally, help students find Baltimore on the map, and trace the red line from Baltimore to Omaha. Explain that this line shows part of the railroad that already existed before the railroad tracks between Sacramento and Omaha were built. The three lines on the map (red, blue, red) all together represent the transcontinental railroad.

Ask students the following questions:

LITERAL—How long did it take to travel from the East to the West Coast on the transcontinental railroad?
» It took about a week to travel from coast to coast on the transcontinental railroad.

LITERAL—Where did the American railroad companies start building the transcontinental railroad?
» The American railroad companies started building the transcontinental railroad in Omaha, Nebraska, and Sacramento, California.

Ask students to look at the image on page 25 as you read aloud.

Both companies needed thousands of workers to build the transcontinental railroad. The Central Pacific company brought in many Chinese immigrants to work on the railroad. The Union Pacific company hired many Irish and German immigrants to help build its part of the railroad.
**CORE VOCABULARY**—Explain that *immigrants* are people from one country who move to another country to live.

**Ask students the following questions:**

**LITERAL**—Who did the Central Pacific Railroad bring in to help build its section of the railroad tracks?

» The Central Pacific Railroad brought in many Chinese immigrants to work on the railroad.

**LITERAL**—Who did the Union Pacific Railroad bring in to help build its section of the railroad tracks?

» The Union Pacific Railroad brought in many Irish and German immigrants to help build its railroad.

**Now ask students to look at the images on page 26 as you read aloud.**

The transcontinental railroad was completed in 1869. To celebrate, the two companies met at Promontory Point, Utah. The workers from the two companies shook hands. Then a golden spike was driven into the ground. Thanks to the “Iron Horse,” it was now possible to travel all the way from New York to California by train.
**Core Vocabulary**—Explain that a **spike** is like a large, heavy nail driven into the ground to hold train tracks together. A special spike made of gold was used to join the train tracks at Promontory Point, Utah, to celebrate the fact the tracks built by the two different companies were now joined.

**Core Vocabulary**—Explain that **Iron Horse** is another name for train.

Ask students the following questions:

**Literal**—How did the two companies—the Union Pacific and Central Pacific Railroads—celebrate the completion of the transcontinental railroad?

» The two railroad companies met at Promontory Point, Utah, in 1869 to shake hands and drive a golden spike into the ground where their railroad tracks were connected.

**Literal**—What did the transcontinental railroad make it possible to do?

» The transcontinental railroad made it possible to travel between New York and California.

**Check for Understanding: Big Question**

**Turn and Talk**—How did the transcontinental railroad change travel between the East and West of the United States?

» The transcontinental railroad changed travel between the East and West of the United States by linking railroads and shortening the amount of time it took to travel across the country.

**Additional Activities**

**The Story of the Transcontinental Railroad: Locomotive by Brian Floca**

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** This Read Aloud video shares the story of the people who work to make trains run. There are fun sounds that students can shout out loud as they come up to make the reading experience interactive. Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Show the video *Locomotive Read Aloud* (19:52). Pause along the way to ask discussion questions and to make the noises of the train as they are mentioned. If time permits, have volunteers role-play performing each job, allowing the class to interview them about what they do on the train.

When you have finished the Read Aloud, ask the following:

- Who are the different people who work on a train?
  » brakemen, fireman, engineer, conductor
• What is each person’s job like?
  » Brakemen work to make sure the train can stop. The fireman works to tend the fire that makes the steam that runs the engine. The engineer drives the train and works to make sure the train runs properly. The conductor is in charge of them all.

• What kinds of different things do people see from the train?
  » People see livestock and the scenery of America from the train—farmland, Native Americans, and settlers.

### Remembering the Transcontinental Railroad

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

First, show students the video Transcontinental Railroad and the American West (03:41), which recounts the history of the transcontinental railroad. Ask students what new information they learned or what it added to their understanding so far.

Then tell students they are going to travel back in time to see reenactments of driving the golden spike into the ground to join the tracks. Play the video Golden Spike National Historic Site (03:44). Have students discuss the reenacted scene and how the people attending it might have felt.

Finally, play Building the Transcontinental Railroad (06:38), and lead a discussion about what students learned by hearing from the descendants of the Chinese immigrants who helped build the railroad. Ask students if they think it would be easier or more difficult to build the railroad today, and why or why not that might be.

### Stories and Songs About the Railroad

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Guide students to understand that working on railroads was a tedious and hard job, with workers going from sunup to sundown. To pass the time and distract themselves, they would sing songs. The songs also helped workers maintain a rhythm.

Play “I’ve Been Working on the Railroad” (03:54). Play the song through once, and then repeat it, encouraging students to sing along.
Review what a legend is: a story that has been handed down, or told and retold, from one person to another over many years, that is usually more entertaining than truthful. Explain that because the railroad was so important in American history and American culture, there are many legends about it. One of these is about a man named John Henry.


Then tell students there is also a song about John Henry. Play “The Ballad of John Henry” (02:48).

Introduce another railroad legend, the story of Casey Jones. Explain that there was a real person named Casey Jones. He was a railroad engineer, meaning he was the person who drove the train. The real Casey Jones did something very brave that has been told and retold in a story. Play the video *The Brave Engineer* (07:36).

Discuss with students what the legends of John Henry and Casey Jones say about life on the railroad. *(Possible responses: It was hard work. It was dangerous.)*
Primary Focus Objectives

✓ Explain the different type of work cowboys did out west. (SL.2.2)
✓ Understand the meaning of the following domain-specific vocabulary: *cattle, ranches, cowboys, corral,* and *saddle.* (L.2.4, L.2.5)

Materials Needed

- internet access
- individual student copies of *Americans Move West* Student Book
- teacher and individual copies of Map of the United States (AP 1.2)
- video of “Home on the Range”

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video can be found: www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

As settlers expanded into the western frontier, they began to establish ranches in order to raise cattle to sell. These ranches attracted cowboys, who were hired to guard cattle and train horses. Cowboys would move around the frontier with the seasons, driving the cattle to wherever the grass grew for the cattle to graze. These were known as cattle drives, where groups of cowboys would drive thousands of heads of cattle across as much as one thousand miles.
**The Core Lesson**

**Introduce “Life out West”**

Referring to the images from Chapter 6, review with students the following key points made in the previous Read Aloud about the railroad and the Iron Horse:

- Two railroad companies, working from opposite sides of the country, laid down railroad tracks intended to meet in the middle at Promontory Point, Utah.
- When the tracks were joined, they made train travel possible across the entire United States for the first time.

Now tell students that in today’s Read Aloud, they will hear about what life was like for the people who settled out west.

**Big Question**

What was life like for the cowboys out west?

**Core Vocabulary**

- cattle
- ranches
- cowboys
- corral
- saddle
Chapter 7: “Life out West”

If internet is available in the classroom, introduce the lesson by playing the song “Home on the Range” from the CKHG Online Resources.

Explain that life out west was very different from life in the cities and towns back east. The West had wide open spaces with different kinds of animals, such as described in the song “Home on the Range,” and people there had different kinds of jobs from people who lived in the East.

Now ask students to turn to page 27 in the Student Book, and tell them that this chapter is titled “Life out West.” Ask them to look at the image on the page as you read aloud, listening carefully to find out about the kind of work that people did out west.

**Life out West**

Many people who moved west kept cattle on ranches. A ranch is a large farm, but instead of growing crops, ranchers raise cattle. Texas was a big ranching area. People set up ranches that went on for miles and miles. Cowboys guarded the cattle. They also trained wild horses.

**CORE VOCABULARY**—Explain that **cattle** is another word for cows. **Point out the cattle in the image on the page.**

**CORE VOCABULARY**—Explain that **ranches** are large farms where animals such as horses and cows are raised.

**CORE VOCABULARY**—Explain that **cowboys** are people who take care of horses and cows on a ranch.
Ask students the following questions:

LITERAL—What did many people who moved west do?

» Many people who moved out west kept cattle on ranches.

LITERAL—What did cowboys do?

» Cowboys guarded the cattle and trained wild horses.

Now ask students to look at the image on page 28 as you read aloud.

Cowboys trained wild horses in a fenced area called a corral. A wild horse was led into a corral to have its first saddle put on. Then a brave cowboy would jump on the horse.

Untrained horses were called bucking broncos because they would buck and jump. They were not used to having someone on their back, and they didn’t like it.

CORE VOCABULARY—Explain that a corral is a fenced area for horses or other animals on a ranch.

CORE VOCABULARY—Explain that a saddle is similar to a seat that is fastened on the back of a horse. A person can sit in the saddle to ride a horse. Point out the saddle in the image on the page.

Ask students the following questions:

LITERAL—Where did cowboys train wild horses?

» Cowboys trained wild horses in a fenced area called a corral.
In the spring, cowboys went on a long trip. Back East, people wanted to eat western beef. So cowboys drove the cattle north from Texas to Kansas and Missouri, where the railroads then transported the cattle.

A group of cowboys would drive as many as two thousand cattle almost one thousand miles across open land to a railroad town.

SUPPORT—Make sure students understand that beef is meat that comes from a cow.

SUPPORT—Explain that the idiom “to drive cattle” describes what cowboys do when they ride alongside a large group of cattle to guide and direct where the cattle are going.

SUPPORT—Have students take out their copies of Map of the United States (AP 1.2) and find Texas, where the cowboys and cattle started their trip. Then have students find Kansas and Missouri, where the trip ended. Have students use their fingers to trace a path from Texas to either Kansas or Missouri.

Ask students the following question:

EVALUATIVE—Why did cowboys drive the cattle north to railroad towns?

» Cowboys helped guide the cattle north to railroad towns because then the cattle could be transported east, where people wanted to buy and eat western beef.
TURN AND TALK—What was life like for the cowboys out west?

» Cowboys worked on ranches to guard cattle and train wild horses. In spring, they would drive thousands of cattle across a thousand miles to a railroad town.

Additional Activity

Pecos Bill

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Review with students that a tall tale is a story with unbelievable elements that is told as if it were true and factual. If you shared the story of John Henry in Chapter 6, you can point to that as an example.

Tell students that they are now going to hear a tall tale about a cowboy named Pecos Bill. Show the Pecos Bill Read Aloud (08:53).

When it is finished, ask:

• Where was Pecos Bill born?
  » East Texas

• Why did Pecos Bill’s family leave East Texas?
  » They left East Texas because it was getting too crowded.

• Who took care of Pecos Bill when he was a baby?
  » A coyote took care of Pecos Bill when he was a baby.
CHAPTER 8

The Trail of Tears and the Death of the Bison

Primary Focus Objectives

✓ Describe the Trail of Tears. (SL.2.2)
✓ Describe how bison were important to Native Americans who lived on the Great Plains. (SL.2.2)
✓ Explain why the bison disappeared. (SL.2.2)
✓ Explain what effect the settlers had upon the Native Americans. (SL.2.2)
✓ Understand the meaning of the following domain-specific vocabulary: march, bison, hides, tepees, fuel, leather, and reservations. (L.2.4, L.2.5)

Materials Needed

• individual student copies of Americans Move West Student Book
• teacher and individual copies of Map of the United States (AP 1.2)

What Teachers Need to Know

The Trail of Tears

One of the saddest chapters in U.S.–Native American relations is the government’s poor treatment of the so-called Five Civilized Tribes. The nations of the southeastern United States—the Cherokee, Creek, Choctaw, Chickasaw, and Seminole—had adopted European American ways, becoming farmers and converting to Christianity. However, as the frontier moved south and west, their lands in the Carolinas, Georgia, Alabama, Mississippi, and Florida were coveted by European Americans.

Andrew Jackson, a landowner in Tennessee as well as a politician and military man, was no friend to the Native Americans. He had a long record of fighting the Native Americans of the Southeast. For example, at the Battle of Horseshoe Bend, Jackson’s forces defeated the Creeks, who were forced to cede twenty-three million acres to the United States. In the First Seminole War, Jackson invaded Spanish Florida in an effort to end Seminole raids into the United States. Weakened by war and in need of money, Spain sold Florida to the United States, and the Seminole were forced south to live in the Everglades, an area of swamps.
According to estimates, Jackson acquired for the United States and white settlement “nearly three-fourths of Alabama and Florida, a third of Tennessee, and a fifth of Georgia and Mississippi.”

In 1830, Congress passed the Indian Removal Act, which gave Jackson the power to force the Native Americans of the Southeast to move to what was then known as the Indian Territory, now part of the state of Oklahoma. The first to leave were the Choctaw in 1831, then the Creek left in 1836, and the Chickasaw left in 1837. The last to leave were the Seminole after the Second Seminole War, which lasted from 1835 to 1842.

The Cherokee chose legal means rather than warfare to resist removal. In two lawsuits—one in 1831 and one in 1832 that went all the way to the Supreme Court—Cherokee rights to their lands were upheld, but President Jackson and the state of Georgia ignored both decisions. By 1835, some two thousand Cherokee, seeing the inevitable, agreed to move. But by 1838, some fourteen thousand still remained in the Southeast. Jackson was no longer president, but his successor, Martin Van Buren, decided to enforce the law. The forced march to the Indian Territory became known as the Trail of Tears. The four-month trek took place in winter, and some four thousand Native American men, women, and children died on the way. There was not enough food for the Cherokee, and the troops escorting them refused to stop the march to allow the Cherokee who were sick or tired to rest. The cost of the removal was subtracted from the money to be paid to the Cherokee for their lands, so they were left with only three million dollars.

The Cherokee and the other nations removed to Indian Territory were promised that this land would remain theirs forever. “Forever” lasted a generation. First, they lost part of their land to other Native American peoples whom the federal government resettled in the Indian Territory in 1866. As the West filled up, there was pressure on the government to open Native American lands to settlers. In 1889, the Creek and the Seminole sold fifty thousand acres to the United States for European American settlement. By 1907, there were more non-Native Americans than Native Americans in the Indian Territory, and in that year, it was made part of the new state of Oklahoma.

### The Plains Native Americans and the Bison

The coming of the railroad and the influx of Easterners and European immigrants onto the Great Plains changed the way of life of Plains Native Americans forever. Up until the 1860s, the northern and southern plains had few European American settlers. But the Homestead Act of 1862 encouraged settlement by giving 160 acres of land to any citizen or immigrant willing to live on and farm it for five years. Unfortunately, this land was home to Plains Native Americans, who lived by hunting bison.

By 1900, the bison were gone in many places. One count indicated that there were only thirty-four left on the northern plains. It is estimated that as many as fifteen million bison were killed during the 1800s. When Native Americans killed bison, they used every part of the animal. They ate the meat for food and turned the skins into teepees, clothing, and storage vessels. White hunters killed bison to feed the construction crews that built the railroads, but they also shot the animals for sport and to supply hides to tanneries to be made into leather goods. Those who killed for sport and for the hides left the meat on the carcasses to rot.

In an effort to deter Native Americans from fighting for their right to roam the plains and hunt bison, the federal government in 1871 passed the Indian Appropriation Act. Under the provisions of the law, the U.S. government withdrew recognition of separate Native American peoples as sovereign nations and stated that it would no longer enter into treaties with any Native American group. Treaties that were already in place would be honored.
That, however, proved to be a hollow promise whenever gold or silver was found on Native American lands or American settlers wanted more land. (Native Americans were not granted U.S. citizenship until 1924.) Like the Five Civilized Tribes, Plains Native Americans were herded onto reservations. Unlike the Five Civilized Tribes, who had been farmers before they were moved to Oklahoma, Plains Native Americans were hunters. However, the federal government tried to turn them into farmers. Not only did they not know how to farm, but the lands they were forced to live on were not particularly suited to farming. The Bureau of Indian Affairs was supposed to oversee the reservations and provide food, clothing, and other necessities to the Native Americans. However, greed and corruption often guided the actions of government agents in the bureau, and the Native Americans saw little of the aid that was meant to sustain them in their new lives.

The corruption became so rampant that the protests of Native Americans and their white supporters could no longer be ignored. In 1887, Congress passed the Dawes Act, which broke up the reservations. The land was divided into parcels of 160 acres, and each head of a household received a parcel. Any land that was not disposed of in this way could be sold to settlers. Native American families had to hold the land for twenty-five years, at which time they could sell it. Many did sell their land and then had nothing to live on when the money was gone. By 1932, 96 million acres of the 138 million acres set aside for Native Americans in 1887 had passed out of Native American control.

**THE CORE LESSON**

**Introduce “The Trail of Tears and the Death of the Bison”**

Referring to the images from Chapter 7, review with students the following key points made in the previous Read Aloud about life out west:

- Many people who moved out west lived on ranches and raised cattle.
- Cowboys looked after cattle and also led them on long drives to railroad towns, where the cattle could be transported back east to be sold for food.
- Cowboys also trained wild horses.

Tell students that in today’s Read Aloud, they will hear about the effect so many people moving west had on the Native Americans who were already living on the land where the settlers were moving.

**Big Question**

What happened to Native Americans as settlers moved west?

**Core Vocabulary**

march  bison  hides  tepees  fuel  leather  reservations
Tell students to turn to page 30 in the Student Book, and tell them that this chapter is titled “The Trail of Tears and the Death of the Bison.” Ask them to look at the image on the page as you read aloud.

The Trail of Tears and the Death of the Bison

As settlers moved across America, they met many different Native American groups who had lived in various places for a very long time. The American government was now taking more and more Native American land and giving it to settlers. Native Americans were being squeezed onto smaller areas of land and pushed farther west.

Ask students the following questions:

LITERAL—Who did settlers meet as they moved across America?
» Settlers met Native Americans as they moved across America.

LITERAL—What was the American government doing to Native Americans?
» The American government was taking more and more Native American land and giving it to settlers.

LITERAL—What happened to the Native Americans?
» The Native Americans were being squeezed onto smaller areas of land and being pushed farther west.
When Andrew Jackson became president, he ordered the Cherokee to leave their land in North Carolina, South Carolina, Tennessee, and Georgia. Andrew Jackson sent soldiers to force them to march to new land in Oklahoma, more than eight hundred miles away.

The Cherokee were forced to march many miles without resting. Many people died along the way. This was a terrible act of cruelty. The Cherokee called their journey the Trail of Tears.

**CORE VOCABULARY**—Explain that to **march** means to walk as a group.

**SUPPORT**—Have students find North Carolina, South Carolina, Tennessee, and Georgia on their copies of Map of the United States (AP 1.2). Then have them find and trace the path of the Trail of Tears to Oklahoma.

**Ask students the following questions:**

**LITERAL**—What did President Andrew Jackson order?

» President Jackson ordered the Cherokee to leave their land and march to Oklahoma.

**LITERAL**—What happened to the Cherokee along the way?

» The Cherokee were forced to march many miles without resting, and many people died.
The incoming farmers and the new railroads that ran across parts of the Great Plains threatened Native American people. This was especially true for the Sioux and the Comanche, who had made the Great Plains their home.

The Great Plains were also home to the American bison. The bison were very important to the Native Americans who lived on the Great Plains. The Native Americans hunted the bison for food.

They used bison hides to make clothing and tepees. Bison bones were used to make tools. Native Americans even used parts of the bison as fuel for their fires.

**CORE VOCABULARY**—Explain that **bison** are big animals with curved horns on the sides of their heads. *Have students point to the bison in each of the images on page 32.*

**CORE VOCABULARY**—Explain that **hides** are animal skins.

**CORE VOCABULARY**—Explain that **tepees** are cone-shaped tents used by Native American groups living on the Great Plains.

**CORE VOCABULARY**—Explain that **fuel** is something that is used to create heat or energy.

**Ask students the following questions:**

**LITERAL**—What threatened Native Americans who lived on the Great Plains?

» Incoming farmers and new railroads threatened Native Americans who lived on the Great Plains.

**EVALUATIVE**—Why were the bison important to the Native Americans on the Great Plains?

» The bison were important to the Native Americans on the Great Plains because they hunted them for food and used their hides to make tepees and their bones to make tools. They even used parts of the bison as fuel for their fires.
Native Americans watched as wagons and the railroads brought thousands of settlers onto the Great Plains. The settlers planted crops, raised cattle, started businesses, and built towns. They did all of this on Native American land.

Other Native Americans came to the Great Plains too, having been forced off their own land somewhere else. They too had to find ways to survive in their new home.

Ask students the following question:

LITERAL—What did the railroads bring to the Great Plains?

» The railroads brought thousands of settlers to the Great Plains, who farmed, raised cattle, started businesses, and built towns.
One thing that Native Americans did to survive was to sell bison hides to the settlers. The hide was valuable because it could be turned into leather. So, bison were hunted for their hides.

Sadly, Americans also hunted bison for fun! They shot large numbers of bison for sport while aboard moving trains. Bison numbers became smaller and smaller. Without the bison, the Native Americans of the Great Plains could not survive.

**CORE VOCABULARY**—Explain that **leather** is a material made from animal skin. Leather is used to make belts, shoes, bags, and furniture.

**Ask students the following questions:**

**LITERAL**—What was one thing Native Americans did to survive?
- Native Americans sold bison hides to the settlers.

**LITERAL**—What else did some Americans do that decreased how many bison lived on the Great Plains?
- Some Americans hunted bison for fun. They shot bison from moving trains.

**LITERAL**—What would happen without bison on the Great Plains?
- Without bison, the Native Americans on the Great Plains could not survive.
The move west hurt Native Americans of the Great Plains and beyond in many ways. They lost their homelands and their way of life. Many died in clashes with settlers, or in battles with the U.S. Army. Some Native American leaders did try to accept the changes that were happening. Others, such as Crazy Horse and Sitting Bull, fought back against American settlers and U.S. soldiers. They won some battles, including the famous battle at Little Bighorn.

Ask students the following questions:

**LITERAL**—How did the move west hurt Native Americans?

» Native Americans lost their homeland and way of life. Many also died fighting with settlers or the U.S. Army.

**LITERAL**—How did Native American leaders respond?

» Native American leaders responded differently. Some tried to accept the changes, but others fought back against settlers and soldiers.
Ask students to look at the image on page 36 as you read aloud.

In the end, however, there were too many settlers, too many towns, too many soldiers, and—for the Native Americans of the Great Plains—not enough bison left for them to survive. As more and more of their land was taken away, Native American leaders had no choice but to take their people to the reservations that were set aside for them by the American government.

SUPPORT—Explain that even though millions of bison were killed in the 1800s, the animals never became extinct. Today, there are hundreds of thousands of bison in North America.

CORE VOCABULARY—Explain that reservations are areas of land set aside by the government for Native Americans to live.

SUPPORT—Make sure students understand that although reservations still exist today, Native Americans are no longer forced to live on them. While some Native Americans still live on reservations, others choose to live elsewhere.

Ask students the following question:

LITERAL—What happened as more and more Native American land was taken away?

» As more and more of their land was taken away, Native American leaders had to take their people to land that the American government had set aside for them, called reservations.
TURN AND TALK—What happened to Native Americans as settlers moved west?

As settlers moved west, Native Americans were forced off their land by the settlers and the U.S. Army. Many Native Americans were forced to move onto reservations set aside for them by the government.

Additional Activity

More About the Trail of Tears

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: This video shares more about what life was like on the Trail of Tears for Native Americans. Preview the video for sensitivity, and allow students to discuss their feelings about it. Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Review what students learned in the Read Aloud about the Trail of Tears: Andrew Jackson sent soldiers to force the Cherokee to march from their homes in North Carolina, South Carolina, Tennessee, and Georgia to Oklahoma. The Cherokee had to march through bad weather and under cruel conditions, and many died along the eight-hundred-mile journey. Tell students that they are going to watch a video that tells more about the Trail of Tears.

Show students the video The Cherokee Trail of Tears (05:29).

After the video, invite students to discuss what new information they have learned about the Trail of Tears and what life was like for Native Americans during this time.
Sequoyah and the Cherokee Language

Primary Focus Objectives

✓ Explain Sequoyah's invention of the written Cherokee language. (SL.2.2)

✓ Understand the meaning of the following domain-specific vocabulary: communicate, symbols, system of writing, and syllables. (L.2.4, L.2.5)

Materials Needed

- individual student copies of Americans Move West Student Book

What Teachers Need to Know

Europeans and native peoples of the Americas had different forms of communication, in writing as well as other platforms. Some groups of Native Americans, over time, developed their own kinds of writing. For example, in 1821, Sequoyah (/se*kwoy*ah/), a Cherokee silversmith, developed a way of writing the Cherokee language.

Sequoyah was the son of a European father (a fur trader) and a Cherokee mother. He was born in the 1770s near the Tennessee River. He was abandoned by his father and raised by his mother. Sequoyah and other Cherokee enlisted on the side of the United States under General Andrew Jackson to fight the British troops and the Creek Native Americans in the War of 1812. During the war (and perhaps earlier as well), Sequoyah saw European Americans communicating using writing and sheets of paper, which some Native Americans called “talking leaves.”

Although Sequoyah never learned English or the English alphabet, he began working on a way of writing down the Cherokee language. Sequoyah developed something like an alphabet. Actually, it was a syllabary. Sequoyah noticed that all Cherokee words were composed of a set of syllables, and he developed eighty-five written signs, or characters, to represent syllables in the Cherokee language. He taught his daughter, Ahyoka (/a*yo*kah/), to use the symbols and went with her to a tribal council to demonstrate his system. At first the members of the tribal council did not believe he could do what he claimed. But then Sequoyah left his daughter alone with the council. While he was away, Ahyoka wrote down the things the men said. When Sequoyah returned, he was able to read what his daughter had written and repeat what the council members had said in his absence. Finally, the tribal elders were convinced.
The Cherokee adopted Sequoyah’s writing system. It was the first written Native American language in North America. The Cherokee people used Sequoyah’s writing system to write their own constitution and, beginning in 1828, to publish a newspaper, the Cherokee Phoenix.

**THE CORE LESSON**

**Introduce “Sequoyah and the Cherokee Language”**

Referring to the images from Chapter 8, review with students the following key points made in the previous Read Aloud about the Trail of Tears and the Death of the Bison:

- As more settlers moved west, they moved onto land where Native Americans were already living.
- President Andrew Jackson forced the Cherokee to leave where they were living in the southern states and to march west to live in Oklahoma.
- Many Cherokee died during the forced march, called the Trail of Tears.
- The Native Americans who lived on the Great Plains hunted bison, which they ate as food and used in many other ways.
- As the railroad was built and more settlers moved west, more and more bison died, making it impossible for the Plains Native Americans to live there.
- More and more Native Americans were forced to live on reservations that the American government set aside for them.

Summarize by saying that in Chapter 8, students learned about many of the terrible things that happened to Native Americans as more American settlers moved west. Tell them that in this Read Aloud, they will hear a different story about a Cherokee Native American named Sequoyah.

**Big Question**

What did Sequoyah invent?

**Core Vocabulary**

communicate  symbols  system of writing  syllables
Chapter 9: “Sequoyah and the Cherokee Language”

Tell students to turn to page 37 in the Student Book, and tell them that this chapter is titled “Sequoyah and the Cherokee Language.” Ask them to look at the image on the page as you read aloud and listen carefully to find out what Sequoyah invented.

Sequoyah and the Cherokee Language

Sequoyah was a Cherokee who grew up in what is now Tennessee. Sequoyah had been a soldier in the U.S. Army. When he was a soldier, Sequoyah noticed that some people were able to communicate with one another by looking at pieces of paper.

Sequoyah called these pieces of paper “talking leaves.” Later, he learned that people could communicate by writing down symbols that made words.

Note to Teacher: Sequoyah is pronounced (/se*kwoy*ah/).

CORE VOCABULARY—Explain that to communicate means to share or exchange information. People can communicate in many different ways. Invite students to brainstorm the different ways people can communicate, such as listening and talking, reading and writing, using gestures or pointing, acting out what they mean, and so on.

CORE VOCABULARY—Explain that symbols are pictures or objects that represent something else. For example, a heart is a symbol of love.

Ask students the following questions:

LITERAL—Who was Sequoyah?

» Sequoyah was a Cherokee Native American who was a soldier in the U.S. Army.
LITERAL—What did Sequoyah learn in the army?
» Sequoyah learned that some people communicated with one another by writing down symbols that made words on pieces of paper.

Now ask students to look at the image on page 38 as you read aloud.

The Cherokee people had no written language. Sequoyah began to think how useful it would be if his own people could use “talking leaves.” Sequoyah decided to create a system of reading and writing for his people.

Sequoyah worked on his system for more than ten years. His friends and family thought he had gone crazy.

CORE VOCABULARY—Explain that a system of writing is a set of letters or symbols and rules for how to use them. Point out to students that they know a system of writing in English that uses an alphabet that has twenty-six letters.

Ask students the following question:

LITERAL—What did Sequoyah decide to do for the Cherokee people?
» Sequoyah decided to create a system of writing for his people.
Sequoyah realized that all Cherokee words were made up of sounds, or syllables. Sequoyah developed a system with eighty-five symbols. Each symbol stood for a syllable.

**CORE VOCABULARY**—Explain that syllables are natural divisions within a word. Each syllable has one vowel sound when it is spoken.

**Note to Teacher:** Students in Core Knowledge schools may recall learning about syllables in the Grade 2 CKHG unit *The Culture of Japan*.

**Ask students the following questions:**

**LITERAL**—What did Sequoyah realize about Cherokee words?
» Sequoyah realized that all Cherokee words were made up of syllables.

**LITERAL**—How many symbols did Sequoyah create?
» Sequoyah created eighty-five symbols, each standing for a different syllable.
Sequoyah taught his daughter, Ahyoka, to read and write using the symbols he had invented. Sequoyah decided to show the system to the Cherokee chief and his council. Sequoyah left his daughter alone with the men. Ahyoka wrote down the words the men spoke. Then Sequoyah came back and read the words out loud.

Then Sequoyah wrote words and Ahyoka read what he had written. The Cherokee leaders were very happy to see that Sequoyah had made reading and writing in the Cherokee language possible.

Note to Teacher: Ahyoka is pronounced (ə*yo*kah/).

Ask students the following questions:

**LITERAL**—What did Sequoyah and his daughter, Ahyoka, do?

» Sequoyah and Ahyoka showed the reading and writing system to the Cherokee chief and his council.

**LITERAL**—How did the Cherokee leaders feel about the system?

» The Cherokee leaders were happy that Sequoyah had made reading and writing in the Cherokee language possible.
CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What did Sequoyah invent?

» Sequoyah invented a system of writing for the Cherokee people. The system had eighty-five symbols that stood for syllables.

Additional Activity

More About Sequoyah’s Invention

Materials Needed: internet access, capability to display internet in the classroom, individual student copies of Americans Move West Student Book

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Review what students heard about Sequoyah in the Read Aloud: Sequoyah learned about written English when he was in the U.S. Army. He used what he learned to create a system of writing for the Cherokee language. He taught his daughter how to use the Cherokee writing system; together, they showed Cherokee leaders how it worked.

Tell students they are going to learn more about Sequoyah and the writing system he created. Show the videos Sequoyah (04:04) and We’re Still Here: The Cherokee Syllabary (01:33).

After watching the second video, have students compare and contrast the Cherokee alphabet with the English alphabet, referring as needed to the Cherokee alphabet chart on page 39 of the Student Book. Lead a discussion around why it might be important to the Cherokee to preserve their language.
Teacher Resources

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Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at https://www.coreknowledge.org/community/. You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!
Culminating Activity: Americans Move West

Review: Americans Move West

Materials Needed: sufficient copies of Americans Move West Student Books; strips of paper, such as sentence strips; markers

Part I

Divide the class into nine groups, and assign one chapter from the Student Book to each group. Tell students that they will have ten minutes to review the chapter and then devise a way to act out the events in the chapter for the other students in the class. After the ten minutes is up, have students present their chapters to the class to review what they have learned.

Part II

Write each of the following terms on a paper strip:
- Oregon Trail
- Erie Canal
- Pony Express
- transcontinental railroad
- Robert Fulton
- Andrew Jackson
- Native Americans
- Trail of Tears

Organize the class into eight groups, and distribute the paper strips, one per group.

Tell students that you are going to read a series of sentences aloud. When students hear the sentence that describes the term on their paper strip, they should hold their paper strip up high.

Read aloud the following sentences. Correct answers are indicated in parentheses.

- In 1807, he used a steam engine to power his boat, the Clermont, up the Hudson River. (Robert Fulton)
- In 1825, this opened, joining the Atlantic Ocean to Lake Erie and to the Great Lakes beyond. (Erie Canal)
- Settlers moving west passed through lands that belonged to these people. (Native Americans)
- In 1869, the Union Pacific and the Central Pacific joined their tracks at Promontory Point, Utah, to form this. (transcontinental railroad)
- This president forced thousands of Native Americans off their lands. (Andrew Jackson)
- From the early 1840s through the 1860s, this was the most famous route for settlers headed west. (Oregon Trail)
- In April 1860, two men started this to speed up mail delivery between St. Joseph, Missouri, and Sacramento, California. (Pony Express)
• In 1838 and 1839, the Cherokee were forced to walk thousands of miles on this journey. 
  (*Trail of Tears*)

Collect all the paper strips so that you can redistribute them for the next activity.

**Part III**

Ask for five volunteers. Give each volunteer one of the following paper strips:

- Oregon Trail
- Erie Canal
- Pony Express
- transcontinental railroad
- Trail of Tears

Have the volunteers stand in the front of the classroom in any order. Tell the rest of the class that their job is to help the volunteers create a time line by telling them where to stand. The time line should show the correct order of the events listed on the paper strips. Encourage students to refer to their Student Books and to use positional words such as *left, right, before, after,* and *next to* to guide the volunteers in creating the time line.

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**Make a Mural About Americans Move West**

**Materials Needed:** sufficient copies of *Americans Move West* coloring book pages; crayons, markers, or colored pencils; butcher-block paper; tape, glue, or stapler

**Background for Teachers:** Print out coloring pages about westward migration and Native Americans. Use this link to download the CKHG Online Resources for this unit, where the links to the coloring pages may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Organize the class into small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned pages.

Hang a piece of butcher-block paper on the wall. Work with students to affix their colored pages to the butcher paper to create a collage.

Once the collage is completed, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents or other grade-level students to attend. Students could dress up in costumes for their presentations.

**Note to Teacher:** If you have students dress in costume, please ensure that students do not dress as Native Americans if they are not of Native American heritage. Cultural appropriation, including white people dressing up as Native Americans, is an ongoing grievance in the Native American community.
**My Book About Americans Move West**

**Materials Needed:** sufficient copies of My Book About Americans Move West (see pages 94–115), crayons for each student, stapler

**Note to Teacher:** To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of My Book About Americans Move West and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about westward expansion that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- the Erie Canal
- a locomotive
- covered wagons
- cowboys
- American bison
- mining for gold
- the Pony Express

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into nine groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as about any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt and elaborate on what students say about each chapter to make sure the following points are made:

**Chapter 1**
- Settlers moved west to find new land.
- Daniel Boone helped create a trail through the Appalachian Mountains.
- Some settlers traveled by river using flatboats and keelboats.

**Chapter 2**
- Robert Fulton invented the steamboat.
- Steamboats could sail up the Hudson River in a day and a half.
- Robert Fulton also helped build the Erie Canal, which connected Lake Erie with the Hudson River.
- The Erie Canal made it possible for more people to go west and for farmers in the west to send their crops east.
Chapter 3

• Americans began to settle in the Midwest but were stopped from moving farther west by the Rocky Mountains.
• A mountain man named Jedediah Smith found a route through the Rocky Mountains, and settlers were finally able to reach the Pacific Coast.
• Many settlers took the Oregon Trail in covered wagon trains to travel from Missouri to Oregon, which took six months.

Chapter 4

• A man named James Marshall discovered a piece of gold in a river near a sawmill in California in 1848.
• When people found out there was gold in California, thousands traveled to start businesses there and mine for gold.
• A man named Levi Strauss traveled to California, hoping to sell tents made out of a denim fabric. Instead, he used the fabric to make strong denim pants for miners.

Chapter 5

• In 1860, two businessmen started a mail delivery business called the Pony Express, which used a horse-and-rider relay system that went from St. Joseph, Missouri, to Sacramento, California.
• Most Pony Express riders were teenage boys. Bronco Charlie was an eleven-year-old boy who rode a horse from one station to the next in record time.
• The telegraph soon replaced the Pony Express because it could send and receive messages using wires and signals.

Chapter 6

• A few years after the Pony Express stopped, the transcontinental railroad was built, linking the East with the West.
• Settlers could reach the West Coast in a week rather than six months.
• The Central Pacific Railroad brought in many Chinese immigrants to work on the railroad, and the Union Pacific Railroad hired many Irish and German immigrants.
• When the two railroads finally met in Promontory Point, Utah, they drove a golden spike into the tracks where they met.

Chapter 7

• Many settlers who moved out west kept cattle on ranches.
• Cowboys guarded the cattle and trained wild horses.
• In spring, the cowboys would drive as many as two thousand cattle across a thousand miles to a railroad town so they could be transported to the East.

Chapter 8

• As settlers moved across the West, they encountered different Native American groups who had lived on the land for a very long time.
• The U.S. government was taking more and more Native American land to give to settlers, and so Native Americans were pushed farther west.
• President Andrew Jackson ordered the Cherokee to leave their land and march to new land in Oklahoma, eight hundred miles away.
• The Cherokee were forced to march many miles without resting, and many people died along the way. The Cherokee called this journey the Trail of Tears.
• The American bison were very important to Native Americans, but they were hunted almost to the point of extinction.
• Many Native Americans were forced from their homelands and lost their way of life. Some accepted the changes, but others fought back.

Chapter 9

• Sequoyah was a Cherokee who was a soldier in the U.S. Army.
• The Cherokee people had no written language, so Sequoyah decided to create a system of writing after seeing people in the army use writing to communicate.
• The new Cherokee writing system had eighty-five symbols.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.
When the first European settlers came to America, they thought the whole country was unsettled land—a frontier. Of course, Native Americans had been living on this land for hundreds of years! After settling much of the East Coast, people began to move west to find more land. And so the frontier itself moved west.

People moved west a little bit at a time. One problem to overcome was the fact that the Appalachian Mountains stood in the way. Daniel Boone realized this when he first followed Native American trails over these mountains to reach the land beyond.

So Daniel, with help from others, made a trail for settlers to travel on. The trail was called the Wilderness Road. Many settlers followed in Daniel’s footsteps. They moved west into Kentucky and other areas where Native Americans already lived.
Settlers moved west in different ways. Some hiked along the trails made by men like Daniel Boone. Others traveled on horses or in wagons pulled by oxen or mules. Still others followed rivers.

On the western side of the Appalachian Mountains, there were some rivers that ran west. Many people floated down these rivers on flatboats. A flatboat is a boat built out of logs. Some flatboats had cabins. Families would put everything they owned—clothes, furniture, even animals—on board.

Flatboats could go in only one direction—downstream, the way the water was flowing. They had no motors and no sails, so they had no power. Slowly, though, people began to use a different kind of boat, called a keelboat.

Keelboats had sails to drive them along. Keelboats could float downstream and go upstream. Getting upstream wasn’t easy. If there was a strong wind, the sails might provide enough power. Usually, though, boatmen had to stick long poles into the river and push with all their might.
Going West by Steamboat and Canal

By 1800, the steam engine had been invented. The steam engine burned wood or coal to heat water that then turned into steam. Robert Fulton knew that the steam engine could be used to power a certain kind of boat—a steamboat. A steam engine would turn large wheels and give his boat the power it needed to go upstream. Robert Fulton set out to build a steamboat.

In 1807, he finished the steamboat and named it Clermont. The Clermont was almost 150 feet long. It had a cabin where passengers could sit, and rooms where they could sleep. Fulton steamed up the Hudson River from New York City to Albany, a distance of 150 miles. It took sailing ships four days to make this journey. Fulton's Clermont could complete the trip in only a day and a half.
Robert Fulton wanted to work on another project that would also help Americans move west—the building of the Erie Canal. A canal connects two bodies of water. The Erie Canal connects Lake Erie, one of the five Great Lakes, to the Hudson River in New York State. The governor of New York, a man named DeWitt Clinton, agreed to build the canal.

Digging the Erie Canal was a big job. Thousands of people worked on it for several years. The canal was more than three hundred miles long. The workers also built eighty-three sets of canal locks. A lock is a part of the canal that moves boats up or down by raising or lowering the water level in the lock.

A lock is a part of the canal that moves boats up or down by raising or lowering the water level in the lock.
In 1825, the first canal boat made its way from Buffalo, on Lake Erie, to New York City. It carried a barrel of lake water from Lake Erie. Governor Clinton dumped the water into the Atlantic Ocean to show that these bodies of water were now connected.

The Erie Canal made it possible for more people to go west and for farmers out west to send their crops east, to New York City. Other goods could be sent by canal to New York City too. New York City grew quickly, thanks in part to the Erie Canal.

The Oregon Trail
American settlers crossed the Appalachian Mountains and began to settle in the Midwest. They traveled on the rivers, and they used the Erie Canal to get there. They crossed the Mississippi River and explored the Great Plains. But as they moved farther west, something else was in their way—the Rocky Mountains.

The first settlers to explore the western mountains were called mountain men. These men were fur traders. They traded with Native Americans who had lived in this mountain area for hundreds of years.
Jedediah Smith was a mountain man. He was a hunter, trapper, and explorer. There are tales of him fighting a bear single-handedly. Jedediah and others explored a route through the Rocky Mountains, called South Pass.

People often moved west in wagon trains. It took them almost six months of traveling every day to reach the Pacific Coast. Most people walked the entire way. The trail they traveled on earned the name the Oregon Trail. The trail ran from Independence, Missouri, to Oregon.

Wagon trains always left Independence, Missouri, in the spring, when the cold weather was over and the snow had melted. People would gather outside town and wait until there were enough travelers to make a wagon train. When they were ready, they would set off, a line of wagons winding across the land.

After Jedediah made it through the Rocky Mountains, others followed. Eventually, settlers reached the Pacific Coast and the areas known today as Oregon, Washington, and California.
It was also important to wait for the grass to grow. The oxen and mules that pulled the wagons needed grass to eat. If the wagon train left too early in the spring, the animals would not have enough food or water.

People needed lots of supplies too. A family of four needed enough food to make it to Oregon. The people in wagon trains took lots of flour and bacon with them.

People also piled all their belongings on the wagons—furniture, clothing, pots and pans, and farming tools. That’s why most people walked. The wagons were just too full!

Sometimes, people packed more than their animals could pull. Then they would have to get rid of things. Often, travelers left items along the side of the trail, and people following behind picked them up.
The California Gold Rush

When James Marshall looked into the river, his eyes nearly popped out of his head. There, just beneath the water, at the edge of the river, was a shining rock. Marshall picked up the rock. It was a piece of gold!

James was helping to build a sawmill in California. The year was 1848. California was now part of the United States. James and his boss, John Sutter, knew they had found gold. They tried to keep the discovery a secret. But it didn’t stay a secret for very long.

Without cell phones and computers, news about the gold did travel slowly. But eventually the news reached the eastern part of the United States. Over the next three to four years, thousands of people, hoping to get rich, moved to California. Some went to start businesses; others went to mine for gold!
People called the miners “forty-niners” because so many of them came to California in 1849. As well as Americans, thousands of people traveled across the Pacific Ocean to search for gold. Many came from China.

One way to search for gold was to “pan” for it. Using a pan, a miner would scoop up gravel from a stream. Then the miner would hold the pan under the water for a few minutes. The flowing water would wash away all the gravel and leave the heavier gold flakes behind.

A man named Levi Strauss traveled to California with a strong denim fabric. Levi Strauss hoped to make tents out of the strong fabric and become rich. But other people had gotten there first. Miners already had tents. So Levi looked around and noticed that miners’ pants were full of holes from mining or panning for gold.

The Pony Express

In 1860, two businessmen were looking for horse riders who were daring and brave. The two men were starting a mail delivery business, called the Pony Express. At the time, it took months for mail to be delivered across the United States. These two businessmen set out to change that.

The Pony Express was a horse-and-rider relay system. The Pony Express started in St. Joseph, Missouri, and went all the way to Sacramento, California. Mail could also be brought from the East to St. Joseph and then be taken to the West. The Pony Express promised to deliver the mail in only ten days.

Here’s how the Pony Express worked. Relay stations were set up on the route about every fifteen miles. Each station kept fast horses. Riders got a fresh horse at each station and rode on as fast as they could.
Most Pony Express riders were teenage boys. The youngest was eleven years old. His name was Bronco Charlie. One day Charlie was at the Pony Express station when a horse came in without his rider. Charlie rode the horse to the next station in record time, so he became a regular rider.

The Pony Express lasted only a year and a half. A new kind of communication called the telegraph replaced it. The telegraph could send and receive messages using wires and signals. When the Pony Express started, the telegraph lines only went as far as Missouri. But soon after, the telegraph lines reached all the way to California. There was no longer a need for the Pony Express.
The Arrival of the Railroad

The first American railroads in the United States were built in the East to connect big cities. Building a railroad was hard work. Railroad tracks had to be laid down. This hard work took many strong men.

Then, during the 1860s, two American railroad companies decided to build the transcontinental railroad. The Union Pacific Railroad started at Omaha, Nebraska, and laid tracks going west. The Central Pacific Railroad started in Sacramento, California, and headed east. When this new railroad was finished, it would carry people and goods from place to place in about a week.

Both companies needed thousands of workers to build the transcontinental railroad. The Central Pacific company brought in many Chinese immigrants to work on the railroad. The Union Pacific company hired many Irish and German immigrants to help build its part of the railroad.

Both companies needed thousands of workers to build the transcontinental railroad. The Central Pacific company brought in many Chinese immigrants to work on the railroad. The Union Pacific company hired many Irish and German immigrants to help build its part of the railroad.
The transcontinental railroad was completed in 1869. To celebrate, the two companies met at Promontory Point, Utah. The workers from the two companies shook hands. Then a golden spike was driven into the ground. Thanks to the “Iron Horse,” it was now possible to travel all the way from New York to California by train.

Many people who moved west kept cattle on ranches. A ranch is a large farm, but instead of growing crops, ranchers raise cattle. Texas was a big ranching area. People set up ranches that went on for miles and miles. Cowboys guarded the cattle. They also trained wild horses.
Cowboys trained wild horses in a fenced area called a corral. A wild horse was led into a corral to have its first saddle put on. Then a brave cowboy would jump on the horse.

Untrained horses were called bucking broncos because they would buck and jump. They were not used to having someone on their back, and they didn’t like it.

In the spring, cowboys went on a long trip. Back East, people wanted to eat western beef. So cowboys drove the cattle north from Texas to Kansas and Missouri, where the railroads then transported the cattle.

A group of cowboys would drive as many as two thousand cattle almost one thousand miles across open land to a railroad town.
When Andrew Jackson became president, he ordered the Cherokee to leave their land in North Carolina, South Carolina, Tennessee, and Georgia. Andrew Jackson sent soldiers to force them to march to new land in Oklahoma, more than eight hundred miles away. The Cherokee were forced to march many miles without resting. Many people died along the way. This was a terrible act of cruelty. The Cherokee called their journey the Trail of Tears.
The incoming farmers and the new railroads that ran across parts of the Great Plains threatened Native American people. This was especially true for the Sioux and the Comanche, who had made the Great Plains their home.

Native Americans watched as wagons and the railroads brought thousands of settlers onto the Great Plains. The settlers planted crops, raised cattle, started businesses, and built towns. They did all of this on Native American land.

The Great Plains were also home to the American bison. The bison were very important to the Native Americans who lived on the Great Plains. The Native Americans hunted the bison for food.

They used bison hides to make clothing and tepees. Bison bones were used to make tools. Native Americans even used parts of the bison as fuel for their fires.

Other Native Americans came to the Great Plains too, having been forced off their own land somewhere else. They too had to find ways to survive in their new home.
One thing that Native Americans did to survive was to sell bison hides to the settlers. The hide was valuable because it could be turned into leather. So, bison were hunted for their hides.

Sadly, Americans also hunted bison for fun! They shot large numbers of bison for sport while aboard moving trains. Bison numbers became smaller and smaller. Without the bison, the Native Americans of the Great Plains could not survive.

The move west hurt Native Americans of the Great Plains and beyond in many ways. They lost their homelands and their way of life. Many died in clashes with settlers, or in battles with the U.S. Army. Some Native American leaders did try to accept the changes that were happening.

Others, such as Crazy Horse and Sitting Bull, fought back against American settlers and U.S. soldiers. They won some battles, including the famous battle at Little Bighorn.
In the end, however, there were too many settlers, too many towns, too many soldiers, and—for the Native Americans of the Great Plains—not enough bison left for them to survive. As more and more of their land was taken away, Native American leaders had no choice but to take their people to the reservations that were set aside for them by the American government.

Sequoyah and the Cherokee Language

Sequoyah was a Cherokee who grew up in what is now Tennessee. Sequoyah had been a soldier in the U.S. Army. When he was a soldier, Sequoyah noticed that some people were able to communicate with one another by looking at pieces of paper.

Sequoyah called these pieces of paper “talking leaves.” Later, he learned that people could communicate by writing down symbols that made words.
The Cherokee people had no written language. Sequoyah began to think how useful it would be if his own people could use “talking leaves.” Sequoyah decided to create a system of reading and writing for his people.

Sequoyah realized that all Cherokee words were made up of sounds, or syllables. Sequoyah developed a system with eighty-five symbols. Each symbol stood for a syllable.

Sequoyah worked on his system for more than ten years. His friends and family thought he had gone crazy.
Sequoyah taught his daughter, Ahyoka, to read and write using the symbols he had invented. Sequoyah decided to show the system to the Cherokee chief and his council. Sequoyah left his daughter alone with the men. Ahyoka wrote down the words the men spoke. Then Sequoyah came back and read the words out loud.

Then Sequoyah wrote words and Ahyoka read what he had written. The Cherokee leaders were very happy to see that Sequoyah had made reading and writing in the Cherokee language possible.
Unit Assessment Questions: Americans Move West

Make sufficient copies of the Student Answer Sheet for each student; see pages 118–121 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. The Union Pacific and Central Pacific joined together to form the ______.
   a) transcontinental railroad
   b) Erie Canal
   c) Oregon Trail

2. Robert Fulton developed the ______.
   a) railroad
   b) steamboat
   c) keelboat

3. The Erie Canal connects Lake Erie with the ______.
   a) Mississippi River
   b) Hudson River
   c) Rocky Mountains

4. People rushed to California because ______.
   a) the government said it would give away land
   b) towns in the East Coast were too crowded
   c) they wanted to find gold

5. The road that took people west was called the ______.
   a) Oregon Trail
   b) Rocky Mountains
   c) Pony Express

6. The Pony Express was ______.
   a) another name for cattle drives
   b) a fast way of sending mail
   c) what people called the railroad

7. A person who trains horses and guards cattle is called a ______.
   a) forty-niner
   b) settler
   c) cowboy
8. The Cherokee writing system was created by _____.
   a) Sequoyah
   b) Bronco Charlie
   c) Daniel Boone

9. Plains Native Americans got most of what they needed from _____.
   a) oxen
   b) bison
   c) cattle

10. The forced march of the Cherokee people to Oklahoma is called the _____.
    a) Oregon Trail
    b) Trail of Tears
    c) Erie Canal
1. a. b. c.

2. a. b. c.

3. a. b. c.
Name ____________________________  Date ____________________

Unit Assessment Student Answer Sheet: *Americans Move West*

4. a.  
   ![Image](image1.png)  
   b.  
   ![Image](image2.png)  
   c.  
   ![Image](image3.png)

5. a.  
   ![Image](image4.png)  
   b.  
   ![Image](image5.png)  
   c.  
   ![Image](image6.png)

6. a.  
   ![Image](image7.png)  
   b.  
   ![Image](image8.png)  
   c.  
   ![Image](image9.png)
10. a. 
   b. 
   c. 

Unit Assessment Student Answer Sheet: Americans Move West
Performance Task: Americans Move West

Materials Needed: four blank 5” × 8” index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of Americans Move West Student Book

Teacher Directions: In this unit, students learned about westward expansion—the reasons why settlers moved west and the difficulties they encountered along the way. They learned about how settlers traveled by boat and wagon train, as well as the building of the Erie Canal and the transcontinental railroad. They discovered how settlers took the Oregon Trail to get to the Pacific Coast and how many set out to cash in on the Gold Rush in California. Transportation and communication became more efficient with the invention of the Pony Express, the railroad, and the telegraph. However, as settlers expanded west, Native Americans suffered the loss of their land and their culture, as well as the destruction of the bison they hunted.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit America two hundred years ago. They will share the sights, sounds, and smells of this historical time and place with their friends and family back home by creating four different postcards on 5” × 8” index cards. Remind students that postcards are like condensed versions of large travel posters. They should show the most important or most interesting details about Americans moving west. Students should identify on their postcards the most important or interesting aspects of Americans moving west that they have learned about that make it an exciting time to visit and think about.

Have students draw images of westward migration on one side of each card and dictate a brief message about westward migration for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, “Tell me about what you drew and what it tells about life when Americans moved west.” It is not necessary for the teacher to write verbatim what the student says but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.
### Performance Task Scoring Rubric

**Note to Teacher:** Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

<table>
<thead>
<tr>
<th><strong>Above Average</strong></th>
<th>Response is accurate and detailed. Student demonstrates strong understanding of Americans moving west, identifying four of the following details in drawing and/or dictation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• ways settlers traveled west: boat, wagon, or train</td>
</tr>
<tr>
<td></td>
<td>• the invention of the steamboat and the Erie Canal</td>
</tr>
<tr>
<td></td>
<td>• life on the Oregon Trail</td>
</tr>
<tr>
<td></td>
<td>• the California Gold Rush</td>
</tr>
<tr>
<td></td>
<td>• the Pony Express</td>
</tr>
<tr>
<td></td>
<td>• the transcontinental railroad</td>
</tr>
<tr>
<td></td>
<td>• life as a cowboy</td>
</tr>
<tr>
<td></td>
<td>• the Trail of Tears and Native Americans</td>
</tr>
<tr>
<td></td>
<td>• American bison</td>
</tr>
<tr>
<td></td>
<td>• the invention of the Cherokee writing system</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Average</strong></th>
<th>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of Americans moving west, noting three of the details listed above.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Adequate</strong></th>
<th>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of Americans moving west, noting two of the details listed above.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Inadequate</strong></th>
<th>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</th>
</tr>
</thead>
</table>
Directions for Making My Passport

If this is the first Grade 2 CKHG unit you have completed with your students, please download and print the Grade 2 My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the Passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.
Introducing My Passport to Students

**Materials Needed:** sufficient folded copies of Grade 2 My Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

Use this link to download the CKHG Online Resources for this unit, where the specific link to the My Passport may be found:

www.coreknowledge.org/ckhg-online-resources

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places and times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and remaining information.

**SUPPORT**—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will “visit” as they use the Grade 2 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to glue small pictures in their passport as a reminder or souvenir of the places they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for Americans Move West.
My Passport Activity for *Americans Move West*

**Materials Needed:** personalized copies of Grade 2 My Passport for each student, sufficient copies of the *Americans Move West* Passport Images, pencils, and glue sticks for each student

**Note to Teacher:** Please download and print the *Americans Move West* Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the *Americans Move West* Passport Images may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about Americans moving west. Ask students to turn to page 9 of their passport.

Show students the individual *Americans Move West* Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the *Americans Move West* page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the *Americans Move West* page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their time travel to America two hundred years ago.

If time permits, encourage partners to look back at the images on the passport pages for previous units to discuss similarities and differences between those places and the American West.
Dear family member,

During the next few weeks, as a part of our study of Core Knowledge History and Geography, your child will be learning about westward migration in the early history of the United States. They will learn that Daniel Boone forged a road through the Appalachian Mountains to what is today Kentucky and that developments in transportation—steamboats, railroads, the Erie Canal—made it easier for people and goods to move west.

Your child will learn that the Oregon Trail, the discovery of gold in California, and the completion of the transcontinental railroad all facilitated westward movement of settlers. The West also became home to ranchers, who hired cowboys to train horses and herd cattle to market on cattle drives.

All of this disrupted the lives of Native Americans. The U.S. government forced the Cherokee to leave their native lands and march to Oklahoma, a journey now known as the Trail of Tears. Plains Native Americans saw their way of life almost completely destroyed when the bison they depended upon were hunted almost to extinction. The U.S. government also forced Native Americans onto reservations. Some Native American leaders fought the U.S. government, while others accepted the changes that were forced upon them.

Sometimes students have questions regarding how the events they are learning about relate to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.
Answer Key: Americans Move West

Unit Assessment
(pages 116–117)

1. a  2. b  3. b  4. c  5. a  6. b  7. c  8. a  9. b  10. b
What is the **Core Knowledge Sequence**?
The Core Knowledge Sequence is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the Core Knowledge Sequence outlines topics that build chronologically or thematically grade by grade.

For which grade levels is this book intended?
In general, the content and presentation are appropriate for students in the early elementary grades. For teachers and schools following the Core Knowledge Sequence, this book is intended for Grade 2 and is part of a series of Core Knowledge HISTORY AND GEOGRAPHY units of study.

For a complete listing of resources in the Core Knowledge HISTORY AND GEOGRAPHY series, visit [www.coreknowledge.org](http://www.coreknowledge.org).
Core Knowledge History and Geography

A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the Core Knowledge Sequence (content and skill guidelines for Grades K–8)

Core Knowledge History and Geography™ units at this level include:

- Ancient India
- Ancient China
- The Culture of Japan
- Ancient Greece
- Geography of the Americas
- Making the Constitution
- The War of 1812
- Americans Move West
- The Civil War
- Immigration and Citizenship
- Civil Rights Leaders

www.coreknowledge.org

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Series Editor-in-Chief

E. D. Hirsch Jr.