



**Grade 2**

**Knowledge 6** | Teacher Guide

**Westward Expansion**

Grade 2

Knowledge 6

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# **Westward Expansion**

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## **Teacher Guide**

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# Introduction

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

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

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## DOMAIN COMPONENTS

Along with this Teacher Guide, you will need:

- Flip Book for *Westward Expansion*
- Image Cards for *Westward Expansion*
- Activity Book for *Westward Expansion*
- Digital Components for *Westward Expansion*

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *Dandelions* by Eve Bunting
- Read-Aloud Videos for *Westward Expansion*

All domain components materials can also be found on the program's digital components site.

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## WHY WESTWARD EXPANSION IS IMPORTANT

This domain will introduce students to an important period in the history of the United States—the time of westward expansion during the 1800s. Students will learn why pioneers were willing and eager to endure hardships to move westward. Your class will learn about important innovations in both transportation and communication during that period, which greatly increased the movement of people westward. More specifically, students will learn about Fulton's steamboat, the Erie Canal, the Transcontinental Railroad, and the Pony Express. Students will also come to understand the hardships and tragedies that Native Americans endured because of westward expansion. This domain will build the foundation for learning about the U.S. Civil War and immigration later in Grade 2, as well as for learning about other periods of American history in future grades.

**Note:** This unit (for example, a journal entry in Lesson 1) includes historical references to Native Americans that use the term “Indian.” There is also a mention of “Indian Territory” in Lesson 5. We recommend that you engage in a discussion with your students that focuses on the importance of the words we use to describe groups of people. While “Indian” was considered appropriate 100 years ago, that term is now offensive. When we learn about history we must sometimes read outdated words. Great readers can learn facts from long ago and apply what we have learned since then to speak respectfully about everyone.

This domain also provides opportunities for students to build content knowledge and draw connections to the social studies subject area but it does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Geography, History, Science, Technology, Society, and Social Studies Skills from the social studies discipline.

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## WHAT STUDENTS HAVE ALREADY LEARNED

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

- **Native Americans: Tradition, Heritage, and the Land (Kindergarten)**
- **Presidents and American Symbols: Uniquely American (Kindergarten)**
- **Early American Civilizations (Grade 1)**
- **Animals and Habitats: The World We Share (Grade 1)**
- **A New Nation: American Independence (Grade 1)**
- **Frontier Explorers (Grade 1)**

## CORE VOCABULARY FOR WESTWARD EXPANSION

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

|   |  |   |
|---|--|---|
| <p><b>Lesson 1</b><br/>           campfire<br/>           settled<br/> <b>sights</b><br/>           sympathy<br/>           wagon train</p> | <p><b>Lesson 4</b><br/>           approach<br/>           concluded<br/> <b>create</b><br/>           generations<br/>           interacting</p> | <p><b>Lesson 7</b><br/> <b>endurance</b><br/>           landmarks<br/>           route<br/>           venture</p>   |
| <p><b>Lesson 2</b><br/>           design<br/>           inventor<br/>           journey<br/>           steamboats<br/> <b>voyage</b></p>    | <p><b>Lesson 5</b><br/> <b>encountered</b><br/>           forced<br/>           insisted<br/>           miserable<br/>           relocate</p>    | <p><b>Lesson 8</b><br/>           ancestor<br/> <b>convenient</b><br/>           iron horse<br/>           spanned<br/>           Transcontinental Railroad</p> |
| <p><b>Lesson 3</b><br/>           Erie Canal<br/>           freight<br/>           tow<br/> <b>transport</b></p>                            | <p><b>Lesson 6</b><br/>           hardships<br/>           ruts<br/>           scout<br/>           steep<br/> <b>territory</b></p>              | <p><b>Lesson 9</b><br/>           bison<br/>           charged<br/>           skilled<br/> <b>solemnly</b></p>  |

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## CORE CONTENT OBJECTIVES

- Describe a pioneer family's journey westward
- Describe family life on the frontier
- Explain the significance of the steamboat
- Identify Robert Fulton as the developer of the steamboat
- Identify steamboats, canals, and trains as new means of travel that increased the movement of people west
- Describe the importance of canals
- Identify the Erie Canal as the most famous canal built during the Canal Era
- Explain the significance of Sequoyah's invention of the Cherokee writing system
- Explain that the U.S. government forced Native Americans from their land as the country expanded westward
- Identify the Trail of Tears as a forced march of the Cherokee
- Identify the Oregon Trail as a difficult trail traveled by wagon trains
- Identify the Pony Express as a horseback mail delivery system
- Identify the Transcontinental Railroad as a link between the East and the West
- Identify "iron horse" as the nickname given to the first trains in America
- Explain the advantages of rail travel
- Explain that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land
- Describe the effect of diminishing bison on the life of Plains Native Americans

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## WRITING

In this domain, students will be writing informational text in the format of a Westward Expansion Quilt (Lessons 1, 2, 4, 5, 8, and 9). These activities, along with any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities, may be added to students' writing portfolios to showcase student writing within and across domains.



## WESTWARD EXPANSION

# Going West

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will review what they know about the history and geography of the United States prior to the early nineteenth century and will make connections to other texts.

✚ **TEKS 2.1.D; TEKS 2.6.E**

### Reading

Students will describe the sights people saw in the 1800s while traveling west on the Oregon Trail using evidence to support their answers.

✚ **TEKS 2.6.F; TEKS 2.6.G; TEKS 2.9.D.ii**

### Language

Students will demonstrate an understanding of the Tier 2 word *sights*.

✚ **TEKS 2.3.B**

### Writing

Students will write a short informational text in which they explain the central idea of “Going West.”

✚ **TEKS 2.7.E; TEKS 2.9.D.i; TEKS 2.12.B**

## FORMATIVE ASSESSMENT

### Activity Page 1.1

**Westward Expansion Quilt** Students will write a short informational text in which they explain the central idea of “Going West.”

✚ **TEKS 2.7.E; TEKS 2.12.B**

✚ **TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

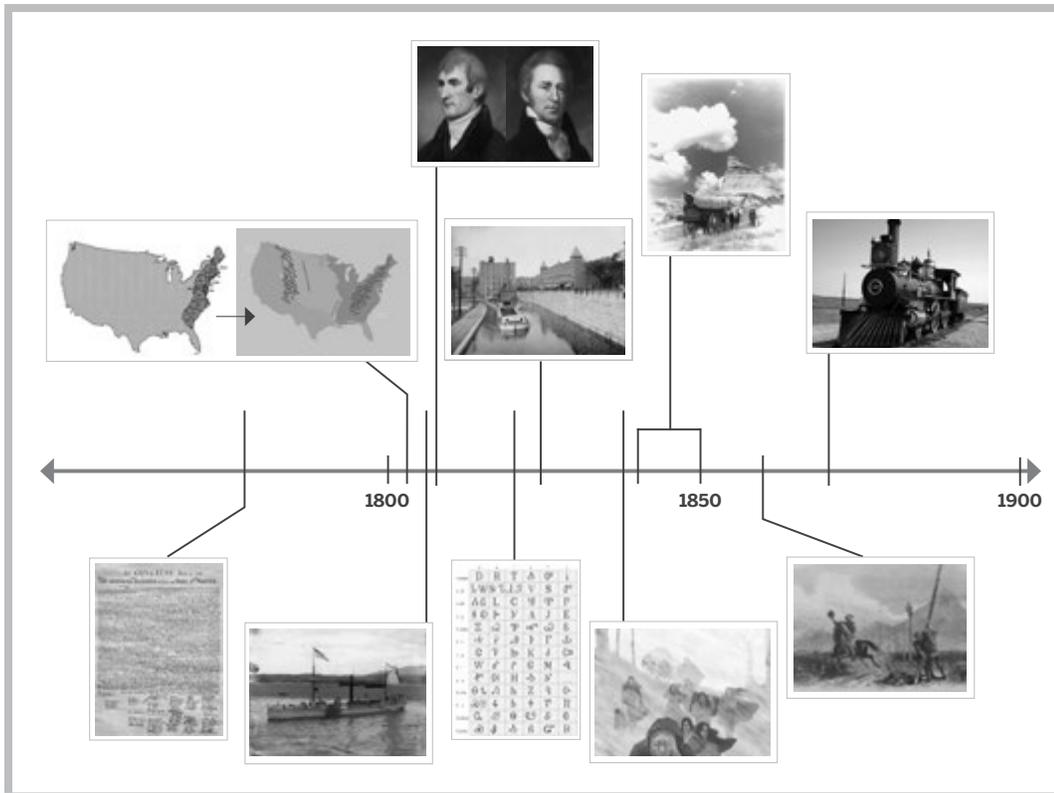
## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials  |
|--|-------------|---------|--|
| <b>Introducing the Read-Aloud (10 min.)</b>        |             |         |  |
| Core Connections                                   | Whole Group | 10 min. | <input type="checkbox"/> Class Westward Expansion Timeline (Digital Components)<br><input type="checkbox"/> Image Cards 1–6<br><input type="checkbox"/> U.S. map             |
| Domain Introduction                                |             |         |  |
| <b>Read-Aloud (30 min.)</b>                        |             |         |  |
| Purpose for Listening                              | Whole Group | 30 min. | <input type="checkbox"/> U.S. map<br><input type="checkbox"/> calendar<br><input type="checkbox"/> paper, writing utensils<br><input type="checkbox"/> Flip Book: 1A-1–1A-12 |
| “Going West”                                       |             |         |  |
| Comprehension Questions                            |             |         |  |
| Word Work: <i>Sights</i>                           |             |         |  |
| <b>This is a good opportunity to take a break.</b> |             |         |  |
| <b>Application (20 min.)</b>                       |             |         |  |
| Westward Expansion Quilt                           | Independent | 20 min. | <input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Image Card 7  |
| <b>Take-Home Material</b>                          |             |         |  |
| Family Letter                                      |             |         | <input type="checkbox"/> Activity Page 1.2   |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Create and display a Class Westward Expansion Timeline, making sure it is long enough to accommodate eleven image cards. Do not put the image cards on the timeline now; they will be added throughout the domain. When the timeline is completed, it will look like the following:



### Note to Teacher

This Read-Aloud presents information both from the point of view of a narrator and from a woman pioneer as told through her journal entries. The text from the journal entries is easily identifiable to a reader, as it is italicized in the Read-Aloud. To adapt this for a listening audience, help students distinguish between the two speakers by having another adult read the italicized text; using a prop when reading the journal entries (e.g., an article of clothing or some item related to the time period); or altering your voice when speaking as the woman pioneer.

### Universal Access

- Display a calendar with the months April through February of the following year so students can visualize the passage of time over the course of the Read-Aloud.

## CORE VOCABULARY

**campfire, n.** an outdoor fire used for warmth or cooking

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

Variation(s): campfires

**settled, v.** created a permanent home, colony, or community in a new area

Example: The Pilgrims settled the area that is now part of the state of Massachusetts.

Variation(s): settle, settles, settling

**sights, n.** things or places seen or worth seeing

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

Variation(s): sight

**sympathy, n.** a feeling of sadness about someone else's trouble or problems

Example: The farmer's daughter felt sympathy for the injured bird.

Variation(s): sympathies

**wagon train, n.** a line or caravan of wagons

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

Variation(s): wagon trains

Vocabulary Chart for "Going West"

| Type                | Tier 3<br>Domain-Specific Words           | Tier 2<br>General Academic Words                  | Tier 1<br>Everyday Speech Words |
|---------------------|---|---|---------------------------------|
| Vocabulary          |   | settled<br>sights<br>sympathy ( <i>simpatía</i> ) | campfire<br>wagon train         |
| Multiple Meaning    |   |   |                                 |
| Sayings and Phrases | chilled to the bone<br>It could be worse. |   |                                 |

## Lesson 1: Going West

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review what they know about the history and geography of the United States prior to the early nineteenth century and will make connections to other texts.

**TEKS 2.1.D; TEKS 2.6.E**

## CORE CONNECTIONS (5 MIN.)

- Display the Class Westward Expansion Timeline to review important aspects of the history of the United States prior to the time period of this domain.
- Show students Image Card 1 (Thirteen Colonies); ask what it depicts, and then place it on the timeline.
- Ask students what they remember about the thirteen English colonies. Prompt discussion with the following questions:
  - Why did people, such as the Pilgrims, choose to leave England and start a new life in North America? (*Answers may vary, but may include that they came in search of a better life and religious freedom.*)
  - Who already lived in the areas settled by the colonists? (*Native Americans*)
- Show students Image Card 2 (Declaration of Independence); ask what it depicts, and then place it on the timeline.
- Ask students what they remember about the Declaration of Independence. Prompt discussion with the following questions:
  - Why did the colonists decide to declare independence from England? (*Answers may vary, but may include that they wanted to rule themselves rather than be ruled by a king.*)
- Show students Image Card 3 (Louisiana Purchase); ask what it depicts, and then place it on the timeline.
- Ask students what they remember about the Louisiana Purchase. Prompt discussion with the following questions:
  - How did the purchase change the size of the United States? (*It doubled the size of the United States.*)

**TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society.

## Image Cards 1–6



## Challenge

Why did these colonies develop near the East Coast? (*Answers may vary, but may include that the land near the East Coast was the area first reached by the settlers, and it had sufficient resources to support the new colonies.*)

## Support

What name was chosen for the new, independent nation? (*the United States of America*)

## Support

Have students compare the size of the area labeled “Louisiana Purchase” with the size of the area surrounding the Appalachian Mountains, noting that the purchase doubled the size of the country.

- Show Image Card 4 (Lewis and Clark); ask what it depicts, and then place it on the timeline.
- Ask students what they remember about the expedition of Lewis and Clark. Prompt discussion with the following questions:
  - Why did President Jefferson send Lewis and Clark on an expedition? (*He sent them on an expedition to explore the land to the west.*)
- Save this timeline for use in later lessons.



### Check for Understanding

**Five Words:** Turn to your partner and, between the two of you, come up with a list of five words you could use to describe the United States from colonial times through Lewis and Clark’s expedition. Use the Westward Expansion Timeline to help you select the five words.

[Have several students share their responses with the class.]



## DOMAIN INTRODUCTION (5 MIN.)

TEKS 2.6.E

- Tell students that after the Lewis and Clark expedition, the United States continued to grow and became more crowded in the East. More and more people decided to move westward to the frontier, looking for open land and new opportunities.
- Review the meaning of the word *frontier* students learned in the *Fairy Tales and Tall Tales* domain. (*the unsettled part of the American West*)
- The frontier during the time of westward expansion, or growth, was the area west of the Mississippi River, where more and more people moved and settled.

## Support

Remind students that the tall tales they heard in the *Fairy Tales and Tall Tales* domain were set in this time period.



### Check for Understanding

**Point it Out:** Have students point to the Mississippi River on a U.S. map. Remind them that they learned about the importance of the Mississippi River in *The War of 1812* domain.



TEKS 2.6.E Make connections to personal experiences, ideas in other texts, and society.

- Explain that the people who first settled in new areas of the frontier are called “pioneers.”
- Tell students that the name of this domain is *Westward Expansion*. Remind them about the cardinal directions *north*, *south*, *east*, and *west*. Point to the West Coast on a U.S. map, and explain that *westward* means “toward the west.” Also explain that *expansion* is the process of making something bigger. So, “westward expansion” refers to making the country toward the west bigger.
- Show students Image Card 5 (Paul Bunyan) and Image Card 6 (Pecos Bill) and remind them of the stories, “Paul Bunyan” and “Pecos Bill” from the *Fairy Tales and Tall Tales* domain. Have students describe what is happening in each image, prompting discussion with the following questions:
  - Why did Paul Bunyan clear the land in the West? (*He cleared the land for settlers moving west.*) What natural landmarks did Paul Bunyan supposedly create? (*He supposedly created the Grand Canyon; the Mississippi River; the Rocky Mountains; and the Great Lakes.*)
  - Where was Pecos Bill’s family moving? (*They were moving west.*) Why did his family want to move west? (*It was getting too crowded in the East.*) In what did they travel? (*a covered wagon*)
- Explain that, although “Paul Bunyan” and “Pecos Bill” are fictional stories, most of the information they hear in this domain is true, or nonfiction. Tell students that the family in today’s Read-Aloud is fictional, or not true, but the experiences described in the Read-Aloud were experienced by many real people as they moved west.

## Lesson 1: Going West

# Read-Aloud



**Reading:** Students will describe the sights people saw in the 1800s while traveling west on the Oregon Trail using evidence to support their answers.

✚ **TEKS 2.6.F; TEKS 2.6.G; TEKS 2.9.D.ii**

**Language:** Students will demonstrate an understanding of the Tier 2 word *sights*.

✚ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn what people traveling on the Oregon Trail saw on their journey.

### “GOING WEST” (15 MIN.)



#### Show Image 1A-1: A covered wagon

You could have been going west in the 1800s. In those days there were no cars. You would have traveled in a covered wagon like the one shown here. *The covered wagons were called prairie schooners because they were like ships sailing across the prairie. The wagon covers looked like the ships' sails.*

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

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

✚ **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

### Support

Remind students that the word *fictional* means not true, or made up. Explain that, although the family in the Read-Aloud is fictional, the experiences described in the Read-Aloud did happen to many people as they moved west in the 1800s.



### Show Image 1A-2: Wagon train

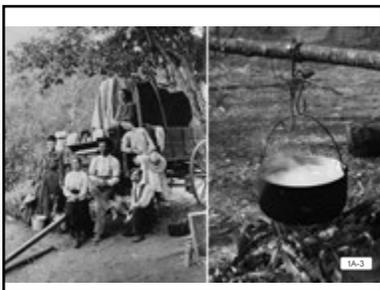
In the 1840s and 1850s, tens of thousands of Americans went west in **wagon trains**.

*How does this image help you understand the story you are hearing?* These pioneers hoped to make a better life for themselves. Many of them were eager to claim farmland in Oregon or California.

They left many of their friends and family behind, loaded everything they had into a wagon, and set off for the West. *What were the people who moved west called?*

The following story tells about what it was like to make the trip west. Unlike some ancient civilizations that we learned about, in which we got most of our information from archeologists, this account is based on records that people left behind such as diaries and journals. In this account the Morgan family makes the trip from Indiana to Oregon. The Morgans were farmers. They hoped to start a new life in Oregon. This is their story:

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



### Show Image 1A-3: Wagon train family and their belongings

On the first day of their journey, the Morgans traveled fourteen miles.

When the sun began to set, they set up camp. The boys gathered wood for a **campfire**. *A campfire is an outdoor fire used for warmth or cooking.* Then Mrs. Morgan cooked supper.

After supper, Mrs. Morgan set up beds for the children in the wagon. Once the children were asleep, she lit a candle and wrote the first entry in a journal she had decided to keep:

*April 11, 1846. Began our journey to Oregon. Made fourteen miles on our first day. The sun felt warm upon our skin as we made our way along. Our journey was brightened by the wildflowers that dotted the landscape. By the time we*

## Support

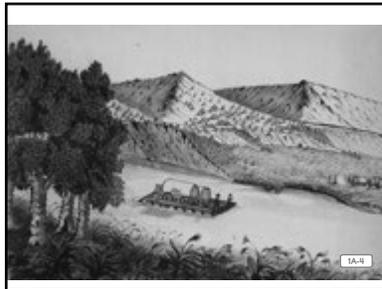
Have students point to Oregon and California on a U.S. map.

## Support

Reference a calendar, pointing out dates as you read, to help students comprehend the passage of time throughout the Read-Aloud.

*made camp, the older children were exhausted from walking. I have to admit that I gave them each a little extra stew for supper tonight.*

For the next few weeks, the Morgans traveled west across Indiana and Illinois. *[Show the distance across Indiana and Illinois on a U.S. map.]* They rose early each morning and traveled until just before sundown. On their good days they covered twenty miles. When it rained or the roads were bad, they covered fewer. *Today our cars can take us more than sixty-five miles in one hour, so twenty miles in one day is not a lot is it?*



#### **Show Image 1A-4: Flatboats on the river**

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

*May 10, 1846. The great Mississippi is wider than I could ever have imagined. Our wagon, our horses, and our supplies were loaded onto a flatboat and carried across the mighty Mississippi. I held my breath as I watched all our earthly possessions float away.*

Another month later, the Morgans reached St. Joseph, Missouri, where they bought food and supplies. The next morning, they crossed the Missouri River.

This meant they were leaving the United States and were entering the area people called "Indian territory." On this day, Mrs. Morgan wrote in her journal:

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

#### **Challenge**

What words did Mrs. Morgan use to describe the Mississippi River that let you know that she thought it was very large? (*great, wider than I could have imagined, mighty*)

#### **Support**

Have students point to the state of Missouri and the Missouri River on a U.S. map.

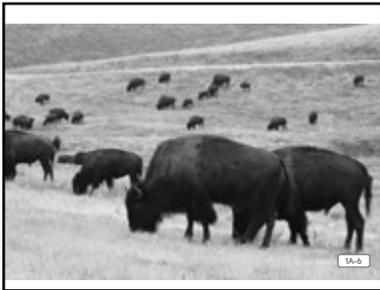


### Show Image 1A-5: Map of their journey on Oregon Trail

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

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

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



### Show Image 1A-6: Herds of bison

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

On one moonlit June night, as the stars sparkled in the sky, Mr. Morgan shot a bison, and Mrs. Morgan cooked the meat for supper. On that night Mrs. Morgan wrote in her journal: *Mrs. Morgan mistakenly writes buffalo instead of bison in her journal. This was a common mistake settlers made upon seeing and labeling bison.*

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

A few days later, the Morgan's wagon broke. Mrs. Morgan stood guard all night in the rain while Mr. Morgan fixed the wagon. *What was she watching for?*

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

### Support

Remind students that they learned the word *magnificent* in *The War of 1812* domain; review the definition. (great, beautiful, or impressive)



### Show Image 1A-7: View of Chimney Rock

In mid-July the Morgans reached Chimney Rock, [Point to the image and then show students Chimney Rock on the map on Image 1A-5.] Why do you think it is called Chimney Rock? in what is now Nebraska. You can see Chimney Rock in this photograph. While admiring the **sights**, Sights are things or

places you see. Mrs. Morgan and a friend almost got caught in a hailstorm. This is what Mrs. Morgan had to say about this adventure that evening in her journal:

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



### Show Image 1A-8: Fort Laramie

A few days later, the wagon train reached Fort Laramie, [Point to Fort Laramie on the map on Image 1A-5.] another common landmark on the trip for pioneers heading west. Two weeks later, they crossed the Rocky Mountains. [Point to the Rocky Mountains on the map.]

Mrs. Morgan wrote:

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

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

*August 30, 1846. My friends back east know nothing about dust. This dust makes it impossible for us to see where we are going. We cannot even see the oxen that pull our wagon. The cattle struggle to breathe and we have the taste of the dusty air in our mouths all the time. When the children go to sleep, every one of them is covered in a layer of dust.*



### Show Image 1A-9: Native Americans on the Snake River

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

*September 14, 1846. We saw Native Americans along Snake River. They have few horses and no blankets. The immigrants are happy to trade them old clothes for fish.*

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

The Morgans felt **sympathy** for her but there was nothing else to do but to press on. *Sympathy is a feeling of sadness for someone else's troubles.*



### Show Image 1A-10: Crossing the river

In mid-November, the Morgans reached Fort Dalles, Oregon, on the banks of the Columbia River. *[Point to Oregon on a U.S. map.] Oregon in November would likely be very cold.* They built a raft that would carry them and their things down the river. Unfortunately, it had been raining for several days. The river

was flooded and running too fast for raft travel. The Morgans had to wait for several days by the riverside. It was cold, rainy, and windy. The family huddled around a campfire to try to stay warm. Mrs. Morgan recorded two entries while they waited for the weather to improve:

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

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



### Show Image 1A-11: Oregon City, 1800

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

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

In mid-February, she started writing again:

*February 13, 1847. It rains constantly. Our house is cold and the roof leaks badly. It is difficult to keep our spirits up. We are only able to eat one good meal a day. We still dream of our new home in Oregon. I know we will get there.*



### Show Image 1A-12: Map showing where their journey ended

Mr. Morgan recovered and, in the spring, the Morgan family **settled**. Settled means they moved there and made it their home. on a farm in Oregon.

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

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

### Challenge

Ask students who participated in this program in Grade 1 if they remember the phrase *it could be worse*. Have them identify the story in which that line was repeated. ("The Crowded, Noisy House")



### Check for Understanding

**Taking Turns:** With your partner, take turns making a list on a sheet of paper of the sights the Morgans saw on their travel westward. (*Answers may vary, but may include Chimney Rock, Fort Laramie, Rocky Mountains, bison, rivers, etc.*)

[Have several students share their responses with the class.]

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Why did the family in the story want to move to the West? (*to have a better way of life; to have land of their own for growing crops; etc.*)

**Literal.** Who was going west in this Read-Aloud? (*the Morgan family*)

**Literal.** How did they travel? (*in a covered wagon*)

**Literal.** What did they take with them? (*much of what they owned: trunks of clothes, food and water, personal belongings, animals, etc.*)

2. **Inferential.** What difficulties did the Morgans face on their trip? (*Their wagon broke; they lost their oxen; the weather was sometimes bad; they had to cook on a campfire; they had to cross a wide river; the father got sick; etc.*)

3. **Literal.** Where did the family decide to settle? (*Oregon*)

4. **Inferential.** *Think-Pair-Share:* Use information from the Read-Aloud to support your answer to this question: Was life easy or difficult for the Morgans after they settled in Oregon? (*It was difficult because many of them were sick; they had to rent a small house with a leaky roof; Mama had to sell the last of their possessions for food; they endured a harsh winter; etc.*)

**TEKS 2.6.F**



**ENGLISH  
LANGUAGE  
LEARNERS**

## Speaking and Listening

### Supporting Own Opinions

#### Beginning

Students will support their opinions by providing good reasons and some evidence from the read-aloud.

#### Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the read-aloud.

#### Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud.

**ELPS 1.E; ELPS 3.G;**

**ELPS 4.J**

**TEKS 2.6.F** Make inferences and use evidence to support understanding.

## WORD WORK: SIGHTS (5 MIN.)

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

**Use a Making Choices activity for follow-up.** I will ask a question about two places. Make sure you use the word *sights* when you answer the question. (*Answers may vary.*)

- Would you rather see the sights in the city or on a farm?
- Would you rather see modern sights or ancient sights?
- Would you rather see the sights in winter or in summer?
- Would you rather see the sights during the daytime or at nighttime?
- Would you rather see the same sights again and again or new sights?

## Lesson 1: Going West

# Application



**Writing:** Students will write a short informational text in which they explain the central idea of “Going West.”

📌 **TEKS 2.7.E; TEKS 2.9.D.i; TEKS 2.12.B**

📌 **WESTWARD EXPANSION QUILT (20 MIN.)** **TEKS 2.7.E**

### Show students Image Card 7 (Quilts)

- Explain that many pioneers sewed quilts from small pieces of fabric to take with them on their journey westward. Some pioneer women made quilts before their trips, while others who stayed behind made quilts for their family members and friends who were moving west. These friendship quilts served as a remembrance of dear ones left behind.
- Although very special quilts were packed in trunks or used to wrap precious belongings, everyday quilts were left out for bedding.
- Tell students that they are going to be making their own quilts (using paper rather than cloth) to help them remember some of the important things they learn about westward expansion. Today they will be making one square of the quilt, using Activity Page 1.1.

### Activity Page 1.1



### Image Card 7



### Check for Understanding

**Turn and Talk:** With your partner, discuss what you think is the main topic of today’s Read-Aloud.

[Have several students share their responses with the class. (*The main topic is westward expansion on the Oregon Trail and the experiences of those people who made the trip in the 1800s.*)]

### Support

Help students recall important information from “Going West” by asking the following: What was the Oregon Trail?; Why did people travel the Oregon Trail?; What was one hardship people experienced on the Oregon Trail?; What were some of the sights people saw on the Oregon Trail?

- Students will use Activity Page 1.1 to draw and write about the main topic of “Going West.” First, in the center diamond, have students draw a picture of a covered wagon or some other item to represent the main topic of the read-aloud.
- Next, have them write a word or short phrase in each corner, sharing facts learned about traveling on the Oregon Trail.

📌 **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.



## Writing

### Writing Informational Text

#### Beginning

Allow students to dictate the information to an adult.

#### Intermediate

Allow students to collaborate with a peer to write their information.

#### Advanced/Advanced High

Have students work independently to write their information,

**ELPS 5.F**

### Activity Page 1.2



- Finally, have students write three to five sentences on the back of the quilt square, using one or more of the words they've written on the front.
- As time permits, have students share their squares with a partner.

End Lesson

### Lesson 1: Going West

# Take-Home Material

## FAMILY LETTER

- Send home Activity Page 1.2.

## WESTWARD EXPANSION

## Mr. Fulton's Journey

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will summarize what it was like to travel west on the Oregon Trail in the mid-nineteenth century.

✚ **TEKS 2.7.D**

**Reading**

Students will identify the main topic of "Mr. Fulton's Journey."

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

**Language**

Students will demonstrate an understanding of the Tier 2 word *voyage*.

✚ **TEKS 2.3.B**

**Writing**

Students will write a short informational text in which they explain how steamboats affected westward expansion.

✚ **TEKS 2.7.E; TEKS 2.12.B**

## FORMATIVE ASSESSMENT

**Activity Page 2.2**

**Westward Expansion Quilt** Students will write a short informational text in which they explain how steamboats affected westward expansion.

✚ **TEKS 2.7.E; TEKS 2.12.B**

✚ **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

## LESSON AT A GLANCE

|  | Grouping                    | Time    | Materials   |
|--|-----------------------------|---------|---|
| <b>Introducing the Read-Aloud (10 min.)</b>        |                             |         |   |
| What Have We Already Learned?                      | Whole Group                 | 10 min. | <input type="checkbox"/> Westward Expansion Map (Digital Components)<br><input type="checkbox"/> red sticker dots<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> red markers or crayons  |
| Essential Background Information or Terms          |                             |         |   |
| <b>Read-Aloud (30 min.)</b>                        |                             |         |   |
| Purpose for Listening                              | Whole Group                 | 30 min. | <input type="checkbox"/> Image Card 8<br><input type="checkbox"/> Flip Book: 2A-1–2A-8  |
| “Mr. Fulton’s Journey”                             |                             |         |   |
| Comprehension Questions                            |                             |         |   |
| Word Work: <i>Voyage</i>                           |                             |         |   |
| <b>This is a good opportunity to take a break.</b> |                             |         |   |
| <b>Application (20 min.)</b>                       |                             |         |   |
| Westward Expansion Quilt                           | Independent/<br>Whole Group | 20 min. | <input type="checkbox"/> Activity Pages 2.2–2.4<br><input type="checkbox"/> Class Westward Expansion Timeline<br><input type="checkbox"/> Image Card 8<br><input type="checkbox"/> drawing utensils, writing utensils<br><input type="checkbox"/> scissors and tape or glue |
| Westward Expansion Timeline                        |                             |         |   |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display the Westward Expansion Map (Activity Page 2.1) found in the digital components for this domain.

## CORE VOCABULARY

**design, v.** to create the plans for

Example: Engineers continually work to design cars that are more fuel-efficient.

Variation(s): designs, designed, designing

**inventor, n.** a person who creates a new product

Example: Benjamin Franklin was the inventor of bifocals, which are eyeglasses with separate sections for near and far vision.

Variation(s): inventors

**journey, n.** a trip from one place to another

Example: The journey on the Oregon Trail could be long and difficult in the 1800s.

Variation(s): journeys

**steamboats, n.** steam-powered boats

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

Variation(s): steamboat

**voyage, n.** a long trip, usually to a place that is either far away or is not well-known by the traveler

Example: Columbus's first voyage to America was in 1492.

Variation(s): voyages

**Vocabulary Chart for “Mr. Fulton’s Journey”**

| Type                   | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words  | Tier 1<br>Everyday Speech Words |
|------------------------|---------------------------------|---|---------------------------------|
| Vocabulary             |                                 | design ( <i>diseñar/diseño</i> )<br>inventor ( <i>inventó/inventor/a</i> )<br>journey<br>voyage | steamboats                      |
| Multiple<br>Meaning    |                                 |   |                                 |
| Sayings<br>and Phrases | eyes lit up                     |   |                                 |

## Lesson 2: Mr. Fulton's Journey

# Introducing the Read-Aloud



**Speaking and Listening:** Students will summarize what it was like to travel west on the Oregon Trail in the mid-nineteenth century.


**TEKS 2.7.D**
**WHAT HAVE WE ALREADY LEARNED? (5 MIN.)**

- Display the Westward Expansion Map and use a red marker or red sticker dots to mark the Oregon Trail.
- Have students turn to Activity Page 2.1 and take out a red marker or crayon. Have them mark the Oregon Trail in red, using the Westward Expansion Map as a guide.

 Activity Page 2.1
 

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 Support
 

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Explain that, although the Morgan family in the previous Read-Aloud is fictional, or not real, the experiences described in that story were typical for people traveling on the Oregon Trail.


**Check for Understanding**


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**Recall:** What was it like to travel west on the Oregon Trail in the 1800s? [Prompt discussion with the following questions:]

- Why did the family decide to move to the West? (*They were farmers who hoped to make a new life in Oregon.*)
- How did they travel? (*by covered wagon*)
- What kinds of difficulties did they have on the trip? (*Their wagon broke; they lost their oxen; the weather was sometimes bad; they had to cook on a campfire; they had to cross a wide river; the father got sick; etc.*)
- What sights did they see? (*Answers may vary, but may include Chimney Rock, Fort Laramie, Rocky Mountains, bison, rivers, etc.*)
- Where did they decide to settle? (*Oregon*)


**TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Share the title of today's Read-Aloud.
- Ask students if they know what a journey is. Explain that a journey is a trip that someone takes from one place to another.

## Lesson 2: Mr. Fulton's Journey

# Read-Aloud



**Reading:** Students will identify the main topic of “Mr. Fulton’s Journey.”

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

**Language:** Students will demonstrate an understanding of the Tier 2 word *voyage*.

✚ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to determine the main topic of this read-aloud.

### “MR. FULTON’S JOURNEY “ (15 MIN.)



#### Show Image 2A-1: Fulton greeting woman in pink and her husband

*What is happening in the picture?* As she stepped from the dock onto the boat, the lady in the pink dress held a matching pink parasol, or umbrella, above her head. It was a sunny August day in 1807 in New York City, and she wanted to protect her delicate skin from the

sunlight. She smiled at one of the boat’s owners. “Mr. Fulton,” she said, “I hope your boat will do everything you have built her to do.” *What do you think Mr. Fulton’s boat was built to do? What is the setting for this story?*

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



#### Show Image 2A-2: Livingston standing next to Fulton

Fulton felt a hand on his shoulder and turned to find his business partner, Robert Livingston, standing at his side. Robert Livingston was a wealthy, important man. He had worked for

✚ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

the government both in the United States and in Europe. Many years ago, in 1801, while Fulton was in Europe doing business, he met Livingston at a restaurant in Paris. *Paris is a city in the country of France on the continent of Europe.* Fulton told Livingston, “What I am working on right now will forever change the way people travel and the way in which everyone does business.” *What do you think Mr. Fulton had been working on back then?*



## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Was Mr. Fulton working on the design for his boat back then?”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “At that time, Mr. Fulton was working on . . .”).

#### Advanced/Advanced High

Encourage students to use key details from the text in complete sentences when responding to a question.

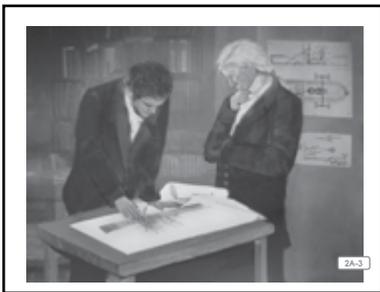
**ELPS 3.F; ELPS 4.J**

## Image Card 8



## Support

Explain that the word *back* also refers to a part of the body. Have students pat themselves on the back, demonstrating the motion.



### Show Image 2A-3: Fulton and Livingston in Paris/diagram of steamboat

Livingston’s eyes lit up with interest. “Tell me more, Fulton,” he said.

“Well, as you know, an Englishman has invented what he calls a ‘steam engine.’ Basically, you light a coal or wood fire inside of a furnace to heat a boiler of water. When

the fire gets very hot, the water is also heated, and steam *or water vapor* comes off it. That steam is fed to an engine and provides energy to power the engine.”

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

“I’m sure you have also heard of **steamboats.**” *What do you think a steamboat is? [Show students Image Card 8 (Fulton’s Steamboat).] Yes, it’s a boat that moves because of the power of steam.*

“Actually, I have,” said Livingston.

Fulton continued, “Well, Livingston, I plan on building one. But my steamboat will be much better than the ones already made. I shall use steam power to turn paddles on the back of the boat. *Back refers to the location of something, such as on a boat. Back is the opposite of front.*

With steam turning the paddles, the boat will move more quickly than by using human muscle or wind in a sail.” *Canoes move fairly slowly through the water, as do sailboats when winds are calm.*

“Extraordinary!” said Livingston.

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



#### **Show Image 2A-4: Fulton and Livingston shaking hands**

Livingston noticed that Fulton had used the word *us*, as if he were already sure that Livingston would join him in this project. Livingston didn't mind. He agreed to help fund the plan, and the two friends became partners. Livingston knew that Fulton was not the only

**inventor** working to **design** a steamboat, but the two men thought Fulton's design was far better than any other. *An inventor is someone who invents or creates something. An inventor has to design, or plan, the invention before s/he makes it.*



#### **Show Image 2A-5: On deck for maiden voyage**

After many years of countless improvements to the boat's design, the day for the steamboat's first voyage had finally arrived. *Based on the way it is used in this sentence, do you think the word countless means just a few or many? Yes, Mr. Fulton worked to improve his*

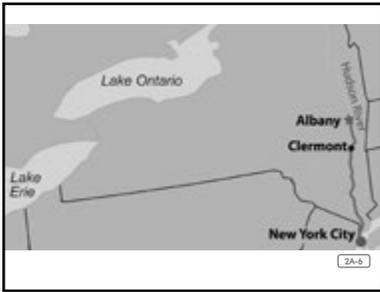
*design many times.* Now, standing on deck, Livingston said, “Those were our last guests coming aboard, Fulton. We can begin our **journey** whenever you are ready.” *The word journey is a synonym, or means the same as, the word voyage.*

Fulton turned to his boat's captain, who told him, “The engine is all fired up, Sir. I await your orders.” *What powered the boat?*

“Then let us begin,” Fulton answered.

The captain called to several sailors, “Cast off bow and stern lines!” The sailors untied the thick ropes holding the boat to the dock. Then the captain turned to the pilot, whose job it was to steer the boat, and told him, “Take us

to Albany!" *Albany is another city in the state of New York. It is an important city because it is the capital of New York, or the place where the state government is located.* As the guests on board and the spectators on the dock began to cheer, steam began to pour from the boat's smokestack. The steamboat was on its way! *[Have a student point to the smokestack in the image.]*



### Show Image 2A-6: Map of route

The plan was to travel along the wide Hudson River from New York City to the state capital of Albany, stopping briefly at Livingston's home in Clermont, New York—which explains the name of Fulton's steamboat: North River Steamboat of Clermont. *How does this image help you understand the story better?*

(Answers may vary, but may include that it helps students visualize the length of the voyage.) Not only did the steamboat have to make the trip safely in order to show that steam travel would work, the boat also had to move faster than other types of boats—or no one would see any reason to switch to steam. *How were boats powered previously?* As the viewers on the dock watched the steamboat paddle away, some people said, "I don't see how they will ever do it!" Others said, "Let's wait and see. After all, this fellow Fulton convinced Robert Livingston, a man who controls much of the river travel in New York, that his plan would work!" *Do you think the voyage on the steamboat will be a success?*



### Show Image 2A-7: Safe arrival in front of crowd

The people who believed the trip would be a success were right. About two days later, a second crowd stood cheering on the dock in Albany as Fulton's steamboat puffed into view. The steamboat had taken less than two days for a voyage that usually took sailing ships four

days! *Was Fulton's steamboat faster than sailing ships?*

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

## Challenge

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

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

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



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

Robert Fulton was right. Over the next few years, the two partners set a whole fleet of steamboats afloat on the Hudson River and the Mississippi River. *[Point to the two steamboats in the image.]* People realized that steamboats were faster, much cheaper, and

much more reliable than other types of transportation. There was only one problem. Steamboats needed rivers to travel on, and there were no rivers between some of the biggest cities. So, people still couldn’t use steamboats to go everywhere they wanted.



### Check for Understanding

**What’s It All About?** What is the main topic of the Read-Aloud? (*the steamboat; the invention of the steamboat; Robert Fulton’s steamboat; how the steamboat was proven to be better and faster than the sailboat; etc.*)

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## COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Why were Robert Fulton, Robert Livingston, and others taking an important journey on the steamboat? (*to see if Fulton's steamboat design was faster than other boats*)  
  
**Literal.** What was the setting of this Read-Aloud? (*New York*) Is this located in the East or the West? (*East*)
2. **Inferential.** Was Fulton's voyage a success? (*yes*) Why? (*He showed people that his steamboat could carry people and goods faster than other boats, and his design allowed the steamboat to carry more people and goods on each voyage.*)
3. **Inferential.** *Think-Pair-Share:* What were the advantages of a boat powered by steam rather than by people or the wind? (*It could move faster; it was cheaper and more reliable; it was not dependent on the weather.*) What was the disadvantage of steamboat travel? (*There had to be water, and some cities did not have rivers between them.*)

---

## WORD WORK: VOYAGE (5 MIN.)

1. In the Read-Aloud you heard, "This will allow us to carry more people and products on each voyage."
2. Say the word *voyage* with me.
3. A *voyage* is a journey or long trip.
4. According to Greek mythology, Theseus took a *voyage* to Crete and destroyed the Minotaur.
5. Have you ever been on a *voyage*? Do you ever think about a *voyage* that you would like to take one day? Try to use the word *voyage* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I would like to take a *voyage* . . ."]
6. What's the word we've been talking about? What part of speech is the word *voyage*?

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

- If you could take a voyage anywhere in the world, where would you go?  
(*I would go on a voyage to . . .*)
- What kind of transportation would you use for your voyage? (*I would use a \_\_\_\_\_ to go on my voyage.*)
- Would you rather take a voyage in a covered wagon or on a steamboat?  
(*I would rather take a voyage in a \_\_\_\_\_.*)
- What kinds of things should you take with you when you go on a voyage?  
(*I would take \_\_\_\_\_ with me on my voyage.*)
- Who would you take with you when going on a voyage? (*I would take \_\_\_\_\_ with me on my voyage.*)

## Lesson 2: Mr. Fulton's Journey

# Application



**Writing:** Students will write a short informational text in which they explain how steamboats affected westward expansion.

**TEKS 2.7.E; TEKS 2.12.B**

### WESTWARD EXPANSION QUILT (10 MIN.)

- Tell students that they are going to make another quilt square for their quilts, using Activity Page 2.2.
- Explain that the information presented in this quilt square will answer the question, "How might Mr. Fulton's steamboat have affected westward expansion in the 1800s?"



#### Check for Understanding

**Turn and Talk:** With your partner, discuss how Mr. Fulton's steamboat affected westward expansion during the 1800s.

[Have several students share their responses with the class. *(Answers may vary, but may include that movement increased because the steamboat—when it could be used—was faster, cheaper, and more reliable than other forms of river transportation.)*]

- First have students draw a picture of the steamboat in the center diamond.
- Next, have them write a word or short phrase in each corner, sharing facts they learned about the steamboat.
- Finally, have students write three to five sentences on the back of the quilt square, using one or more of the words they've written.
- As time permits, have students share their drawing and writing with a partner.

**TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

### Activity Page 2.2



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing

#### Writing Informational Text

##### Beginning

Allow students to dictate the information to an adult.

##### Intermediate

Allow students to collaborate with a peer to write their information.

##### Advanced/Advanced High

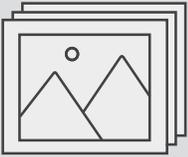
Have students work independently to write their information.

**ELPS 5.F**

Activity Pages  
2.3, 2.4



Image Card 8



Challenge

Have students review details about Fulton's first voyage on the Clermont. (*Answers may vary, but may include that his partner in the voyage was Robert Livingston; the first voyage took place in 1807; they traveled from New York City to Albany, New York; the trip took two days rather than the usual four, etc.*)

**WESTWARD EXPANSION TIMELINE (10 MIN.)**

- Review what was placed on the Class Westward Expansion Timeline in the previous lesson.
- Show students Image Card 8, and ask if they remember what it is. (*Fulton's Steamboat*)
- Ask students where the image card should be placed on the timeline, and then place it to the right of the image of the Lewis and Clark Expedition.
- Tell students they will be creating their own timeline as they go through this domain, and have them turn to Activity Pages 2.3 and 2.4.
- Have them cut out the image of Fulton's steamboat from Activity Page 2.4 and glue or tape it in the appropriate spot on Activity Page 2.3. Then have them write the date "1807" on the timeline for this image.
- Save the timelines for use in later lessons.

End Lesson

## WESTWARD EXPANSION

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

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will retell the story of Robert Fulton and the invention of the steamboat.

✦ **TEKS 2.7.D**

### Reading

Students will describe what life was like traveling on the Erie Canal in the

✦ mid-nineteenth century. **TEKS 2.6.G; TEKS 2.7.B**

### Language

Students will demonstrate an understanding of the Tier 2 word *transport*.

✦ **TEKS 2.3.B**

### Reading

✦ Students will identify, use, and explain the meaning of synonyms in context. **TEKS 2.3.D**

Students will compare and contrast the events described in “The Journal of a

✦ Twelve-Year-Old on the Erie Canal” with the lyrics of “The Erie Canal.” **TEKS 2.6.E**

## FORMATIVE ASSESSMENT

### Exit Pass

**Writing** Students will write two or three sentences describing travel on the Erie Canal in the mid-nineteenth century. **TEKS 2.7.B**



### Writing Studio

If you are using Writing Studio, you may begin Unit 3 Lesson 1 after completing this Knowledge lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connections to this domain.

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials  |
|--|-------------|---------|--|
| <b>Introducing the Read-Aloud (10 min.)</b>          |             |         |  |
| What Have We Already Learned?                        | Whole Group | 10 min. | <input type="checkbox"/> Image Card 9<br><input type="checkbox"/> U.S. map<br><input type="checkbox"/> Flip Book: 2A-1–2A-8  |
| Essential Background Information or Terms            |             |         |  |
| <b>Read-Aloud (30 min.)</b>                          |             |         |  |
| Purpose for Listening                                | Whole Group | 30 min. | <input type="checkbox"/> U.S. map<br><input type="checkbox"/> Westward Expansion Map (Digital Components)<br><input type="checkbox"/> blue sticker dots<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> blue markers or crayons<br><input type="checkbox"/> index cards (one per student)<br><input type="checkbox"/> Flip Book: 3A-1–3A-6 |
| “The Journal of a Twelve-Year-Old on the Erie Canal” |             |         |  |
| Comprehension Questions                              |             |         |  |
| Word Work: <i>Transport</i>                          |             |         |  |
| <b>This is a good opportunity to take a break.</b>   |             |         |  |
| <b>Application (20 min.)</b>                         |             |         |  |
| Westward Expansion Timeline                          | Whole Group | 20 min. | <input type="checkbox"/> Class Westward Expansion Timeline (Digital Components)<br><input type="checkbox"/> Activity Pages 2.3, 2.4<br><input type="checkbox"/> Image Card 9<br><input type="checkbox"/> Poster 2M: Board (Flip Book)<br><input type="checkbox"/> scissors and tape or glue<br><input type="checkbox"/> Flip Book: 2A-1, 3A-3                        |
| Multiple Meaning Word Activity: <i>Board</i>         |             |         |  |
| Song: “The Erie Canal”                               |             |         |  |

 **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society.

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## ADVANCE PREPARATION

### Application

- Obtain a recording of “The Erie Canal” by Thomas Allen.
- If your school has a music teacher, you may want to collaborate with him/her to teach “The Erie Canal” to students.

### Note to Teacher

Be sure students understand that the characters in this Read-Aloud are fictional, but the events described in the story actually could have happened in the nineteenth century on the Erie Canal.

### Universal Access

- Highlight the following cities on a map of New York State: Albany, Buffalo, New York City,

## CORE VOCABULARY

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

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

Variation(s): none

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

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

Variation(s): none

**tow, v.** to pull or haul

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

Variation(s): tows, towed, towing

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

Example: Refrigerated trucks transport much of the produce that we buy in the grocery store.

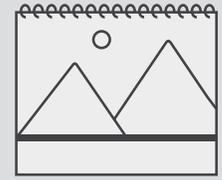
Variation(s): transports, transported, transporting

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

| Type                | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------|---------------------------------|----------------------------------|---------------------------------|
| Vocabulary          | Erie Canal ( <i>canal</i> )     | freight<br>transport             |                                 |
| Multiple Meaning    |                                 | tow                              |                                 |
| Sayings and Phrases | on board                        |                                  |                                 |

## Lesson 3: The Journal of a Twelve-Year-Old on the Erie Canal

# Introducing the Read-Aloud



**Speaking and Listening:** Students will retell the story of Robert Fulton and the invention of the steamboat.

✚ **TEKS 2.7.D**

✚ **WHAT HAVE WE ALREADY LEARNED? (5 MIN.)** **TEKS 2.7.D**

- Show students each of the Flip Book images from “Mr. Fulton’s Journey” and have them retell, in a continuous narrative, the story of Robert Fulton’s steamboat.

## Support

Be sure students use Robert Fulton’s name and identify him as the inventor of a superior steamboat.



**ENGLISH  
LANGUAGE  
LEARNERS**

## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Was it an advantage that steamboats traveled faster than sailboats?”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “The fact that steamboats traveled faster than sailboats was an . . .”).

#### Advanced/Advanced High

Encourage students to use key details from the text in complete sentences when responding to a question.

**ELPS 1.E; ELPS 3.F;**

**ELPS 4.J**



### Check for Understanding

**Recall:** What were some of the advantages of steamboat travel during westward expansion? (*It was faster; it was cheaper and more reliable; and it was not dependent on the weather.*)

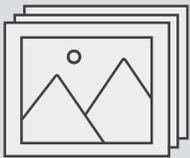
What were some disadvantages of steamboat travel during westward expansion? (*There had to be water, and some cities did not have rivers between them.*)

✚ **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## Challenge

Ask students how people might have used steamboats in the 1800s to get from one city to another even if there was not a river connecting the cities. (*They were innovative and designed waterways between cities that did not have rivers.*) Students who participated in the program in Grade 1 may recall from the *Early American Civilizations* domain that canals were dug in ancient times to move water from place to place.

## Image Card 9



## Support

Trace a route from New York to New Orleans on the U.S. map.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Reread the following sentences from the previous Read-Aloud:
  - *Steamboats needed rivers to travel on, and there were no rivers between some of the biggest cities. So, people still couldn't use steamboats to go everywhere they wanted.*

### Show students Image Card 9 (Erie Canal)

- Tell students that this is an image of a canal. Explain that a canal is a deep, wide ditch dug by people to allow water to move from a river or lake to another place.
- Explain that during the time of westward expansion in the United States, people were very innovative, and canals were built to connect rivers to lakes or other rivers. By using canals, steamboats and other types of boats, Americans were able to travel to more places.
- One very famous canal named the Erie Canal was built between Lake Erie (one of the five Great Lakes) and the Hudson River. Have students repeat the words *Erie Canal*. Show this location on a U.S. map.
- Explain that soon other states, including Ohio and Pennsylvania, built canals. By the 1830s there was an all-water route from New York to New Orleans.
- Explain that, by the 1840s, there were more than three thousand miles of canals in the United States. This time in the history of our country is known as the Canal Era. Have students repeat the words *Canal Era*. Explain that an era is a period of time, so the Canal Era was the period of time when canals were being built, which greatly increased the westward movement of people.
- Share the title of the Read-Aloud. Explain that they will be listening to what a young boy has written in his journal about his adventures on the Erie Canal.
- Explain that the story in this Read-Aloud is fictional, but it is based on the real people in our country who worked on the Erie Canal during the Canal Era.

### Lesson 3: The Journal of a Twelve-Year-Old on the Erie Canal

# Read-Aloud



**Reading:** Students will describe what life was like traveling on the Erie Canal in the mid-nineteenth century.

✚ **TEKS 2.6.G; TEKS 2.7.B**

**Language:** Students will demonstrate an understanding of the Tier 2 word *transport*.

✚ **TEKS 2.3.B**

## PURPOSE FOR LISTENING

- Tell students to listen carefully to learn what life was like traveling on the Erie Canal during westward expansion.

## “THE JOURNAL OF A TWELVE-YEAR-OLD ON THE ERIE CANAL” (15 MIN.)



### Show Image 3A-1: Pa and son on flatboat

*What is happening in the picture?*

Pa and I have been making our way along the **Erie Canal** from Albany to Buffalo today at a good, steady pace. *What is the Erie Canal?*

*In what state did Fulton's steamboat make its first voyage?* We're traveling on our brand new flatboat. A flatboat is a big, flat boat on which

we carry goods and products along the Erie Canal. *[Have a student point out the goods or products on the flatboat.]*

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

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

✚ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

## Support

Show students a map of New York State with the cities of Albany and Buffalo highlighted.



### Show Image 3A-2: Loading and unloading the flatboat cargo

Ma and sis are waiting for us in Buffalo. I can't wait to see them again! I love being on the flatboat with Pa, but all the work we do makes us tired. The thing is, I don't know exactly how many more days it will take to get to Buffalo.

It depends on how much of the **freight** we

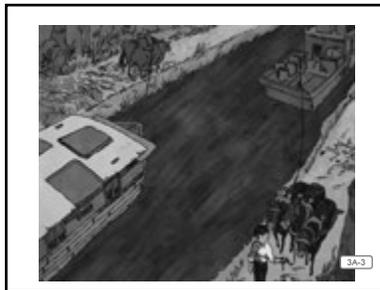
sell along the way. *Freight is goods, like crops from farmers, that are being moved from one place to another.* The more we sell, the less the flatboat will weigh, and the faster we will be able to travel. Sometimes, a store owner or manufacturer at some town or village asks us to add his products onto our flatboat. Every time we take more goods on *board*, it slows down our travel. *The word board as it is used here means on a boat.*

### Support

The word *board* can also mean a flat piece of wood.

### Challenge

Why would more goods on board slow down the flatboat?

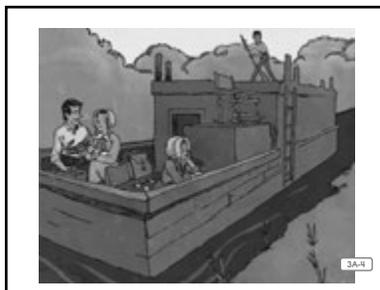


### Show Image 3A-3: Taking care of the mules

*[Point to the mules, towpath, and connecting ropes as you read the next paragraph.]*

My favorite part of helping Pa is that I get to care for the mules. We have such a big flatboat that it takes three mules to **tow** or **pull** it. They walk on the towpath next to the canal and pull the ropes that are connected to the flatboat.

Some smaller flatboats along the canal are one-mule flatboats, or sometimes horses or oxen do the pulling.



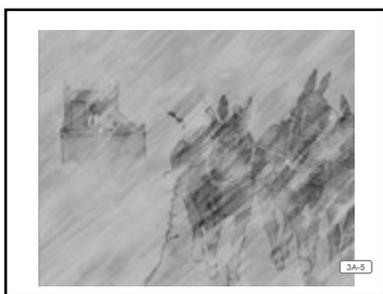
### Show Image 3A-4: Flatboat on the canal

Before folks built the Erie Canal, it took longer to move things from the East westward. *[Show the location of the Erie Canal again on the U.S. map. Explain that the Erie Canal made traveling through New York faster.]* Because a flatboat floats on water, it's much easier to **transport** or **move from one place to another** heavy

freight like coal and wood. Plus, you don't need to worry about a wagon wheel breaking on the trail. *Do you remember all the dangers the Morgan family in the first story encountered with their covered wagon? [Point to the image.] Families like this one had less difficult journeys on flatboats when the weather was good.*

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

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



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

Lucky for us, today was a really great day for traveling up the canal. In nice weather, we can travel a lot of miles. When it's stormy, though, like it was a couple of weeks ago, it is not so pleasant. It was snowing so much, we nearly had to stop right where we were. The snow was

coming down so heavily you couldn't see your hand if you held it out right in front of you. *Hold your hand out in front of you. Imagine that it's snowing so hard that you can only see snow and not your hand.* Fortunately, our mules are always able to stay on the path, even in a snowstorm, so I just let them lead the way, and they bring us safely to the next town.



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

Anyway, I think that's about it for now. I'm pretty tired after all the work today. I think it is time for me to get some sleep so I'm ready to work on the flatboat tomorrow. *What kind of flatboat adventures do you think this twelve-year-old boy will have on the Erie Canal tomorrow?*



### Check for Understanding

**Adjective Action:** What adjectives, or words that describe nouns, could you use to describe travel on the Erie Canal?  
(Answers may vary.)

[Make a list of student responses.]

### COMPREHENSION QUESTIONS (10 MIN.)

#### Activity Page 2.1



- Display the Westward Expansion Map and use a blue marker or blue sticker dots to mark the Erie Canal.
  - Have students turn to Activity Page 2.1 and take out a blue marker or crayon. Have them mark the Erie Canal in blue, using the Westward Expansion Map as a guide.
1. **Evaluative.** What was the main topic of the Read-Aloud? (*the Erie Canal*)
    - **Literal** Who wrote the journal entry that you just heard? (*a twelve-year-old boy*)
  2. **Inferential.** What is the setting for this story? (*a flatboat on the Erie Canal*)  
[Ask a student to point to the location of the Erie Canal on the map.]
  3. **Inferential.** Why were canals built in the United States in the 1800s? (*so that boats could travel to cities where there were no rivers, to transport goods faster*)
  4. **Inferential.** Why were the boy and his father traveling on the Erie Canal?  
(*They were working, and their job was to transport freight on the Erie Canal.*)
  5. **Literal.** How were mules and other animals important on the Erie Canal?  
(*They towed the flatboats.*)
  6. **Inferential.** What problems did boats on the canal face? (*bad weather, moving slowly because of the amount of freight, etc.*)
  7. **Inferential.** *Think-Pair-Share:* How did canals like the Erie Canal increase westward expansion? (*Boats on the canal transported freight and people faster and farther west; it cost less to travel on the canals than over land; canals enabled boats to travel between cities that were not connected by natural waterways.*)



### Exit Pass

**Writing:** On an index card, write two or three sentences describing travel on the Erie Canal during this time period.

## WORD WORK: TRANSPORT (5 MIN.)

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

**Use a Making Choices activity for follow-up.** I will describe two ways that someone can transport something. Choose the one that you would prefer. Make sure to use the word *transport* in your response. (*Answers may vary.*)

- Would you prefer for someone to transport you to school on a bus or in a car?
- Would you prefer for someone to transport you to a soccer field or to the library?
- Would you prefer for someone to transport carrots or bananas to your grocery store?
- Would you prefer to transport yourself or have someone transport you to a friend’s house?
- Would you prefer for someone to transport you on land, in the water, or through the air?

## Support

Read the list of adjectives created in the Check for Understanding to help students recall details about travel on the Erie Canal.



**ENGLISH  
LANGUAGE  
LEARNERS**

## Writing

### Writing Informational Text

#### **Beginning**

Allow students to dictate the information to an adult.

#### **Intermediate**

Allow students to collaborate with a peer to write their information.

#### **Advanced/Advanced High**

Have students work independently to write their information.

**ELPS 5.F**

### Lesson 3: The Journal of a Twelve-Year-Old on the Erie Canal

# Application



**Reading:** Students will identify, use, and explain the meaning of synonyms in context. **TEKS 2.3.D**

Students will compare and contrast the events described in “The Journal of a Twelve-Year-Old on the Erie Canal” with the lyrics of “The Erie Canal.”

**TEKS 2.6.E**

#### WESTWARD EXPANSION TIMELINE (5 MIN.)

- Review what was placed on the Class Westward Expansion Timeline in the previous lessons.
- Show students Image Card 9 and ask them to identify it. (*the Erie Canal*)
- Explain that the Erie Canal was first used in 1825, which was almost twenty years after the first voyage of Robert Fulton’s steamboat.
- Ask students where the image card should be placed on the timeline, and then place it to the right of the image of Fulton’s steamboat.
- Have students cut the image of the Erie Canal from Activity Page 2.4 and glue or tape it in the appropriate spot on Activity Page 2.3. Then have them write the date “1825” on the timeline for this image.
- Save the timelines for use in later lessons.

#### MULTIPLE MEANING WORD ACTIVITY: BOARD (5 MIN.) **TEKS 2.3.D**

##### Sentence in Context

##### Show Poster 2M (Board)

- Remind students that in the Read-Aloud they heard what the twelve-year-old boy wrote in his journal, “Every time we take more goods on board, it slows down our travel.”
- Explain that in this sentence, *on board* means to be on or in a boat.

##### Show Image 2A-1: Fulton greeting woman in pink and her husband.

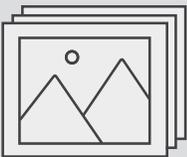
- Point to image 1 on the poster (people on board the flatboat on the Erie Canal.)

**TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society.

Activity Pages  
2.3, 2.4



Image Card 9



- Explain that a board is also a long, thin, flat piece of wood. Point to the board in Image 2.
- Explain that *board* also refers to a flat piece of material that is used for a special purpose, such as writing. Point to Image 3, the chalkboard and the whiteboard.
- Have students work with a partner to make a sentence for each meaning of *on board* and *board*.
- Call on a few partner pairs to share one or all of their sentences. Have them point to the meaning of *on board* or *board* that their sentence uses.

### SONG: “THE ERIE CANAL” (10 MIN.)

#### Show Image 3A-3: Taking care of the mules

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

#### The Erie Canal by Thomas Allen

*I've got a mule; her name is Sal,  
Fifteen miles on the Erie Canal,  
She's a good old worker and a good old pal,  
Fifteen miles on the Erie Canal.  
We've hauled some barges in our day.  
Filled with lumber, coal, and hay,  
And we know ev'ry inch of the way  
From Albany to Buffalo.  
Low bridge! Ev'rybody down,  
Low bridge! 'Cause we're coming to a town  
And you'll always know your neighbor,  
You'll always know your pal,  
If you've ever navigated on the Erie Canal.*

#### Challenge

Direct students' attention to the way the words of the song are presented, and have them contrast that with the way the words of the boy's journal entry are presented. Have students discuss Mr. Allen's use of rhyme and repetition of words and phrases in the song to emphasize certain things or feelings. Ask students what words and phrases are repeated in this song for emphasis.

#### Support

Read each verse or play the song multiple times.



## Speaking and Listening

### Selecting Language Resources

#### Beginning

Have students use two or three academic words to describe the similarities and differences between the song and the read-aloud.

#### Intermediate

Have students use four to six academic words to describe the similarities and differences between the song and the read-aloud.

#### Advanced/Advanced High

Have students use seven to ten academic words to describe the similarities and differences between the song and the read-aloud.

**ELPS 1.E; ELPS 3.D**



## Check for Understanding

**With a Partner:** What are some of the similarities between the song and the boy's journal entry? (*Both talked of mules towing boats; both were about traveling on the Erie Canal; both talked about transporting freight; both mentioned traveling from Albany to Buffalo; etc.*)

What are some of the differences between the song and the boy's journal entry? (*One mule was mentioned in the song rather than three; the song talked of people needing to duck as they went under a bridge; etc.*)

End Lesson

## WESTWARD EXPANSION

# The Story of Sequoyah

## PRIMARY FOCUS OF LESSON

### Reading

Students will complete a T-chart for the advantages and disadvantages of steamboat travel.

✚ **TEKS 2.9.D.i**

Students will identify the main topic of “The Story of Sequoyah.”

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

### Language

Students will demonstrate an understanding of the Tier 2 word *create*.

✚ **TEKS 2.3.B; TEKS 2.6.E**

### Writing

Students will write a short informational text in which they explain why Sequoyah thought it was important to invent a writing system for the Cherokee language.

✚ **TEKS 2.7.E; TEKS 2.12.B**

## FORMATIVE ASSESSMENT

### Activity Page 4.2

**Westward Expansion Quilt** Students will write a short informational text in which they explain why Sequoyah thought it was important to invent a writing system for the Cherokee language.

✚ **TEKS 2.7.E; TEKS 2.12.B**

✚ **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

## LESSON AT A GLANCE

|  | Grouping                    | Time    | Materials  |
|--|-----------------------------|---------|--|
| <b>Introducing the Read-Aloud (10 min.)</b>        |                             |         |  |
| What Have We Already Learned?                      | Whole Group                 | 10 min. | <input type="checkbox"/> Advantages/ Disadvantages T-Chart (Digital Components)<br><input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> U.S. map                 |
| Essential Background Information or Terms          |                             |         |  |
| <b>Read-Aloud (30 min.)</b>                        |                             |         |  |
| Purpose for Listening                              | Whole Group                 | 30 min. | <input type="checkbox"/> U.S. map<br><input type="checkbox"/> Flip Book: 4A-1–4A-7   |
| “The Story of Sequoyah”                            |                             |         |  |
| Comprehension Questions                            |                             |         |  |
| Word Work: <i>Create</i>                           |                             |         |  |
| <b>This is a good opportunity to take a break.</b> |                             |         |  |
| <b>Application (20 min.)</b>                       |                             |         |  |
| Westward Expansion Timeline                        | Whole Group/<br>Independent | 20 min. | <input type="checkbox"/> Class Westward Expansion Timeline (Digital Components)<br><input type="checkbox"/> Image Card 10<br><input type="checkbox"/> Activity Pages 2.3, 2.4, 4.2 |
| Westward Expansion Quilt                           |                             |         |  |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Create and display a T-chart like the following. Alternatively, you may find a digital version in the digital components for this domain.

| <b>Steamboat Travel</b> |                      |
|-------------------------|----------------------|
| <b>Advantages</b>       | <b>Disadvantages</b> |
|                         |                      |

## CORE VOCABULARY

**approach, n.** a way of doing or thinking about something

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

Variation(s): approaches

**concluded, v.** decided after some time of thought or observation

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

Variation(s): conclude, concludes, concluding

**create, v.** to make or produce something new

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

Variation(s): creates, created, creating

**generations, n.** groups of people who are born around the same time

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

Variation(s): generation

**interacting, v.** talking or doing things with other people

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

Variation(s): interact, interacts, interacted

**Vocabulary Chart for “The Story of Sequoyah”**

| Type                | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words  | Tier 1<br>Everyday Speech Words |
|---------------------|---------------------------------|---|---------------------------------|
| Vocabulary          |                                 | concluded ( <i>concluyeron</i> )<br>create ( <i>crear</i> )<br>generations ( <i>generaciones</i> )<br>interacting |                                 |
| Multiple Meaning    |                                 | approach  |                                 |
| Sayings and Phrases | went up in smoke<br>heavy blow  |   |                                 |

## Lesson 4: The Story of Sequoyah

Introducing the  
Read-Aloud

**Reading:** Students will complete a T-chart for the advantages and disadvantages of steamboat travel.

 **TEKS 2.9.D.i**

### WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Have students identify the new type of boat Robert Fulton created. (*steamboat*)
- Explain that students will review the advantages and disadvantages of travel by steamboat, using Activity Page 4.1 to record this information. Students will place all positive or good things about traveling by steamboat in the “advantages” side of the T-chart, with the thumbs up sign. Students will place all negative or bad things about traveling by steamboat in the “disadvantages” side of the T-chart, with the thumbs down sign. Students should add as many advantages and disadvantages as they can remember.

#### Activity Page 4.1



#### Support

Explain that an advantage is something positive, or good, about something, and a disadvantage is something negative, or bad, about something.



#### Check for Understanding

**With a Partner:** With your partner, complete Activity Page 4.1.

- Review the advantages and disadvantages students added to the T-chart. Record the responses on the T-chart you created. (*Answers may vary, but may include, for advantages: faster than other boats, cheaper, could carry more goods than many other boats; for disadvantages: couldn't travel everywhere, needed rivers to travel*)

 **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Remind students that during the westward expansion of the United States, Native Americans already lived in the area settlers were moving to. Remind students that there are many different tribes of Native Americans, and that in the 1800s each tribe had its own way of eating, dressing, and living, depending on where it was located. Explain that different geographical regions influenced different lifestyles, so even today, each Native American group has its own distinctive culture.
- Tell students that in today's Read-Aloud they are going to hear about a very important man from the Cherokee tribe. His name was Sequoyah. Have students repeat the name *Sequoyah*. The Cherokee are currently the largest Native American group in the United States and live mostly in Oklahoma. Point to Oklahoma on a U.S. map.
- Tell students that Sequoyah cared very much for his people and his Cherokee culture. European settlers were trying to replace Native American customs with their customs. Sequoyah wanted the Cherokee people to stand tall, or be proud of their culture.

### Challenge

Students who have used the program in Kindergarten and Grade 1 will be familiar with some Native American tribes and the roles Native Americans played in early American exploration and settlement from the *Native Americans: Tradition, Heritage, and the Land* domain (Kindergarten) and the *Frontier Explorers* domain (Grade 1). Have students share what they remember about Native Americans from these earlier grades.

## Lesson 4: The Story of Sequoyah

# Read-Aloud



**Reading:** Students will identify the main topic of “The Story of Sequoyah.”

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

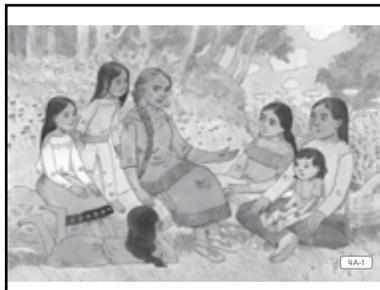
**Language:** Students will demonstrate an understanding of the Tier 2 word *create*.

✚ **TEKS 2.3.B; TEKS 2.6.E**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to determine the main topic of the Read-Aloud.

### “THE STORY OF SEQUOYAH” (15 MIN.)



#### Show Image 4A-1: Cherokee storyteller

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

In the early 1800s the Cherokee people had a spoken language they used to communicate, but they did not have a written language for reading and writing. The Cherokee were Native Americans who lived in what is now the southeastern United States. There were Cherokee settlements in Georgia, Tennessee, and the Carolinas.

The Cherokee people had many folktales that had been told and retold for many **generations**. *Generations are groups of people who are born and live during the same time.* But none of these tales had ever been written down because the Cherokee kept and passed down meaningful information orally, or by talking. *Many cultures similarly share their history and traditions using story telling.*

That changed because of the hard work and dedication of a Cherokee man named Sequoyah. Sequoyah was born in Tennessee. He grew up with his

✚ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society.

### Support

Point out Georgia, Tennessee, North Carolina, and South Carolina on a U.S. map.

Cherokee family, speaking the Cherokee language. But Sequoyah, who was a farmer and a silversmith, also spent a lot of time **interacting** with the white settlers who were living near Cherokee lands. Interacting means talking or doing things with other people. So Sequoyah spent time talking and doing things with the settlers.



**Show Image 4A-2: Sequoyah watching officers communicate**

Sequoyah believed that having a written language could make the Cherokee people even stronger.

In 1809, he began to think about developing a writing system for his native language. Three years later, during the War of 1812, Sequoyah

and other Cherokee joined the United States under General Andrew Jackson to fight the British troops. There, Sequoyah observed how the U.S. Army officers sent and received messages. The idea of developing a written language was not new to him, but Sequoyah saw how useful reading and writing was when the officers needed to communicate.

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



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

When the war ended, Sequoyah kept working to develop a writing system for the Cherokee language. At first he tried to come up with a symbol for each word in the language. *In English, do we have individual symbols that stand for each of our words? Or do we have*

*symbols—letters—that you can put together to make words?* He spent a year trying to **create**, or make, symbols for all the words in the Cherokee language. Even after a year, he was still not done. *[Point to Sequoyah carving symbols in the image.] Sequoyah carved the symbols on slats, or shingles, of wood.*

Sequoyah was so busy with his project developing the symbols for the Cherokee written language that he didn't plant any crops that year. All he did

**Challenge**

Have students identify ways writing is useful. Prompt them to identify some of the following: writing down laws, poems, songs, history, stories, etc.

## Challenge

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

was work on creating symbols. His wife was worried. She thought Sequoyah didn't know what he was doing. *Why did his wife think he didn't know what he was doing?* She thought he was just wasting his time. She did not understand what Sequoyah was trying to do. How would she and her children survive without crops? What were they supposed to eat? Some historians have recorded that, after a while, Sequoyah's wife was so upset that she gathered up all of Sequoyah's work and burned it. Others have said that his fellow Cherokee destroyed the symbols because they thought they would bring their people bad luck.

Either way, Sequoyah's work went up in smoke. *Since his wife and his people didn't believe in him, do you think Sequoyah gave up trying to create a Cherokee writing system because all his work was gone?*

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



### Show Image 4A-4: Photo of Sequoyah's symbols

It is possible to make a writing system in which there is a different symbol for each word in the language. Writing systems of this sort do exist, but they took a long time to create and are very difficult to learn. *[Remind students that the Chinese writing system uses eight thousand symbols.]*

Think what it would be like if we had to learn a different symbol for all of the tens of thousands of words in the English language. How would we ever remember all those symbols? *How many letters does the English language have that we use to make all the words we speak? (26)*

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

Once Sequoyah had come up with symbols for the eighty-four syllables in the Cherokee language, he was confident that he could teach other people to use

them. He started by teaching his own daughter Ayoka [ah-YOH-kah]. Ayoka easily learned to read and write with the symbols Sequoyah created. Then Sequoyah went to show his writing system to the chiefs of the Cherokee nation.



### Show Image 4A-5: Sequoyah and his daughter at council house

At first, the chiefs were skeptical. *Based on the way it is used here, what do you think the word skeptical means?* Some of them did not understand what Sequoyah was trying to do. Others thought his system might not really work. A few thought Sequoyah might be trying

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

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

The chiefs agreed. Ayoka went away. One of the chiefs spoke some words in the Cherokee language. Sequoyah wrote down what he said, using his syllable symbols. Then they sent for Ayoka. *Do you think she will be able to read it?* When she returned, she read the words Sequoyah had written.

The chiefs were impressed. But they were not convinced. *The chiefs admired Sequoyah's hard work and were interested in what he had done, but they still didn't believe it was true.* They tried the same test a few more times, using different words each time. The chiefs had Sequoyah write the symbols and then called Ayoka in to read them. Then the chiefs had Ayoka write the symbols and called Sequoyah in to read them. Finally, the chiefs **concluded** that Sequoyah's writing system really did work! *Concluded means they decided after a period of thought and observation.*



### Show Image 4A-6: Painting of Sequoyah and his writing system

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

Later, many sad things happened to the Cherokee people. In the 1830s they were forced to leave their lands. Later they were forced onto reservations and into English-speaking classrooms. Thanks to Sequoyah's hard work, however, the Cherokee were able to keep their language alive. Even today, almost two hundred years later, the Cherokee language is written with symbols developed by Sequoyah. *Was Sequoyah successful at making sure the Cherokee language would never fade away?*



### Show Image 4A-7: Photographs of Sequoyah statue and sequoia trees

Sequoyah is remembered and honored as the man who taught his people to read and write. However, he is not only honored by the Cherokee people; he is considered to be a national hero, too. There is a statue of Sequoyah in the U.S. Capitol building. And, it is believed that the tall, strong sequoia trees that grow in California may have been named to honor the man who allowed his people to stand a little taller, too. *[Point to the statue and the sequoia trees in the image. Note that the spelling of tree name is different from the spelling of the man's name.]*



### Check for Understanding

**Turn and Talk:** With your partner, talk about what the topic of this Read-Aloud is.

[Have several students share their responses. *(It is about Sequoyah and his creation of a written Cherokee language.)*]

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Why did Sequoyah feel that writing down the Cherokee language was important? *(He wanted to capture their voice; he wanted to preserve Cherokee culture and customs; he cared about his culture and thought that writing was a way to keep the Cherokee strong.)*

**Literal.** Was Sequoyah always famous? *(no)* What made him famous? *(He created a writing system for the Cherokee.)*

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



**ENGLISH  
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## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe open-ended questions as simple yes/no questions (e.g., "Did Sequoyah's writing have the same number of symbols as the English language?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "Sequoyah created a language that had \_\_\_\_\_ symbols that stood for \_\_\_\_\_").

#### Advanced/Advanced High

Encourage students to use key details from the text in complete sentences when responding to a question.

**ELPS 1.E; ELPS 3.F;**

**ELPS 4.J**

### WORD WORK: CREATE (5 MIN.)

1. In the Read-Aloud you heard, "[Sequoyah] spent a year trying to create, or make, symbols for all the words in the Cherokee language."
2. Say the word *create* with me.
3. The word *create* means to make or produce something new.
4. In art class the students will create their own paintings.
5. Have you ever created something? Try to use the word *create* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I once used \_\_\_\_\_ to create . . ."]
6. What is the word we've been talking about? What part of speech is the word *create*?

**Use a Discussion activity for follow-up.** Turn to your partner and discuss something that you have created or something that you would like to create. Be sure to use complete sentences and use the word *create* when you tell about it. I will call on a few students to share.

## Lesson 4: The Story of Sequoyah

# Application



**Writing:** Students will write a short informational text in which they explain why Sequoyah thought it was important to invent a writing system for the Cherokee language.

 **TEKS 2.7.E; TEKS 2.12.B**

### WESTWARD EXPANSION TIMELINE (5 MIN.)

- Review what was placed on the Class Westward Expansion Timeline in the previous lessons.

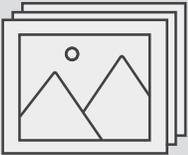
#### Show Image Card 10 (Cherokee Writing)

- Explain that Sequoyah completed his system for writing the Cherokee language in 1821, which was after Fulton's steamboat took its first voyage, but a few years before the completion of the Erie Canal.
- Ask students where the image card should be placed on the timeline, and then place it between the image of Fulton's steamboat and the image of the Erie Canal.
- Have students cut the image of Cherokee writing from Activity Page 2.4 and glue or tape it in the appropriate spot on Activity Page 2.3. Then have them write the date "1821" on the timeline for this image.
- Save the timeline for use in later lessons.

Activity Pages  
2.3, 2.4



Image Card 10



 **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

## WESTWARD EXPANSION QUILT (15 MIN.)

- Tell students they are going to make another quilt square for their quilts, using Activity Page 4.2.
- Explain that the information presented in this quilt square will answer the question, “Why did Sequoyah think it was important to invent a writing system for the Cherokee language?”



### Check for Understanding

**Turn and Talk:** With your partner, discuss why Sequoyah thought it was important to have a writing system for the Cherokee language.

[Have several students share their responses. (*He believed a written language would make the Cherokee people and their culture stronger; he saw, during the War of 1812, that it made communication easier.*)]

- First have students draw a picture of Sequoyah or a symbol from the Cherokee writing system in the center diamond.
- Next, have them write a word or short phrase in each corner, sharing facts they learned about Sequoyah and his writing system.
- Finally, have students write three to five sentences on the back of the quilt square, using one or more of the words they’ve written.
- As time permits, have students share their drawing and writing with a partner.

End Lesson

## Activity Page 4.2



### Support

Help students remember details from the Read-Aloud with the following questions: Who was Sequoyah? Why is Sequoyah famous? How did he prove to Cherokee leaders that his writing system worked?



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### Writing

#### Writing Informational Text

##### Beginning

Allow students to dictate the information to an adult.

##### Intermediate

Allow students to collaborate with a peer to write their information.

##### Advanced/Advanced High

Have students work independently to write their information.

**ELPS 5.F**

## 5

## WESTWARD EXPANSION

## The Trail of Tears

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will explain why Sequoyah was important to the Cherokee people.

✚ **TEKS 2.6.G**

**Reading**

Students will describe the forced relocation known as the Trail of Tears.

✚ **TEKS 2.6.G**

**Language**

Students will demonstrate an understanding of the Tier 2 word *encountered*.

✚ **TEKS 2.3.B**

**Writing**

Students will write a short informational text in which they describe the Trail of Tears.

✚ **TEKS 2.7.E; TEKS 2.12.B**

## FORMATIVE ASSESSMENT

**Activity Page 5.1**

**Westward Expansion Quilt** Students will write a short informational text in which they describe the Trail of Tears.

✚ **TEKS 2.7.E; TEKS 2.12.B**

✚ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

## LESSON AT A GLANCE

|  | Grouping                    | Time    | Materials   |
|--|-----------------------------|---------|---|
| <b>Introducing the Read-Aloud (10 min.)</b>        |                             |         |   |
| What Have We Already Learned?                      | Whole Group                 | 10 min. | <input type="checkbox"/> U.S. map   |
| Essential Background Information or Terms          |                             |         |   |
| <b>Read-Aloud (30 min.)</b>                        |                             |         |   |
| Purpose for Listening                              | Whole Group                 | 30 min. | <input type="checkbox"/> Flip Book: 5A-1–5A-6   |
| “The Trail of Tears”                               |                             |         |   |
| Comprehension Questions                            |                             |         |   |
| Word Work: <i>Encountered</i>                      |                             |         |   |
| <b>This is a good opportunity to take a break.</b> |                             |         |   |
| <b>Application (20 min.)</b>                       |                             |         |   |
| Westward Expansion Timeline                        | Whole Group/<br>Independent | 20 min. | <input type="checkbox"/> Class Westward Expansion Timeline<br><input type="checkbox"/> Image Cards 11 and 12<br><input type="checkbox"/> Activity Pages 2.3, 2.4, 5.1<br><input type="checkbox"/> scissors and glue or tape |
| Westward Expansion Quilt                           |                             |         |   |
| <b>Take-Home Material</b>                          |                             |         |   |
| Family Letter                                      |                             |         | <input type="checkbox"/> Activity Page 5.2  |

## ADVANCE PREPARATION

### Read-Aloud

- Identify several landmarks approximately three miles from your school that may be familiar to the students.

## CORE VOCABULARY

**encountered, v.** met someone or something unexpectedly

Example: Mustafa encountered many difficulties as he tried to build his own bicycle from spare parts.

Variation(s): encounter, encounters, encountering

**forced, adj.** made to happen; not by choice

Example: The Cherokee were forced by settlers to leave their land and move farther west.

Variation(s): none

**insisted, v.** demanded or said something firmly

Example: Koda's mother insisted that he brush his teeth before bed.

Variation(s): insist, insists, insisting

**miserable, adj.** extremely unpleasant or uncomfortable

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

Variation(s): none

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

Example: Bailey's father said that because his company was moving to a different state, their family would have to relocate, too.

Variation(s): relocates, relocated, relocating

### Vocabulary Chart for "The Trail of Tears"

| Type                | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words  | Tier 1<br>Everyday Speech Words |
|---------------------|---------------------------------|---|---------------------------------|
| Vocabulary          |                                 | encountered ( <i>encontró con</i> )<br>insisted ( <i>insistía</i> )<br>miserable ( <i>miserable</i> )<br>relocate |                                 |
| Multiple Meaning    |                                 | forced  |                                 |
| Sayings and Phrases |                                 |   |                                 |

## Lesson 5: The Trail of Tears

# Introducing the Read-Aloud



**Speaking and Listening:** Students will explain why Sequoyah was important to the Cherokee people.

 **TEKS 2.6.G**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Review what students learned about Sequoyah in the previous lesson, using the following questions:
  - How did Sequoyah's work with General Jackson in the War of 1812 contribute to his decision to create a written Cherokee language? (*He saw the advantages of communicating in writing from the soldiers' written communication during the war.*)
  - How did Sequoyah and his daughter convince the Cherokee leaders that his written language worked? (*They had the leaders say words while the daughter was not in the room, then Sequoyah wrote those words with his writing system, and then the daughter returned and read the words.*)

## Support

Show students Flip Book images from Lesson 4, as needed.



### Check for Understanding

**Turn and Talk:** Turn to your partner and discuss why Sequoyah is so important to the Cherokee people.

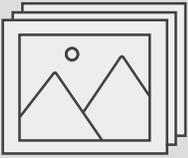
[Have several students share their responses with the class. (*Answers may vary, but may include that his writing system helped preserve Cherokee culture and made it easier for the Cherokee people to communicate with one another.*)]

 **TEKS 2.6.G** Evaluate details read to determine key ideas.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Remind students that as more and more people moved to the United States from other countries, there were many conflicts between Native Americans and the settlers who wanted their land. As a result, many Native American tribes were moved from their homelands in the East—and throughout the United States—to other locations. This also happened to the Cherokee.
- Point to the state of Georgia on a U.S. map and explain that years ago many Cherokee lived there. Point to the eastern parts of Tennessee and the western part of the Carolinas and explain that the Cherokee also lived in these areas near the Appalachian Mountains. Remind students that Sequoyah was born in Tennessee. Then point to Oklahoma.
- In the 1830s gold was discovered on Cherokee land in Georgia. The Cherokee (as well as the Muscogee, Choctaw, Chickasaw, and Seminole Tribes) were removed by the government. Forced to move further west as a result of this removal, the majority of these tribal members today reside in Oklahoma. Many Cherokee died in the removal known as the “Trail of Tears.”
- Show students Image Card 11 of the map of the Trail of Tears. Explain that this map shows the four routes that the Cherokee took when they were removed from their homes and moved to Oklahoma. The most common routes were the northern route and the water route.

Image Card 11



## Lesson 5: The Trail of Tears

# Read-Aloud



**Reading:** Students will describe the forced journey known as the Trail of Tears.

✚ **TEKS 2.6.G**

**Language:** Students will demonstrate an understanding of the Tier 2 word *encountered*.

✚ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about the relocation of the Cherokee people.

### “THE TRAIL OF TEARS” (15 MIN.)



#### Show Image 5A-1: John Ross and son looking at cotton field

*[Point to the people in the image.] This is an illustration of a Cherokee man and his son in a Cherokee village. Describe how they are dressed and what their village looks like. [After students share, explain that some Cherokee, like John Ross, wanted to be accepted by*

*settlers. They tried to adopt parts of the settlers' culture (including the way they dressed, the style of the villages, and how they made money). This did not always mean they were treated as equals. This only represented some of the Cherokee people, though. Many traditional Cherokees did not attempt or wish to adopt the settlers' culture or ways.]*

Looking out over his field of cotton, John Ross smiled. He told his son, “This will be the best harvest of cotton we have ever had, and the other crops are just as fine. Life is good here, and one day, all that your mother and I have built will be yours.” John Ross was a leader of the Cherokee.

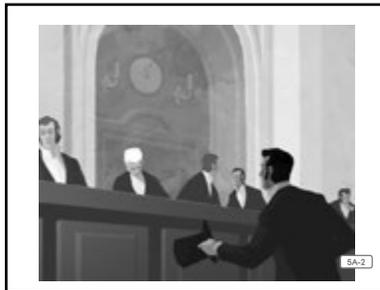
He was rich and successful. He owned businesses and a plantation with approximately 170 enslaved persons. He had close friends among both his Cherokee and his white neighbors in Georgia. John Ross should have felt very happy with his life.

### Support

Remind students that the Cherokee are a Native American tribe that first lived in the southeastern part of the United States.

✚ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

But on that sunny morning in 1830, standing with his son looking out over his cotton field, John Ross knew there was a possibility his son would never own the farm he worked so hard to get and keep. Some white people were jealous of the land and businesses the Cherokee owned. They wanted land and businesses, too. They began asking, “Why don’t the Cherokee move? Our government can offer them land farther west, and we will take their farms and businesses here for ourselves.” *Why were the settlers jealous of the Cherokee? Do you think the Cherokee should have been removed from their land and businesses so the settlers could have them?*



**Show Image 5A-2: Ross petitioning the government for protection**

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

Cherokee. *John Ross begged the U.S. government not to move the Cherokee from their homes to a new place.* The government didn’t listen.



**Show Image 5A-3: Andrew Jackson portrait**

Two years prior, in 1828, an army general named Andrew Jackson had been elected president of the United States. *Remember, you learned about Andrew Jackson in The War of 1812.*

President Jackson was on the side of those settlers who wanted to take Native American

land. President Jackson **insisted** that Native Americans move west to what settlers and the government called “Indian Territory.” *The “Indian Territory” was land in the West that the government set aside for the Native Americans, because the government wanted the land they lived on. In 1835, the Treaty of New Echota was negotiated by Andrew Jackson and the “Treaty Party” (a minority group of Cherokees led by John Ridge, Stand Watie, and Elias Boudinot). This treaty sold the Cherokee lands in Georgia to the US government in exchange for lands in Oklahoma. This treaty was rejected by John Ross as well as most Cherokees. The Cherokees that negotiated the treaty were considered traitors to their own people. This treaty led to the*

**Challenge**

Have students identify General Jackson’s achievement in the War of 1812. (He won the Battle of New Orleans.)

removal of the Cherokee people from their land. Insisted means demanded. So President Jackson made the Cherokee and four other tribes (the Muscogee, Choctaw, Chickasaw, and Seminole) relocate. He sent soldiers to make them go.

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



### Show Image 5A-4: John Ross organizing the Cherokee

The U.S. government had promised to supply the Cherokee with wagons, oxen, horses, and food for the long journey, but there were not enough supplies for all of them.

*What do you think happened to the Cherokee without enough supplies such as food?* John

Ross helped organize the Cherokee to face the problems of a long, difficult journey and a lack of supplies. "We will divide into smaller groups and make sure there is a doctor for each group. We do not have enough food to feed everyone, so we will have to hunt and fish on the way. There are not enough wagons to carry all the children, the old, or the sick. Many of us must walk and carry what we can on our backs." When the Cherokee set out, there were so many people that the line stretched for three miles. *Do you think this was an easy or difficult journey for this many people with so few resources?*

### Support

Identify a landmark approximately three miles from your school, to provide a frame of reference for students.



### Show Image 5A-5: Cherokee struggling through the snow

The road west was difficult. Many Cherokee were sick or injured, but they could not stop to heal. In accordance with the treaties, Cherokee lands had already been purchased by settlers, and they could no longer stay. They had to keep walking. It was **miserable**. *Based on the*

*way it is used here, what does the word miserable mean?*

Then, partway to the Indian Territory, while in Kentucky in November, the Cherokee **encountered** a horrible winter storm. *They met a terrible storm as they traveled mostly on foot to the Indian Territory.* The military forced the Cherokee to continue walking through the bitter cold and falling sleet and snow. Many people died, and even after the storm ended, others were too weak to finish the trip. So many Cherokee died on the way that the survivors called this journey the “Trail of Tears,” and it has been called that ever since. *The Trail of Tears is what people call the relocation of the Cherokee from their homes in Georgia to land set aside for the Cherokee in present-day Oklahoma. Refer back to Image Card 11, reminding students of the map of the Trail of Tears routes.*

The Trail of Tears and other **forced** movements *or movements made not by choice* of Native Americans are some of the saddest events in the history of the United States, but that is why we need to remember them. It’s important to remember the sadder parts of history to prevent them from happening again.



#### **Show Image 5A-6: New life in Oklahoma**

With tremendous courage, and after many years of hard work, the Cherokee built themselves a new life. But most of them, and many other Native Americans who were forced to relocate, never again saw their original homelands. The impact of the removal of Native American tribes from their homeland

is still felt today. However, despite the horrible treatment they endured, the Cherokee and other tribal people demonstrated tremendous resilience and are a thriving community today. Now there are three great Cherokee communities that reside mainly in Oklahoma: the Eastern Band of Cherokee, the Cherokee Nation, and the United Keetoowah Band of Cherokees.

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is the Trail of Tears? (*the forced relocation or movement of the Cherokee from Georgia to "Indian Territory"*)

**Literal.** Where were the Cherokee told to relocate? (*"Indian Territory," or present-day Oklahoma*)



### Check for Understanding

**Adjective Action:** What adjectives could you use to describe the Cherokee's relocation, or their journey from their homes in the East to land farther west? (*miserable, cold, difficult, sad, etc.*)

2. **Inferential.** Why was the forced relocation of the Cherokee so difficult and miserable? (*The Cherokee did not have a choice; they had to leave behind their homes and businesses; they did not have enough supplies; the sick and weak did not have time to rest; they encountered a terrible winter storm; many people died.*)
3. **Inferential.** Who insisted that the Cherokee abandon their homes and businesses and move from their lands? (*President Andrew Jackson, the U.S. government*) Why? (*The American settlers and colonists wanted the Cherokee land and businesses for themselves.*)
4. **Evaluative.** *Think-Pair-Share:* Why do you think this journey is known as the Trail of Tears? (*Many people died; there was terrible suffering; it was an extremely sad time for the Cherokee, Muscogee, Choctaw, Chickasaw, and Seminole people; etc.*)



ENGLISH  
LANGUAGE  
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## Speaking and Listening

### Supporting Own Opinions

#### Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Alouds or relevant background knowledge.

#### Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Alouds or relevant background knowledge.

#### Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Alouds or relevant background knowledge.

**ELPS 3.G; ELPS 4.J**

## WORD WORK: ENCOUNTERED (5 MIN.)

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

**Use a Making Choices activity for follow-up.** I am going to read several sentences. If the sentence describes someone who encountered, or unexpectedly came upon something or someone, say, “\_\_\_\_\_ encountered \_\_\_\_\_.” If the sentence describes someone who planned, or expected, to come upon something or someone, say, “That was planned.”

- While at the grocery store, Sergio and his mother unexpectedly ran into Sergio’s teacher. (*Sergio encountered his teacher.*)
- Lisbeth and her friend met at the mall at 6 p.m., just as they had planned. (*That was planned.*)
- Patrice suddenly came upon a small snake while raking leaves in the backyard. (*Patrice encountered a snake.*)
- The guide promised that Alicia and the other explorers would see an elephant on their safari, and they did. (*That was planned.*)
- Dylan thought the puzzle was going to be easy to solve, but he came upon some unexpected difficulties while working with the middle pieces. (*Dylan encountered difficulties.*)

### Support

Emphasize that the difference in what word they choose will depend on whether the meeting was planned or not.

## Lesson 5: The Trail of Tears

# Application



**Writing:** Students will write a short informational text in which they describe the Trail of Tears.

 **TEKS 2.7.E; TEKS 2.12.B**

### WESTWARD EXPANSION TIMELINE (5 MIN.)

- Review what was placed on the Class Westward Expansion Timeline in the previous lessons.

### Show Image Card 12 (Trail of Tears)

- Explain that the U.S. government forced the Cherokee to leave their homes in Georgia and relocate farther west in Indian Territory in 1838, which was just a few years after Sequoyah developed his writing system for the Cherokee language, and just a few years after the Erie Canal was first used.
- Ask students where the image card should be placed on the timeline, and then place it to the right of the image of the Erie Canal.
- Save the timeline for use in later lessons.

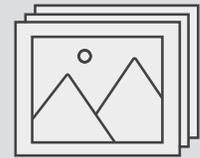
### WESTWARD EXPANSION QUILT (15 MIN.)

- Tell students they are going to make another quilt square for their quilts, using Activity Page 5.1.
- Explain that the information presented in this quilt square will answer the question, “What was the Trail of Tears?”

Activity Pages  
2.3, 2.4



Image Card 12



Activity Page 5.1



 **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

## Support

Help students remember details from the Read-Aloud by asking the following questions: What was the Trail of Tears?; Who forced the Cherokee to relocate?; Why did the U.S. government force the Cherokee to relocate?; To where were the Cherokee relocated?

What was the Trail of Tears?; Who forced the Cherokee to relocate?; Why did the U.S. government force the Cherokee to relocate?; To where were the Cherokee relocated?

ENGLISH  
LANGUAGE  
LEARNERS



## Writing

### Selecting Language Resources

#### Beginning

Have students use two or three academic words to describe the Trail of Tears.

#### Intermediate

Have students use four to six academic words to add detail to their descriptions of the Trail of Tears to create an effect.

#### Advanced/Advanced High

Have students use seven to ten academic words, or non-literal language, to add detail to their descriptions of the Trail of Tears to create an effect.

**ELPS 1.E; ELPS 5.B**

### Activity Page 5.2



## Check for Understanding

**Turn and Talk:** With your partner, discuss what the Trail of Tears was, and what it was like for the Cherokee people on that forced journey.

[Have several students share their responses. (*Answers may vary, but may include that it was a forced relocation, or movement, of the Cherokee from Georgia to “Indian Territory”; they had to leave behind their homes and businesses; they did not have enough supplies; the sick and weak did not have time to rest; they encountered a terrible winter storm; and many people died.*)]

- First have students draw a picture representing the Trail of Tears in the center diamond.
- Next, have them write a word or short phrase in each corner, sharing facts learned about the Trail of Tears.
- Finally, have students write three to five sentences on the back of the quilt square, using one or more of the words they've written.
- As time permits, have students share their drawing and writing with a partner.

End Lesson

## Lesson 5: The Trail of Tears

# Take-Home Material

### FAMILY LETTER

- Send home Activity Page 5.2

# Pausing Point

## NOTE TO TEACHER

You should pause here and spend two days reviewing, reinforcing, or extending the material taught so far.

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

## CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will:

- Describe a pioneer family's journey westward
- Describe family life on the frontier
- Explain the significance of the steamboat
- Identify Robert Fulton as the developer of the steamboat
- Identify steamboats, canals, and trains as new means of travel that increased the movement of people west
- Describe the importance of canals
- Identify the Erie Canal as the most famous canal built during the Canal Era
- Explain the significance of Sequoyah's invention of the Cherokee writing system
- Explain that the U.S. government forced Native Americans from their lands
- Identify the Trail of Tears as a forced march of the Cherokee

## MID-DOMAIN CONTENT ASSESSMENT

### Activity Page PP.1



**Directions:** I am going to read several sentences about the time of westward expansion. If what I describe in the sentence is correct, circle the thumbs-up symbol. If what I describe in the sentence is not correct, circle the thumbs-down symbol.

1. The settlers who headed for a new life out west were called pioneers. (*thumbs-up*)
2. Sequoyah thought that it was important to capture the Cherokee language in writing. (*thumbs-up*)
3. Pioneer families had it easy as they moved West in covered wagons. (*thumbs-down*)
4. Robert Fulton was the inventor of a superior steamboat. (*thumbs-up*)
5. Freight traveled all the way to the Pacific Ocean on the Erie Canal. (*thumbs-down*)
6. The Cherokee people were forced to walk hundreds of miles along what became known as the Trail of Tears. (*thumbs-up*)



## ACTIVITIES

TEKS 2.7.D

### Activity Page PP.2



## Somebody Wanted But So Then

**Materials:** Activity Page PP.2

- Explain to the students that they are going to retell the story of Sequoyah's life, first individually, and then together as a class using Activity Page PP.2, a Somebody Wanted But So Then worksheet. Students who participated in the program in Kindergarten and Grade 1 should be very familiar with this chart and will have seen their Kindergarten and Grade 1 teachers model the exercise. If you have any students who are new to the program, you may wish to work with them individually or in a small group, guiding them through the exercise.
- If time allows, have students share their charts with the class. As they recount Sequoyah's life, you may wish to refer back to the images for this Read-Aloud. As students retell the Read-Aloud, make sure to use complete sentences and domain-related vocabulary to expand upon their responses. For your reference, completed charts should follow these lines:



**TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

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

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

### Image Review

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

### Image Card Review

**Materials:** Image Cards 5–9

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

### Domain-Related Trade Book or Student Choice

**Materials:** Trade book

- Read an additional trade book to review a particular person, invention, or event related to westward expansion. You may also choose to have students select a Read-Aloud to be heard again.

### Key Vocabulary Brainstorming

**Materials:** Chart paper

- Give students a key domain concept or vocabulary word such as *voyage*. Have them brainstorm everything that comes to mind when they hear the word, such as steamboat, canals, transportation, etc. Record their responses on a piece of chart paper for reference.

### Image Cards 5–9



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

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

## **Class Book: Westward Expansion**

**Materials:** Drawing paper, drawing tools

- Tell the class or a group of students that they are going to make a class book to help them remember what they have learned so far in this domain. Have the students brainstorm important information about the different ways pioneers traveled west. Have each student choose one idea to draw a picture of and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.
- Another option is to create an ABC book where students brainstorm domain-related words for each letter of the alphabet.

## **Using a Map**

**Materials:** U.S. map

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

## Writing Prompts

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

## Riddles for Core Content

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

## Song: "The Erie Canal"

**Materials:** Recording of the song, "The Erie Canal"

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

## Pint-Size Pioneer Wagon Train

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

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

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

- Next, have each student cut a piece of white construction paper about eight inches by five inches. Glue or tape the paper over the top of the painted cartons—after they are thoroughly dry—to create the canvas cover. Then have students cut out four small circles from the black or brown construction paper for the wagon’s wheels, and glue them to the dried, painted cartons. Explain to students that they will want to have most of the wheel attached to the wagon’s body for stability.
- You may also wish to have students create from modeling clay the types of farm animals the pioneer families brought with them on their journeys west. Encourage students to use domain vocabulary in their dialogue as they create their wagon train. Have students discuss where their wagon train is going, what they packed in the wagon for the trip, what sights they might see, and what difficulties they might face.

## WESTWARD EXPANSION

# Westward on the Oregon Trail

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will describe the forced relocation of the Cherokee people on the Trail of Tears.

✚ **TEKS 2.1.C**

### Reading

Students will identify the main topic of “Westward on the Oregon Trail.”

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

### Language

Students will demonstrate an understanding of the Tier 3 word *territory*.

✚ **TEKS 2.3.B; TEKS 2.6.B**

### Speaking and Listening

Students will reenact scenes from “Westward on the Oregon Trail.”

✚ **TEKS 2.1.C; TEKS 2.7.D**

## FORMATIVE ASSESSMENT

### Rubric

**On Stage** Students will reenact scenes from “Westward on the Oregon Trail.”

✚ **TEKS 2.1.C; TEKS 2.7.D**

✚ **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials  |
|--|-------------|---------|--|
| <b>Introducing the Read-Aloud (10 min.)</b>        |             |         |  |
| What Have We Already Learned?                      | Whole Group | 10 min. | <input type="checkbox"/> Westward Expansion Map (Digital Components)<br><input type="checkbox"/> purple sticker dots<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> purple markers or crayons<br><input type="checkbox"/> Flip Book: 6A-1 |
| Essential Background Information or Terms          |             |         |  |
| <b>Read-Aloud (30 min.)</b>                        |             |         |  |
| Purpose for Listening                              | Whole Group | 30 min. | <input type="checkbox"/> U.S. map<br><input type="checkbox"/> Flip Book: 6A-2–6A-16  |
| “Westward on the Oregon Trail”                     |             |         |  |
| Comprehension Questions                            |             |         |  |
| Word Work: <i>Territory</i>                        |             |         |  |
| <b>This is a good opportunity to take a break.</b> |             |         |  |
| <b>Application (20 min.)</b>                       |             |         |  |
| Westward Expansion Timeline                        | Whole Group | 20 min. | <input type="checkbox"/> Class Westward Expansion Timeline (Digital Components)<br><input type="checkbox"/> Image Card 13<br><input type="checkbox"/> Activity Pages 2.3, 2.4<br><input type="checkbox"/> scissors and glue or tape                                  |
| On Stage   |             |         |  |

## ADVANCE PREPARATION

### Application

- Make one copy of the On Stage Rubric for each student. The rubric can be found in the Teacher Resources for this domain.

## CORE VOCABULARY

**hardships, n.** difficult conditions or situations that make someone uncomfortable or cause harm

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

Variation(s): hardship

**ruts, n.** grooves worn into soft ground

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

Variation(s): rut

**scout, n.** a person sent ahead of a traveling group to gather information about what lies ahead

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

Variation(s): scouts

**steep, adj.** having a very sharp slope

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

Variation(s): none

**territory, n.** a specific area of land that belongs to a government but is not yet an official state or province

Example: Thomas Jefferson purchased the Louisiana Territory from France.

Variation(s): territories

**Vocabulary Chart for “Westward on the Oregon Trail”**

| Type                   | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------|---------------------------------|----------------------------------|---------------------------------|
| Vocabulary             | territory ( <i>territorio</i> ) | hardships<br>steep               | ruts                            |
| Multiple<br>Meaning    | scout                           |                                  |                                 |
| Sayings<br>and Phrases | round them up                   |                                  |                                 |

## Lesson 6: Westward on the Oregon Trail

# Introducing the Read-Aloud



**Speaking and Listening:** Students will describe the forced relocation of the Cherokee people on the Trail of Tears.



**TEKS 2.1.C**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Display the Westward Expansion Map and use a purple marker or purple sticker dots to mark the Trail of Tears.
- Have students turn to Activity Page 2.1 and take out a purple marker or crayon and mark the Trail of Tears in purple, using the Westward Expansion Map as a guide.

### Activity Page 2.1



### Check for Understanding

**Recall:** What was it like for the Cherokee people traveling on the forced journey known as the Trail of Tears? [Prompt discussion with the following questions:]

- What does the phrase *Trail of Tears* describe? (*the forced relocation of the Cherokee from their homes in Georgia to territory in Oklahoma*)
- Why were the Cherokee forced from their homes? (*The U.S. government forced Native Americans west so the government could take over Native American land.*)
- What adjectives would you use to describe what it was like to travel on the Trail of Tears? (*Answers may vary, but may include miserable, cold, difficult, sad, etc.*)



**TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

- Remind students that while Native Americans were removed from their land and relocated west by the government, other people (settlers) chose to move west on their own because they were looking for a better life. Remind them that in the first lesson, the Morgan family moved to the West by choice. Have students share what they remember about that family's moving westward. *(Answers may vary, but may include that the Morgans traveled with all their belongings in a covered wagon; they took animals such as oxen with them; it took several months to travel to their final destination; and there were difficulties along the way.)*

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

### Show Image 6A-1: Map of the Oregon Trail

- Remind students that some of the settlers who chose to leave their homes and move farther and farther west followed a route called the Oregon Trail because it led to the Oregon Territory.
- Explain that a territory is an area of land that belongs to a country's government but isn't yet a state or province. The Oregon Territory belonged to the U.S. government but wasn't yet an official state.
- Explain that the Oregon Trail was a path through the wilderness beginning in the state of Missouri and ending in the Oregon Territory.

### Support

Point to the territories and states on image 6A-1, and explain that California, Iowa, and Missouri were states at this time, but the other sections of land shown were territories.

### Support

Point to Missouri in Image 6A-1 and trace the Oregon Trail all the way to the Oregon Territory. Remind students that this trail covered about two thousand miles and took about six months to complete.

## Lesson 6: Westward on the Oregon Trail

# Read-Aloud



**Reading:** Students will identify the main topic of “Westward on the Oregon Trail.”

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

**Language:** Students will demonstrate an understanding of the Tier 3 word *territory*.

✚ **TEKS 2.3.B; TEKS 2.6.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to determine the main topic of the Read-Aloud.

### “WESTWARD ON THE OREGON TRAIL” (15 MIN.)



#### Show Image 6A-2: Wagon train

The wagon train was moving westward along the Oregon Trail. The families walked beside or rode in large, covered wagons pulled by oxen.

*In what direction are they traveling?*

Each family had only one wagon, but that wagon was able to hold almost everything the family owned. *Remember, this is different from*

*when the Native Americans were removed from their homelands and had to pack up and leave, without enough resources for the trek. In contrast, when the settlers were packing up to move west by choice, what kinds of things do you think the families took with them? Do you remember the kinds of things the Morgans took in “Going West”?*



#### Show Image 6A-3: Family packing the wagon

Each family packed food: things like flour, potatoes, and beans. They took clothes, blankets, soap, candles, furniture, pots and pans, china, and rifles. They even had to take barrels of water with them because they weren't sure where they might find clean water along the way. By the time everything was

packed in the wagon, there wasn't a whole lot of room for much else! *That's why most families walked alongside their covered wagons.*

✚ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

### Support

Point to a U.S. map to demonstrate a westward journey.

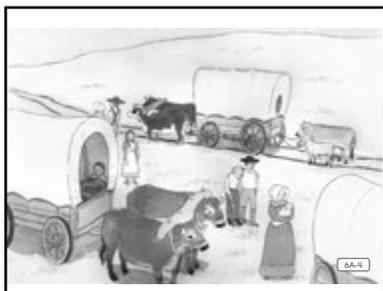
In addition to the oxen that pulled the wagons, some families brought other animals, such as horses, sheep, and cows. These animals didn't go inside the covered wagons. Instead, they were tied to the wagons with rope and walked behind or beside the wagons. *Why would families want to bring animals like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

Many of these families were headed to the Oregon **Territory** where they planned to settle and make new homes.

*People traveling to the Oregon Territory traveled on the Oregon Trail.* Back in the East, it had become too expensive for the settlers to be able to own their own land. They hoped that by traveling west, they might find a place to build their own homes. Others chose to go for the adventure of starting a new life. *Would you be excited to start such an adventure? Or nervous? Or both?*

## Support

Have students review the definition of *territory*.



### Show Image 6A-4: Family headed west, another going back east

The road west had been challenging already. The wagon train had been traveling for three long months. The settlers were following a rough, or uneven, trail of wagon **ruts** to the Oregon Territory. *[Point to the ruts in the image.] Wagon ruts are deep grooves that the*

*wagon wheels make in the soft ground.*

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



### Show Image 6A-5: Abigail looking at Native Americans in the distance

As much of the Oregon Trail went through what the US government had labeled "Indian Territory," the travelers encountered Native American tribes along the way. What is "Indian Territory"? Remember, the US government named this land the "Indian Territory" because

Christopher Columbus had mistaken the Americas for India and incorrectly labeled Native Americans as Indians. By this time, the Native Americans had been through many hardships. They had already had their homelands taken away, their lives threatened, and had been forced to relocate, or move. Therefore, upon seeing settlers on the Oregon Trail, they often feared that the same thing could happen to them again. *So how did the Native Americans feel about the settlers moving west and why?*

## Support

A degree is also an official document given to someone who successfully completes a series of classes at a college or university. For additional support, refer to Poster 3M in the Flip Book for multiple meanings of *degree*.



### Show Image 6A-6: Mr. Lawrence and Captain Ward discussing the trail

On this particular day, the wagon train moved slowly in one-hundred-degree heat. A degree is a unit of measuring temperature.

Thomas Lawrence, a settler and the wagon train's **scout**, rode quickly over to the leader of the wagon train, Captain Jeremiah Ward, to report on the trail ahead. A scout is a person sent ahead of a traveling group to gather information about what lies ahead. Why do you think it was important to have a scout?

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

Captain Ward nodded his thanks, "Good work, Thomas."



### Show Image 6A-7: Preparing to cross the river

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

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



### Show Image 6A-8: Setting up camp for the night

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



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

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



**Show Image 6A-10: Lightning illuminating the camp**

Suddenly a flash of lightning split the night sky. The next instant, a blinding rain fell on the sleeping pioneers. *What are pioneers? (They are the first people to enter into and settle a region. Remember, even though they are called "pioneers," there were Natives in many regions*

*that had already been living in these lands for many years.)* Then, out of nowhere, the wind blew so hard that half the tents blew over. Those who had been in tents ran to their wagons, squeezing into any space they could find amid the furniture and supplies. Still, everyone was already soaking wet, and even tying the canvas flaps shut could not keep some rain from blowing in. *Storms are another difficulty the pioneers faced on the Oregon Trail.*



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

Inside the Lawrence family's wagon, everyone huddled together shivering. *Show me how they were shivering.*

Nine-year-old Barbara said, "Folks call these wagons 'prairie schooners', Mama, as if they were schooner ships sailing the wide open

land instead of the sea. I didn't really think the schooner ships and our prairie schooner were that much alike. But, with the wind rocking the wagon back and forth, I feel as if we really are at sea."

Six-year-old Abigail whispered, "I wish we were home." *How do you think Abigail and her family are feeling?*

**Support**

Demonstrate what it looks like when someone is shivering.

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

Abigail asked, “Papa, why aren’t you with the cattle?”

He explained, “That first lightning bolt spooked them so much that they ran off. We’ll have to round them up after the storm.” *The lightning scared the cattle. Will the pioneers find their cattle?*



**Show Image 6A-12: Abigail greeting Snowbell**

After a cold, miserable night, the morning dawned cool and gray. *You learned the word miserable in the previous lesson. If the night was miserable, was it a good night or a bad night?* Abigail awoke to the sound of a bell. Peering out, she exclaimed, “Why, it’s Snowbell! She’s found her way back!” Sure

enough, the Lawrence’s milk cow was standing outside the wagon, ready to be milked.

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



**Show Image 6A-13: Tracking down the cattle**

Mr. Lawrence trudged, or walked heavily, through thick mud to Captain Ward’s wagon.

Captain Ward was already up helping other people. “Our milk cow came home,” Mr. Lawrence reported. “If we can follow her tracks, maybe we’ll find some of the other animals.”

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

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

**Challenge**

Explain that the word *trudge* means to walk heavily. Have students compile a list of other words that have a similar meaning to the word *walk*, and demonstrate the movement described by each word. For example, students may say *run*, *stomp*, *stride*, *stroll*, *skip*, etc.

She replied, "Let's hope we've seen the worst of the Oregon Trail." *Do you think they have seen the last of their difficulties on the Oregon Trail?*

But two months later, the trail presented one last challenge to the pioneers. They were crossing the high mountains of the eastern part of the Oregon Territory on their way to the green valley beyond. That day, Captain Jeremiah Ward and Thomas Lawrence stood together and looked down at the **steep** mountain trail ahead. *[Point to the steep mountain path.] Describe the path in the picture. What do you think the word steep means?*



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

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

us." *The pioneers were a group of people who were traveling west by choice. They had covered wagons carried by cattle to transport and protect them along their journey. How was their experience similar to and different from the experience of the Cherokee and other Native American tribes?*

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

Fortunately Captain Ward had a plan. "Tell everyone to unhitch the oxen from the front of the wagons and reconnect them to the back. We'll walk with them on the paths on either side of the trail, and the oxen will be able to hold the weight of each wagon so that it doesn't slide down. *Oxen were also sometimes used to tow the flatboats on the Erie Canal.* After the wagons are down, our families can follow on foot. We'll bring the herds down last."



### Show Image 6A-15: Oxen hitched to the back of the wagon

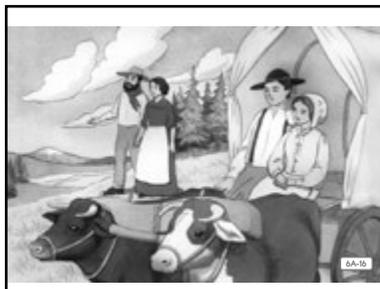
Half an hour later, the first wagon started down the steep trail. Six oxen, attached to the wagon by ropes or chains, strained to keep the Lawrences' wagon under control on the bumpy, uneven surface. Watching from the top

of the hill were Mrs. Lawrence and the children. As they watched the wagon descend, Mrs. Lawrence said, "It will be a miracle if my china doesn't shatter to pieces with all that bouncing and banging." *China is a very delicate type of pottery often shaped into plates and cups. It is called china because it was first made in ancient China.*

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

Everyone cheered *Show me how everyone might have cheered.* and Captain Ward ordered the men to move the rest of the wagons.

By the end of the day, everyone had made it down to the bottom. That night, camping beside a clean, flowing stream, Captain Ward announced, "Tomorrow we'll be out of these mountains. And then, we're almost . . . home." *Where will home be for these pioneers?*



### Show Image 6A-16: The Lawrences and the Wards admiring the valley

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

As each wagon emerged from the trees and each family saw the valley ahead, everyone fell silent. This was the place that the travelers

had dreamed about and worked to reach through six months of **hardships**, or difficulties, and laughter, rain and hail, wind and heat.

## COMPREHENSION QUESTIONS (10 MIN.)



### Check for Understanding

**Turn and Talk:** Turn to your partner and discuss what the main topic of the Read-Aloud is.

[Have several students share their responses with the class. (*The Oregon Trail*)]

- Inferential.** Why did some families decide to pack all of their belongings in covered wagons and move to the Oregon Territory? (*They wanted to own their own land and believed it was their right to have, own, or develop land in the west; it was too expensive to own land in the east; they wanted the adventure of a new life, etc. If needed, remind students of the negative impact the settlers' western movement had on the Native Americans who already inhabited this region.*)
  - Literal.** What was the Oregon Trail? (*a trail used by pioneers to travel from Missouri to the Oregon Territory*)
  - Literal.** How did pioneer families travel on the Oregon Trail? (*in covered wagons*)
  - Literal.** About how long did it take a pioneer family to travel the Oregon Trail? (*six months*)
- Inferential.** Why do you think families traveled in wagon trains with a scout riding ahead of them rather than by themselves? (*The trail was dangerous; they didn't know the way very well; the scout could warn them of upcoming dangers; etc.*)
- Inferential.** Who already lived in the territory, or area, through which the Oregon Trail passed? (*Native Americans*) How did they feel about the settlers on the Oregon Trail? (*worried, angry, etc.*)
- Literal.** What difficulties did families face as they traveled on the Oregon Trail? (*dangers of their wagons getting stuck in the wagon ruts; dangers of having to cross rivers; leaving behind their possessions; weariness from walking and from the heat; encounters with Native Americans; etc.*)
- Evaluative.** *Think-Pair-Share:* How was the Oregon Trail different from the roads and highways we have today? (*The Oregon Trail was rougher; families followed wagon ruts instead of paved roads; there were no gas stations or rest areas; they had to cross rivers; etc.*)



ENGLISH  
LANGUAGE  
LEARNERS

## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe open-ended questions as simple yes/no questions (e.g., "Was it dangerous when settlers had to cross rivers?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "It was dangerous on the Oregon Trail when people had to . . .").

#### Advanced/Advanced High

Encourage students to use key details from the text in complete sentences when responding to a question.

ELPS 1.E; ELPS 3.F;

ELPS 4.J

## WORD WORK: TERRITORY (5 MIN.)

1. In the Read-Aloud you heard, “Many of these families were headed to the Oregon Territory where they planned to settle and make new homes.”
2. Say the word *territory* with me.
3. A territory is a region or area of land. It can also be an area of land that belongs to a country’s government but isn’t yet a state or province.
4. The land in the Louisiana Territory later became the states of Colorado, Arkansas, and Montana, to name a few.
5. Think of something you remember about the Louisiana Territory or something you learned about the Oregon Territory from today’s Read-Aloud. Try to use the word *territory* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “One thing I remember about the Louisiana Territory . . . ” or “One thing I learned about the Oregon Territory . . . ”]
6. What’s the word we’ve been talking about? What part of speech is the word *territory*?

**Use a Questioning activity for follow-up.** Have students generate questions they have about the Oregon Territory. Remind them to use the word *territory* when asking their questions. Record students’ questions on the board or chart paper. Some sample questions might be:

- What was special about the Oregon Territory that encouraged people to make the difficult journey to settle there?
  - What sights did settlers see in the Oregon Territory?
  - What Native American tribes lived in the Oregon Territory?
  - Did the Oregon Territory eventually become a state?
- Explain to students that they will be doing research to answer their questions later in the day.

### Challenge

Have students research the answers to the questions they pose.

## Lesson 6: Westward on the Oregon Trail

# Application



**Speaking and Listening:** Students will reenact scenes from “Westward on the Oregon Trail.”

**TEKS 2.1.C; TEKS 2.7.D**

### WESTWARD EXPANSION TIMELINE (5 MIN.)

- Review what was placed on the Class Westward Expansion Timeline in the previous lessons.
- Show students Image Card 13 (Oregon Trail).
- Explain that the Oregon Trail was used mainly in the 1840s and 1850s, which was a few years after the Cherokee were forced to relocate to present-day Oklahoma.
- Ask students where the image card should be placed on the timeline, and then add it to the right of the image of the Trail of Tears.
- Save the timeline for use in later lessons.

### ON STAGE (15 MIN.)

- Explain that students are going to work in groups to act out the important parts of the Read-Aloud.



### Check for Understanding

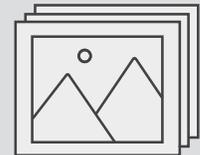
**Recall:** Within your group, discuss the various settings, characters, and situations in the Read-Aloud.

[Have several students share their responses with the class.  
(*Settings: the family’s old home in the East; traveling in the covered wagon on the Oregon Trail; their new home in Oregon; characters: Papa, Mama, Abigail, and Barbara; also Captain Ward, Native Americans, and the scout; situations: answers may vary.*)]

Activity Pages  
2.3, 2.4



Image Card 13



**TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.



## Speaking and Listening

### Expressing Information in Formal Presentations

#### Beginning

Students will plan for a very brief presentation by choosing one setting, one or two characters, and one situation to present.

#### Intermediate

Students will plan for a brief presentation by choosing one or two settings, two or three characters, and one or two situations to present.

#### Advanced/Advanced High

Students will plan for a longer presentation by choosing two or three settings, two or three characters, and two or three situations to present.

**ELPS 1.G; ELPS 3.B;**

**ELPS 3.I**



### Rubric

**On Stage:** Have students perform scenes from the Read-Aloud and use the On Stage Rubric to evaluate their performances.

End Lesson

## WESTWARD EXPANSION

# The Pony Express

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will review various modes of transportation used by people moving west in the nineteenth century.

✚ **TEKS 2.6.E; TEKS 2.6.H**

### Reading

Students will identify the main topic of “The Pony Express.”

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

### Language

Students will demonstrate an understanding of the Tier 2 word *endurance*.

✚ **TEKS 2.3.B**

### Reading

Students will reenact scenes from “The Pony Express.”

✚ **TEKS 2.1.C; TEKS 2.7.D**

## FORMATIVE ASSESSMENT

### Rubric

**On Stage** Students will reenact scenes from “The Pony Express.”

✚ **TEKS 2.7.D**

✚ **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials   |
|--|-------------|---------|---|
| <b>Introducing the Read-Aloud (10 min.)</b>        |             |         |   |
| What Have We Already Learned?                      | Whole Group | 10 min. | <input type="checkbox"/> U.S. map   |
| Essential Background Information or Terms          |             |         |   |
| <b>Read-Aloud (30 min.)</b>                        |             |         |   |
| Purpose for Listening                              | Whole Group | 30 min. | <input type="checkbox"/> U.S. map<br><input type="checkbox"/> Flip Book: 7A-1–7A-10   |
| “The Pony Express”                                 |             |         |   |
| Comprehension Questions                            |             |         |   |
| Word Work: <i>Endurance</i>                        |             |         |   |
| <b>This is a good opportunity to take a break.</b> |             |         |   |
| <b>Application (20 min.)</b>                       |             |         |   |
| Westward Expansion Timeline                        | Whole Group | 20 min. | <input type="checkbox"/> Class Westward Expansion Timeline (Digital Components)<br><input type="checkbox"/> Image Card 14<br><input type="checkbox"/> Activity Pages 2.3, 2.4<br><input type="checkbox"/> scissors and glue or tape |
| On Stage   |             |         |   |

## ADVANCE PREPARATION

### Application

- Make one copy of the On Stage Rubric for each student. The rubric can be found in the Teacher Resources for this domain.
- You may choose to do the On Stage activity in the classroom or outside in a larger space.
- Prepare two envelopes labeled: “To: The East Coast; From: The West Coast” and “To: The West Coast; From: The East Coast.”

## CORE VOCABULARY

**endurance, n.** the ability to go on for a long time despite pain or discomfort

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

Variation(s): none

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

Example: The ruins of the Parthenon and the Acropolis are two famous landmarks in Athens, Greece.

Variation(s): landmark

**route, n.** a way to get from one place to another place

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

Variation(s): routes

**venture, n.** a business activity which is not certain to succeed

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

Variation(s): ventures

**Vocabulary Chart for “The Pony Express”**

| Type                   | Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------|--|----------------------------------|---------------------------------|
| Vocabulary             |  | endurance<br>landmarks           |                                 |
| Multiple<br>Meaning    |  | route<br>venture                 |                                 |
| Sayings<br>and Phrases | on a moment's notice<br>by the light of the moon<br>swift phantom of the desert<br>can-do spirit |                                  |                                 |

## Lesson 7: The Pony Express

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review various modes of transportation used by people moving west in the nineteenth century.

**TEKS 2.6.E; TEKS 2.6.H**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that they have been learning about the movement of people to the western frontier.



### Check for Understanding

**Recall:** What are some ways people traveled westward during the 1800s in the United States? (*steamboat, canals such as the Erie Canal, covered wagon*)

- Have students share what they have learned about these forms of transportation. Prompt discussion with the following questions:
  - Why were people like Robert Fulton continually being innovative and designing new means of transportation? (*Answers may vary, but may include that they wanted to help people make travel easier and cheaper; they wanted to make money; etc.*)
  - What were the advantages and disadvantages of traveling by steamboat, on canals such as the Erie Canal, or in a covered wagon? (*Answers may vary, but may include that travel by steamboat was faster and cheaper, but was limited because of the availability of waterways; travel on canals such as the Erie Canal was cheaper and faster, but was limited to cities connected by the canal; and people who traveled by covered wagon could go to more places, but it often took a long time, and it was often dangerous.*)

**TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.H** Synthesize information to create new understanding.

- How did steamboats, the Erie Canal, and covered wagons increase westward expansion? (*Answers may vary, but may include that they offered more choice in modes of transportation.*)

### ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Have students share how they communicate with family members and friends who live far away. Ask them if these forms of communication take a long time or a short time. Explain that many of these forms of communication had not been invented in the 1800s, during the time of westward expansion.
- The setting for this story is also in the mid-1800s, when many people were heading west to start a new life.
- Have students identify the western territory they have already learned about. (*the Oregon Territory*)
- Share the title of today's Read-Aloud. Ask the students if they know what the word *express* means. Explain that *express* means to write or talk about something, but it also means to do something really quickly.

### Support

Use a U.S. map and point to California and other western states such as Utah and Nevada, and then point to the East Coast.)

## Lesson 7: The Pony Express

# Read-Aloud



**Reading:** Students will identify the main topic of “The Pony Express.”

✦ **TEKS 2.6.G; TEKS 2.9.D.i**

**Language:** Students will demonstrate an understanding of the Tier 2 word *endurance*.

✦ **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to determine the main topic of the Read-Aloud.

### “THE PONY EXPRESS” (15 MIN.)



#### Show Image 7A-1: Mail stage coach circa 1850

In the 1850s, mail delivery was not as fast as it is today. Airplanes had not yet been invented, and neither had cars.

Railroads had been invented, but the railroad tracks did not run all the way across the country.

Suppose you wanted to send a letter from New York to California over a hundred and fifty years ago. The railroads could carry your letter from New York to Missouri. That might take a day or two. But the train tracks ended in Missouri. *[Point to Missouri on the U.S. map.]* There your letter would have to be loaded onto a stagecoach like the one shown here. The stagecoach would be pulled by a team of horses. It would bump along dirt roads at five or six miles an hour. *What trail might they have taken west at this time?* It would take almost a month for the stagecoach to carry your letter to California. *Can you imagine a time when it took months to communicate with friends and family?*

In 1860 three businessmen came up with an idea. They thought people would be willing to pay extra to send a letter if there was a quicker way to deliver it. All they needed to do was to find a way to speed up delivery time.

✦ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

### Challenge

Have students identify other inventions that were not in existence in the 1850s. (Answers may vary, but may include cell phones, computers, etc.)



### Show Image 7A-2: Pony Express rider on his horse

The idea they came up with was simple. They would have riders carry the mail on horseback and run a sort of relay race from Missouri to California.

They figured that a single rider on a fast horse could travel very fast. He could go much faster than a stagecoach loaded with passengers and luggage. They knew that horses and riders would get tired, so the businessmen decided there would have to be rest stations along the way.

The Pony Express was not an easy **venture** to start. *A venture is a business project or activity that is not certain to succeed. So the men were not sure the Pony Express would succeed. Do you think the Pony Express will be successful?* The businessmen who started it had to spend a lot of money to get things set up before they could make any money. They hoped the U.S. government would support them and pay them to be official carriers of the U.S. mail, but there were no guarantees.



### Show Image 7A-3: Fast horses running

After they decided which roads and trails to use, they had to set up stations along the **route**. *A route is the way you go to get from one place to another.* One rider left from California in the West, at the same time another rider left from Missouri.

So riders traveled from both ends of the route to carry the mail as fast as possible.

Finally, they had to hire riders and buy fast horses with great **endurance** for them to ride. The horses were chosen for their speed and their endurance, or for their ability to continue on for a very long time. *What does endurance mean?* Riders were usually young men, eighteen years old or younger. They had to be tough and loyal. *Do you think being a Pony Express rider would be an easy job or a difficult and dangerous one?* Riders would ride a leg, or small section, of this route, changing horses at each station.

## Challenge

Students who participated in this program in first grade should remember the Inca runners from *Early American Civilizations* domain. Have them share what they remember about Inca runners.

## Support

Point to California and Missouri on a U.S. map.

## Support

Identify a local landmark as an example.



### Show Image 7A-4: Map showing the start of the Pony Express route

This map shows the whole route of the Pony Express. It started in St. Joseph, Missouri, where the train tracks ended. The Pony Express went all the way to Sacramento, California. [Trace the red line with your finger.] This is the route the riders took to carry the mail.

The thick red line on the map shows the route the riders followed. The pictures above and below the route show some **landmarks** the riders rode past. Landmarks are objects in the landscape that are easy to see and recognize. They could be used by the riders to know they are going on the right route.



### Show Image 7A-5: Conditions that riders had to endure

Pony Express riders had to be ready to jump into the saddle and ride fifty miles on a moment's notice. They rode in the scorching heat of the day. They rode at night, by the light of the moon. They rode through rain, hail, and sleet. They galloped across dusty deserts and

zigzagged up dangerous mountain paths. They rode across wide-open prairie and through large herds of bison. There are stories of riders becoming lost in fierce blizzards and having to lead their horses on foot. Why do you think boys chose to be Pony Express riders when it was such a hazardous job?

Native Americans watched these riders and saw it as more evidence of an endless flow of people moving onto their land. What Native American tribe did you learn about that had its land taken away?

Not only did a rider have to worry about himself, he had to worry about his horse, too. Because the terrain was so varied, a horse could stumble and fall. Or it could be spooked by wolves or stampeding herds of bison. What were some of the dangers that the Pony Express riders might encounter? (bad weather, terrain, bison, or wolves)



### **Show Image 7A-6: Pony Express station in Kansas**

Here is a photo of a Pony Express station that is still standing today. There were more than one hundred fifty stations like this one along the route. The stations were located about ten miles apart. That was about as far as a horse could gallop before getting tired.

They made swing stations, where a rider could exchange his tired horse for a fresh one and then continue on the trail. They also had home stations, where riders could stay and rest while another rider carried the mail to the next station. The riders waited at their home station until it was time to return with the mail that another rider had delivered.

If all went well, this is what would happen: a Pony Express rider would come galloping up. He would jump off his horse. Another rider would be standing in front of the station holding a new horse. The new rider would unhitch the mail pouches from the old horse and hitch them to his horse. Then he would jump on his horse and gallop away. The rider who had just completed his part of the journey would be fed a simple meal of bacon and beans. If he was lucky, there would be some cornbread, too. Then he would get some much-needed rest.

Both riders and station masters tried to save as much time as possible and be as fast as possible to get mail to settlers quickly. The horse could move faster if it carried less weight.



### **Show Image 7A-7: Pony Express station in Utah**

Here is a picture of another Pony Express station. This one is called Simpson Springs. It is located in Utah. You can see that this station is surrounded by a desert, and there are mountains rising up in the distance. Can you imagine how hot it could be riding across the

desert during the day, and how cold it could be at night? And, of course, the rider would be moving in a cloud of dust.

## **Support**

Identify something that is approximately ten miles from your school, as a point of reference.



### Show Image 7A-8: Pony Express advertisement

The men who created the Pony Express were businessmen, and their goal was to make money. They wanted to make sure everybody knew about the service they were providing, so they made posters and ads like this one. It cost \$5 to mail a letter via the Pony Express,

which is the same as about \$130 today.

In 1860, the American writer Mark Twain took a trip across the United States. He was traveling by stagecoach, but he and his fellow travelers kept an eye out for the Pony Express. In his book, *Roughing It*, Twain described his first sight of the Pony Express:

“We had had a consuming desire . . . to see a pony-rider. But somehow or other all that passed us . . . managed to streak by in the night . . .

We heard only a whiz and a hail. The swift phantom of the desert was gone before we could get our heads out of the windows . . .

But presently the driver exclaims: “HERE HE COMES!” Every neck is stretched further. Every eye strained wider. Away across the endless dead level of the prairie a black speck appears against the sky . . .

In a second or two it becomes a horse and rider, rising and falling, rising and falling—sweeping toward us nearer and nearer—growing more and more distinct, more and more sharply defined—nearer and still nearer. A flutter of hoofs comes faintly to the ear. In another instant there is a whoop and a hurrah from our upper deck, a wave of the rider’s hand, but no reply. Then man and horse burst past our excited faces, and go winging away like a belated fragment of a storm!” *How did Mark Twain feel about the Pony Express? What words or phrases give you clues about the way he felt about it?*

### Support

Reread small segments of Twain’s description at a time and let students respond.



### Show Image 7A-9: Pony Express rider and telegraph poles

Mark Twain was not the only person who was excited about the Pony Express. Lots of people used the Pony Express to send letters. *Why do you think people chose to use the Pony Express even though it was very expensive?*

Unfortunately, the Pony Express did not last very long. This picture can help you understand why. *Do you see the Pony Express rider? Can you tell what the other men in the picture are doing?*

The men on the ground and behind the Pony Express rider are setting up telegraph poles. Once the telegraph lines stretched across the country, it changed things. *A telegraph is a machine that can send messages over a series of wires in minutes.* People in New York could send telegraph messages to California. A telegraph message could travel from New York to California in a matter of minutes. There was no way the Pony Express could compete with that. The Pony Express went out of business in 1861, after only eighteen months of service. *Since the telegraph was both a faster and safer way to communicate, people no longer needed the Pony Express.*



### Show Image 7A-10: Pony Express rider monument

Although the Pony Express did not last long, people still remember the can-do spirit of the founders and the bravery of the riders who carried the mail. *In fact, we are still learning about it more than 150 years later!*

This statue of a Pony Express rider carrying mail helps us remember this significant event in American history. *[Point to the picture.] Do you see the rectangles on the side of the saddle? Those are the pouches where the mail was kept.*



### Check for Understanding

**Turn and Talk:** Turn to your partner and discuss what the main topic of the Read-Aloud is.

[Have several students share their responses with the class. (*the Pony Express*)]

## COMPREHENSION QUESTIONS (10 MIN.)

- Inferential.** Why did three businessmen decide to start the Pony Express venture? (*They thought they could make money by delivering the mail to the West Coast faster than what had been done previously by stagecoach.*)

**Literal.** What was the Pony Express? (*an overland way to send mail from Missouri to California*)

**Literal.** Who carried the mail on the Pony Express, and how did they travel the route from Missouri to California? (*Young men carried the mail using horses as their means of transportation.*)

**Literal.** How did the Pony Express riders know where to go? (*They rode a set trail and used landmarks to guide them.*)
- Inferential.** Why were the young men who carried the mail required to be small? (*so the horses could go faster*) What special characteristics did the horses chosen for the Pony Express need? (*The horses had to be fast and have great endurance.*)
- Inferential.** Was the route for the Pony Express riders hazardous or safe? (*hazardous*) Why? (*unexpected and extreme weather, wild animals, rough landscape, horses could stumble and fall, etc.*)
- Literal.** How was mail carried along the Pony Express? Did one rider carry the mail the whole way? (*No, mail was carried relay-style, with riders taking certain legs, or sections, of the journey. The riders would pass off the mail to another rider at one of the many stations.*)
- Evaluative.** Was the Pony Express venture successful? (*The Pony Express was successful for eighteen months, or a year and a half.*) Why was the Pony Express only used for eighteen months? (*The telegraph line was completed and people could send messages across the country in a matter of minutes.*)

6. **Evaluative.** *Think-Pair-Share* The Pony Express only lasted eighteen months before the telegraph made it easier, cheaper, safer, and faster to communicate from coast to coast. Why do you think people still remember and talk about the Pony Express, even though it existed for such a short time? (*Answers may vary.*)

### WORD WORK: ENDURANCE (5 MIN.)

1. In the Read-Aloud you heard, “Finally, [the businessmen who started the Pony Express] had to hire riders and buy fast horses with great endurance for them to ride.”
2. Say the word *endurance* with me.
3. Endurance is the ability to go on for a long time despite discomfort or pain.
4. The students needed great endurance to run around the track in gym.
5. Can you think of times when you had to have endurance? Try to use the word *endurance* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I had to have endurance when . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *endurance*?

**Use a Making Choices activity for follow-up.** I am going to read several sentences. If I describe someone who is demonstrating endurance, or is continuing on despite discomfort, say, “That shows endurance.” If I describe someone who is not demonstrating endurance, say, “That does not show endurance.”

- Even though his legs were tired, Derek pushed on to finish the race. (*That shows endurance.*)
- Kay waited for her puppy to rest at the bottom of the hill before continuing on their walk. (*That does not show endurance.*)
- The pony outran the growling coyotes for many miles. (*That shows endurance.*)
- Lewis and Clark kept going even when they could not find an all-water route to the West Coast. (*That shows endurance.*)
- Francis slept in on Saturday because he wasn’t feeling well. (*That does not show endurance.*)



## Speaking and Listening

### Supporting Own Opinions

#### Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Alouds or relevant background knowledge.

#### Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Alouds or relevant background knowledge.

#### Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Alouds or relevant background knowledge.

**ELPS 1.E; ELPS 3.G;**

**ELPS 4.J**

## Lesson 7: The Pony Express

# Application



**Reading:** Students will reenact scenes from “The Pony Express.”

**TEKS 2.1.C; TEKS 2.7.D**

### WESTWARD EXPANSION TIMELINE (5 MIN.)

- Review what was placed on the Class Westward Expansion Timeline in the previous lessons.

### Show Image Card 14 (Pony Express)

- Explain that the Pony Express was used during 1860 and 1861, which was after many people had moved to the West on the Oregon Trail.
- Ask students where the image card should be placed on the timeline, and then place it to the right of the image of the Oregon Trail.
- Save the timeline for use in later lessons.

### ON STAGE (15 MIN.)

- Explain that you are going to read some key parts of the Read-Aloud “The Pony Express,” and this time students will act out the story of the Pony Express.

### Check for Understanding



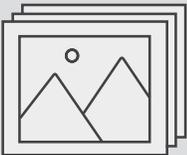
**Recall:** What characters will be needed to reenact the Read-Aloud? (*the three businessmen who formed the Pony Express, the riders of the Pony Express, the station masters*)

From which state will the westbound rider leave. (*Missouri*) From which state will the eastbound rider leave? (*California*)

Activity Pages  
2.3, 2.4



Image Card 14



**TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

- Designate students to be various characters, with the majority of students acting as riders and station masters.
- Designate one area to be Missouri and another area to be California. Designate areas in between to be stations along the route.
- As you reread parts of the Read-Aloud, have students act as riders and station masters.
- Provide the rider starting out from California with the envelope that says, “From: The West Coast” and the rider starting out from Missouri with the envelope that says, “From: The East Coast.”
- Have students create and use some of their own dialogue to retell the story of the Pony Express.

End Lesson

## Support

As you read, encourage the “characters” to listen carefully to know what actions to use. Also, talk about using facial expressions to show how the characters are feeling.



**ENGLISH  
LANGUAGE  
LEARNERS**

## Speaking and Listening

### Selecting Language Resources

#### **Beginning**

Have students use one or two domain-related words in their dialogue.

#### **Intermediate**

Have students use three or four domain-related words in their dialogue.

#### **Advanced/Advanced High**

Have students use five or more domain-related words in their dialogue.

**ELPS 1.E; ELPS 3.D**

## 8

## WESTWARD EXPANSION

# Working on the Transcontinental Railroad

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will review information about the Pony Express.

✚ **TEKS 2.6.E; TEKS 2.7.D**

**Reading**

Students will identify the main topic of “Working on the Transcontinental Railroad.”

✚ **TEKS 2.6.G; TEKS 2.9.D.i**

**Language**

Students will demonstrate an understanding of the Tier 2 word *convenient*.

✚ **TEKS 2.3.D**

✚ Students will decode and spell words with the prefixes. **TEKS 2.2.B.vi; TEKS 2.2.C.vi**

**Writing**

Students will write a short informational text in which they explain the importance of the Transcontinental Railroad.

✚ **TEKS 2.7.E; TEKS 2.12.B**

## FORMATIVE ASSESSMENT

**Activity Page 8.1**

**Westward Expansion Quilt** Students will write a short informational text in which they explain the importance of the Transcontinental Railroad.

✚ **TEKS 2.7.E; TEKS 2.12.B**

✚ **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

## LESSON AT A GLANCE

|  | Grouping                    | Time    | Materials  |
|--|-----------------------------|---------|--|
| <b>Introducing the Read-Aloud (10 min.)</b>        |                             |         |  |
| What Have We Already Learned?                      | Whole Group                 | 10 min. | <input type="checkbox"/> Westward Expansion Map (Digital Components)<br><input type="checkbox"/> green sticker dots<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> green markers or crayons<br><input type="checkbox"/> Image Cards 15 and 16 |
| Essential Background Information or Terms          |                             |         |  |
| <b>Read-Aloud (30 min.)</b>                        |                             |         |  |
| Purpose for Listening                              | Whole Group                 | 30 min. | <input type="checkbox"/> U.S. map<br><input type="checkbox"/> Flip Book: 8A-2–8A-9   |
| “Working on the Transcontinental Railroad”         |                             |         |  |
| Comprehension Questions                            |                             |         |  |
| Word Work: <i>Convenient</i>                       |                             |         |  |
| <b>This is a good opportunity to take a break.</b> |                             |         |  |
| <b>Application (20 min.)</b>                       |                             |         |  |
| Westward Expansion Timeline                        | Whole Group/<br>Independent | 20 min. | <input type="checkbox"/> Class Westward Expansion Timeline (Digital Components)<br><input type="checkbox"/> Image Card 17<br><input type="checkbox"/> Activity Pages 2.3, 2.4, 8.1<br><input type="checkbox"/> scissors and glue or tape                                 |
| Syntactic Awareness Activity                       |                             |         |  |
| Westward Expansion Quilt                           |                             |         |  |

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**ADVANCE PREPARATION****Note to Teacher**

This Read-Aloud is a first-person narrative told from the perspective of a boy named Michael. Within the Read-Aloud, there is a segment from the journal of Michael's ancestor. Be sure students understand that it is Michael telling the story, and that, at the end, the story is being told through his ancestor's journal.

## CORE VOCABULARY

**ancestor, n.** a person in someone’s family who lived a long, long time ago

Example: Michelle’s ancestor came to the “New World” on the Mayflower many, many years ago, before the United States was formed.

Variation(s): ancestors

**convenient, adj.** being close by or useful to accomplish a specific purpose

Example: The bus stop was very convenient for Feng because it was located right in front of his house.

Variation(s): none

**iron horse, n.** a nickname for the first locomotives

Example: The loud whistle and hissing steam of the “iron horse” was a shock to the Native Americans living on the previously quiet prairie.

Variation(s): iron horses

**spanned, v.** covered the length of something from one end to the other

Example: Maria’s large chalk drawings spanned from one end of her driveway to the other.

Variation(s): span, spans, spanning

**spike, n.** when referring to a railroad, a nail or piece of metal that is used to secure the metal rails on a train track to the ties.

Variation(s): spikes

**ties, n.** when referring to a railroad, wood or concrete that is laid on the ground horizontally, under and perpendicular to the metal rails that make up the tracks.

**Transcontinental Railroad, n.** a railroad system that stretches all the way from the East Coast to the West Coast of the continental United States

Example: Many people across the country contributed to the building of the Transcontinental Railroad.

Variation(s): Transcontinental Railroads

**Vocabulary Chart for “Working on the Transcontinental Railroad”**

| Type                   | Tier 3<br>Domain-Specific Words                                    | Tier 2<br>General Academic Words   | Tier 1<br>Everyday Speech Words |
|------------------------|--|--|---------------------------------|
| Vocabulary             | iron horse<br>Transcontinental Railroad                            | ancestor ( <i>ancestro</i> )<br>convenient ( <i>conveniente</i> )<br>spanned |                                 |
| Multiple<br>Meaning    |  |  |                                 |
| Sayings<br>and Phrases | the going was slow<br>mountains of gold<br>share in that sentiment |  |                                 |

## Lesson 8: Working on the Transcontinental Railroad

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review information about the Pony Express.

**TEKS 2.6.E; TEKS 2.7.D**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Display the Westward Expansion Map and use a green marker or green sticker dots to mark the route of the Pony Express.
- Have students turn to Activity Page 2.1 and take out a green marker or crayon and mark the route of the Pony Express, using the Westward Expansion Map as a guide.

Activity Page 2.1



### Check for Understanding

**Recall:** Describe the purpose of the Pony Express and how it operated. (*It was a mail delivery system in which riders would carry mail by horseback from Missouri to California. Riders would stop at certain stations along the way and transfer mail to other riders to transport mail more quickly than past methods did.*)

Why was the Pony Express used for only eighteen months? (*It was replaced by a telegraph system that began operating eighteen months after the Pony Express was started.*)

**TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Explain to students that although many people were thrilled that the Erie Canal enabled people and goods to move westward faster, others were not. For example, the people of Baltimore, Maryland, were afraid that people and goods would no longer come through their city. They decided to build a railroad that would connect Baltimore to the Ohio River and the West.
- They also realized that the power of horses would not be fast enough to compete with other means of transportation, or strong enough to travel long distances through the mountains.

### Show Image 8A-1: Locomotive

- Explain that this image is of a locomotive, which is the machine at the front of the train that pulls all of the other cars along the track. Before the locomotive was invented, several horses pulled a car or wagon along the rails, but the locomotive had the power of many horses in a single machine.
- The locomotive is sometimes called “iron horse,” because it was made of a type of metal called iron, and it had the power of many horses to pull the train cars.
- Explain that at the heart of the locomotive was the steam engine. The locomotive’s steam engine was similar to the steam engine used in Fulton’s steamboat. A coal- or wood-burning furnace produced steam, which powered the locomotive.

### Show Image Card 16 (Casey Jones)

- Remind students how Casey Jones drove a locomotive and his partner Sim Webb kept the steam engine burning.

### Show Image Card 15 (John Henry)

- Remind students that they heard about John Henry in the *Fairy Tales and Tall Tales* domain earlier in the year.
- Have students share what they remember about John Henry. (*He helped build the Transcontinental Railroad.*)

## Support

Point to Baltimore and the Ohio River on a U.S. map.

## Image Cards 15, 16



### **Show Image Card 16 (Casey Jones)**

- Remind students that they heard about Casey Jones in the *Fairy Tales and Tall Tales* domain earlier in the year.
- Have students share what they remember about Casey Jones. (*He was an engineer who drove a locomotive.*)
- Tell students they will hear more about the Transcontinental Railroad and locomotives in this Read-Aloud.
- Share the title of today's Read-Aloud. Remind students that while trains had carried passengers and goods along the East Coast for a number of years, people wanting to travel or send news to the West Coast used the Oregon Trail, steamboats, or the Pony Express.

## Lesson 8: Working on the Transcontinental Railroad

# Read-Aloud



**Reading:** Students will identify the main topic of “Working on the Transcontinental Railroad.” **TEKS 2.6.G; TEKS 2.9.D.i**

**Language:** Students will demonstrate an understanding of the Tier 2 word *convenient*. **TEKS 2.3.D**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to determine the main topic of the read-aloud.

### “WORKING ON THE TRANSCONTINENTAL RAILROAD” (15 MIN.)



#### Show Image 8A-2: Michael holding a photo of his ancestor

My name is Michael, and this is a photo of my great-great-great-great-great-grandfather, Ling Wei.

He helped to build the **Transcontinental Railroad**. *Transcontinental* is a pretty long word, but it’s easy to understand if you split it into two

parts. The first part of the word is *trans-*, which means across, and the second part is the word *continental*. *What word do you hear in the word continental? That’s right, continent.* So, my **ancestor** Ling Wei helped build a part of the railroad that goes across the continental United States, or from the East Coast to the West Coast. *Ling Wei is Michael’s ancestor because he was a member of Michael’s family, and he lived many, many years before Michael was born.*



#### Show Image 8A-3: Map of existing and proposed railroad lines

Ling Wei began working on the railroad in 1863. By that time, there were many railroads in the United States, but they mostly went from the Northeast to the Southeast or from eastern cities like Baltimore to cities in the Midwest

**TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

### Support

Be sure students understand this Read-Aloud is a first person narrative, told from the perspective of a boy named Michael.

like Omaha, Nebraska. [Point out the red lines on the map that show railroad lines in 1863.] It was cheaper, more comfortable, and more **convenient** for people to travel by rail than to travel by canal or wagon. It was faster, too. *If something is convenient, it is a useful way to accomplish something—in this case, a useful way to travel.* Before the Transcontinental Railroad, people could only travel to the West by wagon or horse, or by boat on a river or canal, and the going was slow.



#### Show Image 8A-4: Many workers laying tracks

Because the “**iron horse**” *What was the “iron horse”?* was faster, cheaper, more comfortable, and more convenient, many people thought it would be a great idea to have a railroad track that **spanned** the entire United States. *or went from the eastern side of the*

*United States to the western side.* [Point to the following areas on a U.S. map as you read.] My great-great-great-great-great-grandfather, Ling Wei, helped to lay those tracks that connected settlers in the Midwest near the Missouri River to settlers in Sacramento, California—all the way to the West Coast. How many people can say that about one of their ancestors? *What else did you learn about that also ended in California? (the Pony Express)*



#### Show Image 8A-5: Map of the two companies laying track

It took two separate rail companies to build the Transcontinental Railroad—the Union Pacific Railroad and the Central Pacific Railroad. The Union Pacific Railroad company started building from Omaha, Nebraska, and laid its tracks going west. [Point to the

*illustration and indicate going west.]* The Central Pacific Railroad company started building from San Francisco, California, and laid its tracks going east. [Point to the illustration and indicate going east.] At first the two companies were competing against each other to see who could lay the most track. The U.S. government paid each company for every mile of track it laid, and both companies wanted to make lots of money. In the end, the government told them they had to work together and join their tracks.

Most of the laborers who laid the track for the Union Pacific Railroad were Irish immigrants. *Immigrants are people who come from their home country to a new country in order to settle there and try to make a better life.* My ancestor, Ling Wei, worked for the Central Pacific Railroad. Like many other Chinese immigrants during the 1800s, Ling Wei had settled in California. He and other Chinese immigrants—as well as other immigrants from all over the world—came to the United States because of the promise of gold and a better life. When people realized that the mountains of gold they had heard about were a myth, they had to find some other way to survive. *What is a myth? [Pause for students to respond.] Were there really mountains of gold?* So, many Chinese immigrants worked on the western portion of the railroad while Irish immigrants worked on the eastern section. These workers laid tracks through the mountains and across rivers and deserts in the United States.



**Show Image 8A-6: Working through the rugged Sierra Nevada**

*Day in and day out we swung those heavy hammers, driving the sharp spikes that held the wooden ties together into the solid ground. We carried heavy wooden ties in the hottest weather you can imagine. The worst days, by far, were those spent drilling tunnels into the Sierra Nevada mountains.*

*These tunnels had to be big enough for locomotive trains to pass through. First, the stone had to be blasted with dynamite. Then we went in and worked on shaping the tunnel. No matter how hard we worked to cut into the stone, we would only move a few inches a day. I can still remember how tired my arms felt at the end of those days. It seemed like there was no end in sight, and we'd never reach the other side of the mountains.*

**Challenge**

Who was the larger-than-life character that hammered through tunnels in a tall tale you heard? (John Henry)



### Show Image 8A-7: Ling Wei working in Indian country

*Other days were filled with worry as we worked through land where Indian tribes were still powerful. They did not like us building through land that had been their home for many hundreds of years.*

*I do not know how the railroad will change life for them. How do you think the railroad changed life for Native Americans?*

*For settlers and their families on the West Coast, I think the Transcontinental Railroad will change lives a great deal. How do you think the Transcontinental Railroad changed the lives of settlers? Trains will provide a faster and cheaper method of transportation for goods and foodstuffs. People on the East Coast will now be able to get goods from the West, and people in the West can now get goods from the East more easily. Travel for people who can afford the train will be more comfortable and convenient, too. Of course, many people who cannot afford train tickets will still have to use their wagons for travel.*



### Show Image 8A-8: Hammering the Golden Spike

The Transcontinental Railroad took six years to build. And my great-great-great-great-grandfather, Ling Wei, kept journals for all of those years! Here's my favorite journal entry:

*May 10, 1869. Promontory Summit, Utah*

*Only one hundred feet left to lay—that's what I thought of first thing this morning. After several years of hard work, long hours, and little wages, or low pay one hundred feet of track is all there is left to complete the Transcontinental Railroad today. Now, it is hard to believe the work is complete. Despite the hardship I endured, I feel proud of my work.*

### Challenge

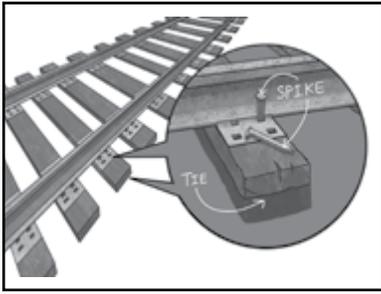
Why do you think Native Americans did not like the building of the railroad?

### Support

Be sure students understand that from this point in the Read-Aloud until the end, the story is being told by Michael's ancestor through his journal entries. Review the meaning of the word *journal*.

### Support

Review the meaning of the word *hardship*, learned in an earlier lesson.



**Show Image 8A-9: Railroad Spike and Tie**

*I think everyone today wanted to share in that sentiment. Wherever I looked, people tried to lend a hand in finishing the track. Men that were just passing through Utah to deliver goods stopped to throw dirt on the tracks or to drive a spike into the ground. To drive means to push something with force. [Point to the diagram*

*in the image.] A railroad tie is a piece of wood or concrete that is laid on the ground horizontally under the metal rails that make up the tracks. A spike is a nail or piece of metal that is used to secure the rails to the ties.*

*Even the presidents of the Central Pacific Railroad and the Union Pacific Railroad took turns driving the last spike into the rails. It was a spike made of gold to mark the special occasion. They both missed on their first try, and all of us workers laughed. It's not as easy as we made it look. In fact, it was very difficult.*



**Show Image 8A-10: Wei writing in his journal**

*As for us workers, we felt as much excitement as we did fatigue or exhaustion. We set the record for laying the most miles of track in one day. On that day, we worked from sunrise to sunset and laid ten miles of track!*

*Today we've finally finished our work: we've built a railroad that connects the East and*

*West Coasts of the United States. One day people will talk about all of the businessmen who dreamed of this and started the Union Pacific and Central Pacific Railroad companies. I hope they talk about my fellow workers and me, too—the men who built the railroad.*

**Support**

The word *drive* also means to direct the movement of a vehicle.

**Support**

Mention a location that is roughly ten miles away from your school to give students an idea of this distance.



## Speaking and Listening

### Supporting Own Opinions

#### Beginning

Students will support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

#### Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from the Read-Aloud or relevant background knowledge.

#### Advanced/Advanced High

Students will support their opinions by providing good reasons and detailed evidence from the Read-Aloud or relevant background knowledge.

**ELPS 1.E; ELPS 3.G;**

**ELPS 4.J**



### Check for Understanding

**Turn and Talk:** Turn to your partner and discuss the central idea of this Read-Aloud.

[Have several students share their responses with the class. (*the Transcontinental Railroad; how the railroad was built; the advantages of the Transcontinental Railroad; what it was like to work on the construction of the railroad*)]

## COMPREHENSION QUESTIONS (10 MIN.)

- Literal.** What was the first Transcontinental Railroad in the United States? (*a railroad system that spanned the continental United States from the East Coast to the West Coast*)
- Inferential.** Why did people decide to build a Transcontinental Railroad? (*Trains were faster, cheaper, and more convenient.*)  
**Literal.** Before the Transcontinental Railroad, how did people travel to the West? (*by wagon, by horse, by boats on rivers or canals*)
- Literal.** What was a nickname for the locomotive train? (*the “iron horse”*) Why was the locomotive called the “iron horse”? (*The locomotive was made of iron and had the power of many horses in a single machine.*)
- Evaluative.** In what ways are the steamboat and the locomotive train similar? (*They both have engines powered by steam that is produced by a coal- or wood-burning furnace; they are both forms of transportation; they both increased westward expansion.*)
- Inferential.** What were some of the hardships that workers faced in building the Transcontinental Railroad? (*They felt extreme fatigue because the work was very hard; they worked long hours for very little pay; they had to work in difficult weather; the work was dangerous; etc.*)
- Inferential.** What changes did the Transcontinental Railroad bring? (*More people moved to the West; and there was more interaction between the East and the West.*)
- Evaluative.** *Think-Pair-Share:* Why do you think the Union Pacific Railroad and the Central Pacific Railroad were forced to join their tracks rather than be allowed to build their own separate Transcontinental Railroads? (*This saved time, money, and effort.*)

## WORD WORK: CONVENIENT (5 MIN.)

1. In the Read-Aloud you heard, “It was cheaper, more comfortable, and more convenient for people to travel by rail than to travel by canal or wagon.”
2. Say the word *convenient* with me.
3. If something is convenient, it is close by and/or useful in accomplishing a certain task.
4. Because Margie lives close to the grocery store, it is convenient for her to go shopping whenever she needs.
5. What are some convenient things in your life that make your life easier? Try to use the word *convenient* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “\_\_\_\_\_ is convenient because it makes \_\_\_\_\_ easier.”]
6. What’s the word we’ve been talking about?

**Use a Synonyms and Antonyms activity for follow-up.** You have heard that the word *convenient* describes something that is suitable for your needs or that causes the least difficulty. What do you think the word *inconvenient* means? What word do you hear in the word *inconvenient*? In addition to the word *convenient*, you hear the prefix *in-*. Remember, a prefix is a set of letters attached to the beginning of a word that changes the meaning of the word. For example, the prefix *in-* means “not.” The word *inconvenient* describes something not convenient, so it is an antonym, or opposite, of the word *convenient*. Now, I am going to read several sentences. If I describe something that is suitable to a person’s needs and does not cause difficulty, say, “That is convenient.” If I describe something that causes difficulty, say, “That is inconvenient.”

- living close enough to school to walk there every day (*That is convenient.*)
- having your only pencil break before finishing your homework (*That is inconvenient.*)
- missing the bus and having to wait an hour for the next one (*That is inconvenient.*)
- having an older brother or sister who can help you with your homework (*That is convenient.*)
- finding out that the book you wanted at the library is already checked out (*That is inconvenient.*)
- having an umbrella with you when it’s raining (*That is convenient.*)

## Lesson 8: Working on the Transcontinental Railroad

# Application



📌 **Language:** Students will decode and spell words with prefixes. **TEKS 2.2.B.vi; TEKS 2.2.C.vi**

**Writing:** Students will write a short informational text in which they explain the importance of the Transcontinental Railroad.

📌 **TEKS 2.7.E; TEKS 2.12.B**

### WESTWARD EXPANSION TIMELINE (5 MIN.)

- Review what was placed on the Class Westward Expansion Timeline in the previous lessons.

### Show Image Card 17 (Transcontinental Railroad)

- Explain that this is a photograph of a reproduction of the No. 119, one of two steam locomotives that met at Promontory Summit during the Golden Spike ceremony. The Golden Spike was driven in 1869 to mark the completion of the Transcontinental Railroad. This took place about ten years after the Pony Express venture.
- Ask students where the image card should be placed on the timeline and then place it to the right of the image of the Pony Express.

### SYNTACTIC AWARENESS ACTIVITY (5 MIN.)

**TEKS 2.2.B.vi; TEKS 2.2.C.vi**

#### Prefixes

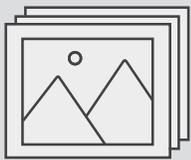
- The purpose of these syntactic activities is to help students understand the direct connection between grammatical structure and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the Read-Alouds.
- Explain that a prefix is a something added to the front of a word to give it a new meaning.
- Remind students that they heard in the Read-Aloud, “[Ling Wei] helped to build the Transcontinental Railroad.”
- Split this word into two parts: *trans* and *continental*. Explain that *trans-* is a prefix that means across. *Continental* by itself just refers to the continent. *Transcontinental* means “across the continent.”

📌 **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

Activity Pages  
2.3, 2.4



Image Card 17



Support

Tell students that the *John Henry* story took place around 1860, and *Casey Jones* took place in 1900, which is consistent with the timing of these events in history.

Support

There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct.

- Explain that *un-* is a prefix that means not, or the opposite. Give students the following example:
  - Before you leave for school, you zip your jacket and tie your shoes. When you get home, you unzip your jacket and untie your shoes.
- Have students discuss with a partner what they do to get ready for school, and then talk about what they do when they get home. Have them use the prefix *un-* and words like *buckle*, *tie*, *zip*, *lock*, *pack*, etc., when they tell about it.

## Activity Page 8.1



### WESTWARD EXPANSION QUILT (10 MIN.)

- Tell students they are going to make another quilt square for their quilts, using Activity Page 8.1.
- Explain that the information presented in this quilt square will answer the question, “Why was the Transcontinental Railroad so important in American history?”



#### Check for Understanding

**Turn and Talk:** With your partner, discuss why the Transcontinental Railroad was so important.

[Have several students share their responses with the class. *(Answers may vary, but may include that the Transcontinental Railroad made it easier for people, goods, and mail to get from one end of the country to another; unlike the steamboat, it was not dependent on waterways; it was faster than travel by covered wagon or horseback.)*]

## Support

Help students remember details from the Read-Aloud by asking the following questions: *What was the first Transcontinental Railroad? What forms of transportation were used before the Transcontinental Railroad to travel to the West Coast? How are the steamboat and the locomotive train similar?*



**ENGLISH  
LANGUAGE  
LEARNERS**

## Writing

### Writing Informational Text

#### Beginning

Allow students to dictate the information to an adult.

#### Intermediate

Allow students to collaborate with a peer to write their information.

#### Advanced/Advanced High

Have students work independently to write their information.

**ELPS 5.F**

End Lesson

## 9

## WESTWARD EXPANSION

## The Bison Hunters

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will review information about the Transcontinental Railroad.

✚ **TEKS 2.7.D**

**Reading**

Students will explain the connection between westward expansion of the United States and Native Americans living in the West.

✚ **TEKS 2.6.G; TEKS 2.7.B**

**Language**

Students will demonstrate an understanding of the Tier 2 word *solemnly*.

✚ **TEKS 2.3.B**

**Writing**

Students will write a short informational piece about the way in which westward expansion affected bison in the United States.

✚ **TEKS 2.6.H; TEKS 2.7.E; TEKS 2.12.B**

## FORMATIVE ASSESSMENT

**Activity Page 9.1**

**Westward Expansion Quilt** Students will write a short informational piece about the way in which westward expansion affected bison in the United States.

✚ **TEKS 2.7.E; TEKS 2.12.B**

✚ **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

## LESSON AT A GLANCE

|  | Grouping                    | Time    | Materials   |
|--|-----------------------------|---------|---|
| <b>Introducing the Read-Aloud (10 min.)</b>        |                             |         |   |
| What Have We Already Learned?                      | Whole Group                 | 10 min. | <input type="checkbox"/> Westward Expansion Map (Digital Components)<br><input type="checkbox"/> yellow sticker dots<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> yellow markers or crayons<br><input type="checkbox"/> Image Card 18<br><input type="checkbox"/> U.S. map |
| Essential Background Information or Terms          |                             |         |   |
| <b>Read-Aloud (30 min.)</b>                        |                             |         |   |
| Purpose for Listening                              | Whole Group                 | 30 min. | <input type="checkbox"/> paper and writing utensils<br><input type="checkbox"/> Flip Book: 9A-1–9A-7  |
| “The Bison Hunters”                                |                             |         |   |
| Comprehension Questions                            |                             |         |   |
| Word Work: <i>Solemnly</i>                         |                             |         |   |
| <b>This is a good opportunity to take a break.</b> |                             |         |   |
| <b>Application (20 min.)</b>                       |                             |         |   |
| Westward Expansion Quilt                           | Independent/<br>Small Group | 20 min. | <input type="checkbox"/> Activity Page 9.1<br><input type="checkbox"/> Image Cards 8–14, 17, 18   |
| Image Card Review                                  |                             |         |   |

## ADVANCE PREPARATION

### Application

- Create eight small groups, each with roughly the same number of students.

### Universal Access

- The topic of hunting and killing bison may distress some students. Help students see how the Native Americans needed the bison to live.

## CORE VOCABULARY

**bison, n.** large, shaggy mammals that look similar to buffalo

Example: The bison huddled together in the herd to keep warm during the winter storm.

Variation(s): none

**charged, v.** ran or rushed at, especially as part of an attack

Example: On his horse Bucephalus, Alexander the Great charged into battle against the Persians.

Variation(s): charge, charges, charging

**skilled, adj.** trained or experienced in something that requires a certain ability

Example: The skilled chef prepared the perfect dish to serve at the grand opening of the restaurant.

Variation(s): none

**solemnly, adv.** in an unsmiling or serious manner

Example: The new president solemnly swore to protect the country.

Variation(s): none

**Vocabulary Chart for “The Bison Hunters”**

| Type                | Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words                       | Tier 1<br>Everyday Speech Words |
|---------------------|--|--|---------------------------------|
| Vocabulary          |  | charged<br>skilled<br>solemnly ( <i>solemnemente</i> ) | bison ( <i>bisonte</i> )        |
| Multiple Meaning    |  |  |                                 |
| Sayings and Phrases | butterflies in his stomach<br>heart pounding<br>picking up speed<br>blazing with anger |  |                                 |

## Lesson 9: The Bison Hunters

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review information about the Transcontinental Railroad. **TEKS 2.7.D**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Display the Westward Expansion Map and use a yellow marker or yellow sticker dots to mark the route of the Transcontinental Railroad.
- Have students turn to Activity Page 2.1 and take out a yellow marker or yellow crayons and mark the route of the Transcontinental Railroad, using the Westward Expansion Map as a guide.

Activity Page 2.1



### Check for Understanding

**Recall:** What was the purpose of the Transcontinental Railroad?  
(*It connected the East Coast and West Coast of the United States with railroads.*)

What were some advantages of the Transcontinental Railroad?  
(*Travel was faster, more convenient, and cheaper than most other modes of transportation at the time.*)

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

### Show Image Card 18 (Bison)

- Ask students what type of animal this is. You may need to remind students that bison are shaggy mammals that are often incorrectly referred to as buffalo because they look similar. Buffalo are not native to the US. Explorers most likely incorrectly called bison “buffalo” because they had seen buffalo previously in the eastern hemisphere.
- Explain that bison are the largest land mammals in North America. Explain that this large herbivore weighs about two thousand pounds, which is about the weight of a small car, and stands about six-and-a-half feet tall at the shoulder.

Image Card 18



**TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## Support

Demonstrate this height by comparing it to something in your classroom. Also remind students that bison were very important to many Native American tribes.

## Support

Show these areas on a U.S. map.

## Challenge

Students who participated in the program in Kindergarten studied the Lakota Sioux and the bison in depth in the *Native Americans* domain. Have students share what they remember about these topics.

## Challenge

Ask students if they remember what it is called when an animal or plant dies out forever. Students who participated in the program in Grade 1 should be familiar with the terms *extinction* and *endangered species* from the *Animals and Habitats* domain.

- Tell students that one Native American tribe that counted on the bison for survival was the Lakota Sioux [/soo/]. Explain that the Lakota Sioux are a Native American tribe that lived on the Great Plains in the areas that are now South Dakota, Wyoming, and Montana, and were therefore known as Plains Indians.
- Tell students that tens of millions of these bison once roamed the Great Plains, but by the early 1900s they were in danger of dying out completely.
- Explain that for many years people have worked hard to save these bison from near-extinction. Tell them that today hundreds of thousands of bison exist on farms and in protected areas such as national parks, and they are no longer endangered.
- Share the title of today's Read-Aloud. Ask students who the bison hunters might have been and why they hunted bison.

## Lesson 9: The Bison Hunters

# Read-Aloud



**Reading:** Students will explain the connection between westward expansion of the United States and Native Americans living in the West. **TEKS 2.6.G; TEKS 2.7.B**

**Language:** Students will demonstrate an understanding of the Tier 2 word *solemnly*. **TEKS 2.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn how westward expansion affected Native Americans like the Lakota Sioux.

### “THE BISON HUNTERS” (15 MIN.)



#### Show Image 9A-1: Running Fox and Black Eagle

*What is happening in the picture?*

Running Fox felt the tingle of butterflies in his stomach as he sat on his horse. It was his first time hunting for **bison** with his tribe, and he was excited and nervous. *What are bison? Why did some Native American tribes hunt bison?* He

hoped to be able to hunt well and make his tribe proud. He saw his brother, Black Eagle, smile and nod at him as if to say, “You will be alright.” Running Fox smiled a tight, nervous smile. The butterflies in his stomach felt like they were multiplying, and he could feel his heart pounding. *Why do you think Running Fox is nervous?*

Running Fox knew how important the bison were to his people, the Lakota Sioux [/soo/]. The bison were their source of life. The Lakota depended on bison meat for food and bison skins for leather and clothing. They even used the bones of the bison to make tools. Running Fox remembered his father teaching him about the bison. “The bison are sacred to our people, my son,” he said. “That is why we honor their spirit and thank them for giving us their lives to help our people survive. We have always followed the great bison herds. Before we had horses, we followed the herds on foot.” *There were not always horses in the United States for transportation. The Europeans brought horses with them when they came to the “New World.”*

**TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

### Support

Have students share whether they ever had butterflies in their stomachs. Ask them to explain the meaning of this phrase.

## Support

Why did Running Fox say that if the bison disappeared so would the Lakota people?



### Show Image 9A-2: Running Fox ready for the hunt

“But now,” Running Fox thought proudly, “we are great horsemen who can keep up with the bison when they try to escape. We kill only as many as we need to live. We never kill so many that the herds disappear. If the bison disappear, so will the Lakota people.”

Just then Chief Red Cloud, the Lakota leader, gave the first signal. [Point to Chief Red Cloud at the top of the hill in the image.] Running Fox knew exactly what to do. He and half of the hunters rode down to the bottom of the hill behind the herd so the bison would not see them. They positioned themselves directly in the path the bison would need to take to escape when Chief Red Cloud’s group **charged** down the hill. *If they charged down the hill, do you think they were going fast or slow?*



### Show Image 9A-3: Bison being hunted

After giving Running Fox’s group time to get into position, Chief Red Cloud, still atop the hill, whistled sharply. At once, his hunters kicked their heels against their horses’ sides and charged down the hill toward the bison. Most of the herd did not even notice the horsemen coming, but a few bulls—the huge,

shaggy male bison at the edges of the herd—were on guard. They saw the riders and lifted their great, horned heads, snorting loudly. Then they turned and galloped *or ran at great speed* away from the approaching hunters. In a matter of moments, the entire herd was moving, picking up speed as the bulls sensed danger. *Despite their heavy weight, bison can run as fast as forty miles per hour.*

The **skilled** horsemen *or horsemen trained or experienced in work that requires a certain ability* kept their balance and directed their horses by using pressure from their knees and feet, leaving their hands free for bows and arrows. “Aiyee, aiyee!” the Lakota shouted, and the frightened bison ran away from the hunters even faster, right along the pathway the hunters had predicted. That was when Running Fox and the other hunters came riding out from behind the hill. Seeing them, the bison did not know where to go. By this time, the hunters were riding along the edges of the herd, shooting arrows. Running Fox was so secure on his horse that he felt like his horse was a part

of him—that the horse’s legs were his legs. Nervousness forgotten, Running Fox fired one arrow and then another—a big bull bison fell to the ground. *How do you think Running Fox felt to get a bison on his first hunting trip?*



**Show Image 9A-4: Chief Red Cloud congratulating Running Fox**

After a few more bison had fallen, Chief Red Cloud shouted, “We have enough!” He signaled to the hunters to stop. Running Fox and the other hunters turned back, allowing the remainder of the bison to thunder off. Chief Red Cloud rode over to Running Fox, put his

hand on the young man’s shoulder, and said, “Let us pause and thank these bison for giving themselves so that we might live.”

After a few minutes, Chief Red Cloud said, “Now you are truly a Lakota!” Running Fox grinned for just a moment. Then he remembered to look serious and grown-up. Changing his expression, he nodded **solemnly** or *seriously* to the chief and thought, “Chief Red Cloud has honored me by noticing what I did today.”



**Show Image 9A-5: Herd of bison headed toward the train tracks**

Meanwhile, the bison moved on, slowing down as the immediate danger disappeared. Leaving some of the men to prepare the fallen bison, Chief Red Cloud signaled Running Fox to join a group of hunters who were following the bison to see where the herd was headed. Running

Fox was honored to be asked to track the herd. He rode proudly behind the herd with the other more experienced hunters. *Why would the Lakota need to continue tracking the herd of bison?*

As they continued on, Running Fox suddenly realized, “The herd is heading straight toward the iron horse!” *What is the “iron horse”?* Train tracks had been built right through the middle of the Lakota hunting grounds, and recently locomotives had started charging through on them, hissing steam and carrying train cars with passengers. *Do you think locomotive trains could be dangerous to the bison and to the Lakota Sioux?*



**Show Image 9A-6: Riders stopped in horror at the sight of the dead bison**

Later, just as the train tracks came into view, the riders came to a sight so shocking that they all stopped riding and stared. On the ground before them lay dozens of bison. Someone had killed them and taken only the best parts of the meat, leaving behind the rest

of the bison. *Is this the way Running Fox and his people treat the bison? How do you think the Lakota felt to see this sight?*

Running Fox asked a hunter next to him, “Why would someone kill in this way? Don’t they know that wasting a bison is wrong?” *Who do you think was responsible for wasting the bison?*

The hunter did not answer. Running Fox turned to his chief. Chief Red Cloud’s face looked as angry and stormy as his name implied.

“The men who made the iron horse did this,” he said. “It is not enough that they have come into our country, made our hunting grounds smaller, and forced us into different lands; now they hunt the bison for sport—for fun—only taking certain parts of the bison and leaving the rest to rot! They threaten our people’s lives by killing so many bison. If all of the bison die, so will our people. We cannot survive without the bison.” *Who are the people that Chief Red Cloud is talking about? So, the Cherokee weren’t the only Native Americans forced from their land by the settlers.*



**Show Image 9A-7: Running Fox listening to an angry Chief Red Cloud**

Running Fox could see Chief Red Cloud’s eyes blazing with anger as he spoke. “I have tried to tell them,” the chief continued solemnly, “but they refuse to listen.” *Who is the chief talking about? Why do you think the settlers refused to listen to the Native Americans?*

He turned, looked right at Running Fox, and said, “We have spoken peacefully with them, and we will do so again. I hope that this time they will listen. Otherwise, we may have further conflict with them.” Chief Red Cloud turned and led his men back the way they had come.

**Challenge**

Have students explain the meaning of the line *as angry and stormy as his name implied*.

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who were the Lakota Sioux? (*Native Americans who lived on the plains and hunted bison.*)
2. **Inferential.** Why were bison so important to the Lakota Sioux? (*Bison were considered sacred and necessary to the Lakota Sioux because they were their main source of food, clothing, shelter, and tools.*)  
**Literal.** What are bison? (*Bison are large, shaggy mammals that look similar to buffalo.*)
3. **Inferential.** How did the hunters follow the bison herds? (*They followed on foot or on horseback.*) How did they hunt? (*They charged on horseback at high speeds to round up the herds and hunted the bison using bows and arrows.*)
4. **Inferential.** How was hunting bison different for the Lakota Sioux and some European settlers? (*The Lakota Sioux hunted only for what was needed, and nothing was wasted; some settlers hunted for sport and took only the best meat, leaving the rest behind.*)
5. **Inferential.** What was the “iron horse”? (*a nickname for the steam locomotive*) Why did Chief Red Cloud speak solemnly about the presence of the “iron horse” on Native American lands? (*He felt the people who created the “iron horse” were destroying the bison and their hunting grounds; the Lakota Sioux were forced to relocate to different and smaller areas of land.*)



### Check for Understanding

**With a Partner:** Discuss with your partner how westward expansion affected Native American tribes living in the United States. Write at least six words that describe how the tribes were affected by westward expansion.



ENGLISH  
LANGUAGE  
LEARNERS

### Writing

#### Selecting Language Resources

##### Beginning

Have students use at least one domain-related vocabulary word.

##### Intermediate

Have students use two or three domain-related vocabulary words.

##### Advanced/Advanced High

Have students use four or more domain-related vocabulary words.

**ELPS 1.E; ELPS 5.B**

## WORD WORK: SOLEMNLY (5 MIN.)

1. In the Read-Aloud you heard, “[Running Fox] nodded solemnly to the chief.”
2. Say the word *solemnly* with me.
3. If you do something solemnly, you do it seriously.
4. Students listened solemnly as Mrs. Mack talked about the Trail of Tears.
5. Have you ever done something solemnly? Try to use the word *solemnly* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I \_\_\_\_\_ solemnly when . . .”]
6. What’s the word we’ve been talking about?

**Use a Making Choices activity for follow-up.** I am going to describe some actions. If I describe people acting solemnly, say, “They were acting solemnly.” If I describe people not acting solemnly, say, “They were not acting solemnly.”

- Students stood and recited the Pledge of Allegiance. (*They were acting solemnly.*)
- The people in the stadium cheered loudly for their home baseball team. (*They were not acting solemnly.*)
- The class listened quietly as the teacher read to them about the hardships the workers faced while building the Transcontinental Railroad. (*They were acting solemnly.*)
- Regina and her sister laughed as her dad told one of his famous camp stories. (*They were not acting solemnly.*)
- The Spartans said goodbye to their families before joining the other Greeks to battle the great Persian army. (*They were acting solemnly.*)



## Support

Help students remember details from the Read-Aloud by asking the following questions: Why were the bison sacred to the Lakota Sioux? Who did not consider the bison sacred? What problems did some settlers and the Transcontinental Railroad cause for the bison and the Lakota Sioux?



**ENGLISH  
LANGUAGE  
LEARNERS**

## Writing

## Writing Informational Text

**Beginning**

Allow students to dictate the information to an adult.

**Intermediate**

Allow students to collaborate with a peer to write their information.

**Advanced/Advanced High**

Have students work independently to write their information.

**ELPS 5.F**

## Lesson 9: The Bison Hunters

# Application



**Writing:** Students will write a short informational piece about the way in which westward expansion affected bison in the United States.

**TEKS 2.6.H; TEKS 2.7.E; TEKS 2.12.B**

## WESTWARD EXPANSION QUILT (10 MIN.)

- Tell students that they are going to make another quilt square for their quilts, using Activity Page 9.1.
- Explain that the information presented in this quilt square will answer the question “How did westward expansion in the United States affect the bison?”



### Check for Understanding

**Turn and Talk:** With your partner, discuss how westward expansion in the United States affected the bison.

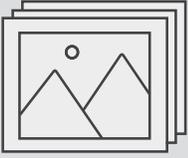
[Have several students share their responses. *(It led to the destruction of large numbers of bison, which threatened the existence of the Native American tribes that depended on the bison.)*]

- First, have students draw a picture of a bison in the center diamond.
- Then, they should write a word or short phrase in each corner, sharing facts learned about the bison.
- Finally, students will write three to five sentences on the back of the quilt square, using one or more of the words they’ve written.
- As time permits, have students share their drawing and writing with a partner.

**TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

## IMAGE CARD REVIEW (10 MIN.)

### Image Cards 8–14, 17, 18



- Remind students that there were many positive changes in the 1800s during the time of westward expansion (e.g., There was much innovation, and there were many new inventions.). At the same time, there were negative impacts or changes because of westward expansion.
- Tell students they are going to think about both as they review what they have learned about westward expansion.
- Divide the class into eight groups and give each group one of the following image cards: Image Card 8 (Fulton's Steamboat), Image Card 9 (Erie Canal), Image Card 10 (Cherokee Writing), Image Card 11 (Trail of Tears), Image Card 12 (Oregon Trail), Image Card 13 (Pony Express), Image Card 16 (Transcontinental Railroad), and Image Card 17 (Bison).
- Tell the groups that you will first give them a few minutes to talk about any positive changes caused by each invention/event during the time of westward expansion.
- Then, have the groups gather as a class to share their ideas.
- Next, give the groups a few minutes to talk about any negative changes caused by each invention/event during the time of westward expansion.
- Then, have the groups gather as a class to share their ideas.
- Finally, have students discuss in their groups whether or not each of the inventions/events continues to be important today and/or continues to have a positive/negative impact. Students have heard that bison are making a comeback, that Cherokee writing can still be read, and that the Pony Express is no longer used. Students may have ridden a train to know that it is still an important means of transportation, although the engines are now electric or diesel. You may need to explain that steamboats, steam locomotives, and the Erie Canal are still used for recreation and tourism, but are no longer important means of travel. You may also want to explain that tourists can walk parts of the Oregon Trail and even see the ruts created by the wagon wheels more than one hundred and fifty years ago.

### Challenge

Have students conduct research to find out about places to visit to learn more about the time of westward expansion.

End Lesson

# Domain Review

## NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## CORE CONTENT OBJECTIVES ADDRESSED IN THIS DOMAIN

Students will:

- Describe a pioneer family's journey westward
- Describe family life on the frontier
- Explain the significance of the steamboat
- Identify Robert Fulton as the developer of the steamboat
- Identify steamboats, canals, and trains as new means of travel that increased the movement of people west
- Describe the importance of canals
- Identify the Erie Canal as the most famous canal built during the Canal Era
- Explain the significance of Sequoyah's invention of the Cherokee writing system
- Explain that the U.S. government forced Native Americans from their land as the country expanded westward
- Identify the Trail of Tears as a forced march of the Cherokee
- Identify the Oregon Trail as a difficult trail traveled by wagon trains
- Identify the Pony Express as a horseback mail delivery system
- Identify the Transcontinental Railroad as a link between the East and the West
- Identify "iron horse" as the nickname given to the first trains in America
- Explain the advantages of rail travel
- Explain that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land
- Describe the effect of diminishing bison on the life of Plains Native Americans

## REVIEW ACTIVITIES

### Activity Page DR.1



#### Domain Review

**Directions:** Put a number next to the picture that corresponds with each sentence. [Afterward, if time permits, have students cut out the pictures and glue or tape them onto a piece of paper in the order the events happened in history.]

1. Robert Fulton invented a steamboat, the Clermont, to travel up and down the Hudson River. (1807)
2. The opening of the Erie Canal joined the Atlantic Ocean to Lake Erie and to the Great Lakes and beyond. (1825)
3. The Union Pacific and the Central Pacific joined their tracks at Promontory Summit, Utah, to form the Transcontinental Railroad. (1869)
4. The most famous route for settlers headed west was the Oregon Trail. (between 1840 and 1860)
5. Three businessmen started the Pony Express to speed up mail delivery between St. Joseph, Missouri, and Sacramento, California. (1860)
6. Sequoyah finished creating a writing system for the Cherokee people. (1821)

#### Map Review

- Have students use Activity Page DR.2 to review various locations from *Westward Expansion*.

**Directions:** Look carefully at the map, then use it to answer the following questions:

- What waterway was built to connect the Hudson River and the Great Lakes? (*the Erie Canal*)
- Where did the Oregon Trail begin? (*Missouri; St. Joseph, Missouri*)
- In 1869, what method of travel connected Omaha, Nebraska and San Francisco, California? (*the Transcontinental Railroad*)

### Activity Page DR.2



## Image Review

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

## Domain-Related Trade Book or Student Choice

**Materials:** Trade book

- Read an additional trade book to review a particular person, item, or event related to westward expansion. You may also choose to have the students select a Read-Aloud to be heard again.

## Key Vocabulary Brainstorming

**Materials:** Chart paper

- Give students a key domain concept or vocabulary word such as *locomotive*. Have them brainstorm everything that comes to mind when they hear the word, such as tracks, steam, journey, etc. Record their responses on a piece of chart paper for reference.

## You Were There: Pony Express; Transcontinental Railroad

- Have students pretend they were at one of the important events during the westward expansion of the United States. Ask students to describe what they saw and heard. For example, for the “Pony Express,” students may talk about seeing a bison stampede or a landmark such as Chimney Rock, which helped guide Pony Express riders on their journeys. They may talk about hearing the beat of the horse’s hooves, the crack of lightning on the plains, etc. Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters describing the last spike being driven into the rails of the Transcontinental Railroad and write a group news article describing the event.

## Class Book: Westward Expansion

**Materials:** Drawing paper, drawing tools

- Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have students brainstorm important information about the Oregon Trail, the Pony Express, the Lakota Sioux, and the Transcontinental Railroad. Have each student choose one idea to draw a picture of and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.
- Another option is to create an ABC book where students brainstorm domain-related words for each letter of the alphabet.

## Riddles for Core Content

- Ask students riddles such as the following to review core content:
  - I am the route between Missouri and the Oregon Territory that was traveled by settlers moving west. What am I called? (*the Oregon Trail*)
  - I am the overland route between Missouri and California created to send mail on horseback from the East Coast to the West Coast. What am I called? (*the Pony Express*)
  - I am the animal that the Lakota considered their source of life. What am I? (*bison*)
  - We are forms of transportation that pioneers used to travel from the East Coast to the West. What are we? (*horses, covered wagons, steamboats, trains*)
  - I am the nickname given to the first trains in America. What am I called? (*“iron horse”*)
  - I am the railroad that connects the East Coast and West Coast of the United States. What am I? (*Transcontinental Railroad*)

## Writing Prompts

- Students may be given an additional writing prompt such as the following:
  - Communication has certainly changed since the time of westward expansion. Today for communication, I use . . .
  - The most difficult thing about traveling on the Oregon Trail would be . . .
  - I wish I could have been a Pony Express rider because . . .
  - Pretend your family was moving west in the late 1800s. How would you persuade them to take the Transcontinental Railroad on the Oregon Trail rather than a covered wagon?
  - The Lakota Sioux thought bison were sacred because . . .

# Domain Assessment

This Domain Assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Westward Expansion*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (Vocabulary Assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Westward Expansion*.



## PART I

TEKS 2.7.F

### Part I

**Directions:** I am going to ask questions about words you have heard in the Read-Alouds in this domain. First I will say the word and then ask a question about it. If the answer to the question is *yes*, circle the thumbs-up symbol. If the answer to the question is *no*, circle the thumbs-down symbol. I will read each question two times.

1. **Hardships:** Are hardships difficult situations that cause discomfort or suffering? (*thumbs-up*)
2. **Pioneers:** Are the people who first settled in new areas of the frontier called pioneers? (*thumbs-up*)
3. **Communicate:** Does the word *communicate* refer to how we move people or things from one place to another? (*thumbs-down*)
4. **Settled:** Does the word *settle* mean to move to a new place and make it your home? (*thumbs-up*)
5. **Territory:** Is a territory a region or area of land? (*thumbs-up*)
6. **Transportation:** Does the word *transportation* mean to tell someone something? (*thumbs-down*)
7. **Route:** Is a route the way we get from one place to another? (*thumbs-up*)
8. **Wagon train:** Is a wagon train a train that carries wagons? (*thumbs-down*)

Activity Page DA.1



9. **Canal:** Is a canal a waterway used to move things from place to place using boats? (*thumbs-up*)
10. **Landmarks:** Are objects or structures on land that are easy to recognize called landmarks? (*thumbs-up*)

**Directions:** Now I am going to ask more questions about words you have heard in the Read-Alouds in this domain. First I will say the word and then ask a question about it. If the answer to the question is *yes*, circle the thumbs-up symbol. If the answer to the question is *no*, circle the thumbs-down symbol. I will read each question two times.

11. **Back:** Is the back of something, such as a boat, the opposite of the front? (*thumbs-up*)
12. **Create:** If you create something, do you make something that did not exist before? (*thumbs-up*)
13. **Convenient:** When something is convenient does it require a lot of effort or trouble? (*thumbs-down*)
14. **Endurance:** Does the word endurance mean having the strength to do something for a long time? (*thumbs-up*)
15. **Voyage:** Is a voyage a trip or a journey? (*thumbs-up*)



**PART II**    **TEKS 2.6.G**

**Directions:** I am going to read several questions about the time of westward expansion. If the answer to the question is *yes*, circle the thumbs-up symbol. If the answer to the question is *no*, circle the thumbs-down symbol.

1. Was the name “iron horse” a nickname given to the horses used for the Pony Express? (*thumbs-down*)
2. Did pioneer families who traveled the Oregon Trail in wagon trains have an easy trip? (*thumbs-down*)
3. Did Sequoyah think it was important to capture the Cherokee language in writing? (*thumbs-up*)
4. Did many pioneer families move west for a better life? (*thumbs-up*)
5. Was Robert Fulton the inventor of the steamboat? (*thumbs-up*)
6. Did boats use the Erie Canal to travel to the Pacific Ocean? (*thumbs-down*)

Activity Page DA.2



7. Was the Trail of Tears the forced march of the Cherokee from their homes to what was called “Indian Territory” by the U.S. government? (*thumbs-up*)
8. Is the Pony Express still used today to deliver mail in the United States? (*thumbs-down*)

**PART III****TEKS 2.7.B**

**Directions:** Write at least one complete sentence to answer each question.

1. Why did many pioneer families choose to move to the West in the 1800s?
2. Why were the development of steamboats, the Erie Canal, and the Transcontinental Railroad important during the time of westward expansion?
3. What problems did westward expansion cause for Native Americans?
4. Why is the Pony Express no longer an important means of communication?
5. What was Sequoyah’s significant invention?

**Activity Page DA.3****Support**

Have some students respond orally if they are not able to respond in writing.

# Culminating Activities

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## NOTE TO TEACHER

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

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## REMEDIATION

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds
- reading the corresponding lesson in the Language Studio

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## ENRICHMENT

### Domain-Related Trade Book or Student Choice

**Materials:** Trade book

- Read an additional trade book to review a particular person, item, or event related to westward expansion. You may also choose to have the students select a Read-Aloud to be heard again.

## You Were There: Pony Express; Transcontinental Railroad

- Have students pretend they were at one of the important events during the westward expansion of the United States, and describe what they saw and heard. For example, for the “Pony Express,” students may talk about seeing a bison stampede or a landmark such as Chimney Rock, which helped guide Pony Express riders on their journeys. They may talk about hearing the beat of the horse’s hooves, the crack of lightning on the plains, etc.
- Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters describing the last spike being driven into the rails of the Transcontinental Railroad and write a group news article describing the event.

## Class Book: Westward Expansion

**Materials:** Drawing paper, drawing tools

- Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain.
- Have students brainstorm important information about the Oregon Trail, the Pony Express, the Lakota Sioux, and the Transcontinental Railroad. Have each student choose one idea to draw a picture of and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.
- Another option is to create an ABC book where students brainstorm domain-related words for each letter of the alphabet.

## Using a Map

**Materials:** U.S. map

- Use a map of the United States to review various locations from the read-alouds. Ask questions such as the following:
  - The Oregon Trail was a route used by settlers traveling west, which began in the state of Missouri and ended in the Oregon Territory. Who can find the present-day states of Missouri and Oregon on the map?
  - The Pony Express was an overland route created to help deliver mail faster from the East Coast to the West Coast. The starting point was St. Joseph, Missouri, and the ending point was Sacramento, California. Who can locate the states of Missouri and California on the map?
  - The Lakota Sioux once lived on the North American plains where many bison roamed, which included the states of South Dakota, Wyoming, and Montana. Who can find the states of South Dakota, Wyoming, and Montana on the map?

## The Golden Spike: The Utah State Quarter

**Materials:** Utah state quarter(s); drawing paper, drawing tools

- Show students the Utah state quarter with the image of the two locomotives and the Golden Spike between them. Remind students that the joining of the Union Pacific and Central Pacific railroads occurred at Promontory Summit in Utah. You may also wish to discuss the inscription on the quarter: “Crossroads of the West.”
- If you brought in enough quarters for each student, or for a few groups of students to share, have them use a pencil to do a rubbing of the quarter image onto a piece of paper. Have students draw a border around the image and add any other details they have learned about westward expansion. Have students write at least one complete sentence about the Golden Spike or the completion of the Transcontinental Railroad. As students share their drawings and sentences, remember to repeat and expand upon their vocabulary, using richer and more complex language, including, if possible, any Read-Aloud vocabulary.

## Researching Westward Expansion

**Materials:** Chart paper, chalkboard, or whiteboard

- Ask students what topics they learned about in *Westward Expansion* that they would like to learn more about. You may want to reread the titles of the Read-Alouds to give students an idea of what they'd like to research.
- Talk with students about the various resources you are making available to them.
- Give students time to read and discuss their findings in small groups, and then come back together as a class to share answers and information students found. Students may also use Internet resources or the local library to conduct research.
- Tell students that many companies that we are still familiar with today, such as Ghirardelli Chocolate, Boudin Bakery, and Levi Strauss, were started during the time of westward expansion. You might suggest students visit the “history” or “about” section of one or more of these companies’ websites either individually or in a small group:

## Advertising Posters

**Materials:** Drawing paper, drawing tools

- Have students pretend that they work in advertising and need to create marketing posters that will encourage people to take a ride on the first Transcontinental Railroad. Have students brainstorm important information regarding the sights people may have seen and the experiences they may have had if they traveled from San Francisco to New York, or vice versa, in 1869.
- Posters could also be made advertising the Pony Express.

## Song: “I’ve Been Working on the Railroad”

**Materials:** Recording of the song, “I’ve Been Working on the Railroad”

- Have students listen to the recording of “I’ve Been Working on the Railroad” again. Students may talk about the content of the song or how the song makes them feel. Encourage students to use domain vocabulary they have learned thus far when sharing their ideas. Students may also draw a pictorial representation of the song.

## Poetry Reading

- Find a copy of the poem “Buffalo Dusk” by Carl Sandburg. Tell students that you are going to read a poem to them written by a man named Carl Sandburg. Ask them to listen carefully to what Sandburg is describing in his poem. Tell students that in the poem, Sandburg incorrectly calls bison “buffalo.” This was a common mistake made by settlers. You may wish to reread the poem, defining any words students may not understand, such as *dusk*, *sod*, and *pageant*.
- Ask students some or all of the following questions to ensure their understanding of the poem:
  - Why are the bison gone? (*They were hunted; their habitat was diminished.*)
  - Who are the people who saw the bison who are now also gone? (*our ancestors*)
  - Why do you think Carl Sandburg describes this scene of the bison pawing the dust as a pageant, or a grand show? (*He thought this was a spectacular sight; the bison were like actors; etc.*)
  - Why do you think Carl Sandburg chose the title “Buffalo Dusk”? (*Answers may vary.*) [You may need to explain that dusk is the time of day when the sun has just set. Dusk is near the end of the day. The term *dusk* may also describe the end of the time of something. He also titled it “Buffalo Dusk” because, like the settlers moving west, he incorrectly thought the bison were buffalo. So buffalo dusk is the end of the time of the bison.]

- How do you think Carl Sandburg feels about the bison being gone? (He is probably sad.)
- Make sure to remind students that bison have now started to make a comeback in our country, and that maybe someone will one day write a new poem about that. Also, make sure that students understand that there are still many Native Americans living in the United States, but that their ancestors who lived in the mid-1800s are now gone.
- If time allows, you may want to talk about the alliteration in the poem. Tell students that alliteration is the occurrence of the same beginning sound or letter in words.

### Write-Your-Own Dusk Poems

**Materials:** Chart paper, chalkboard, or whiteboard

- Read the poem “Buffalo Dusk” by Carl Sandburg again to students. Ask them to summarize the poem in their own words.
- Ask them what the word *dusk* means and discuss the mood that it creates in this poem. Tell students that although many poems do rhyme, they do not all use rhyme as a technique. Explain that some poets use repetition of sounds or of words and phrases to emphasize certain things or feelings, such as Mr. Sandburg did in this poem. Ask students what words and phrases are repeated in this poem for emphasis.
- Tell students they are going to write their own “dusk” poems about something coming to an end, just as Mr. Sandburg did about the time of the bison and the people who hunted the bison. Tell them that their poem may have rhyming words or repeated sounds or words and phrases. Have them title their poem “\_\_\_\_\_ Dusk.” You may wish to model this exercise on the board or chart paper.

### Wagon Train Supper

- Brown one pound ground beef, one onion, and one green pepper, chopped (optional). Add one can pork and beans, one-half bottle ketchup, one cup brown sugar, one tablespoon mustard, and a dash of Worcestershire sauce. (Optional: You may also want to add 1–2 cups cooked wagon wheel pasta.) Bake in a dish for 30 to 45 minutes at 350 degrees. Serve with cornbread and/or buttermilk biscuits. Ask students to talk about what it might have been like for pioneers to cook over a campfire and live on the Oregon Trail.

**Note:** Be sure to check your school’s policy regarding food distribution and allergies

# Teacher Resources

|         |             |
|---------|-------------|
| Grade 2 | Knowledge 6 |
|---------|-------------|

**Teacher Guide**

# Teacher Resources

In this section you will find:

- On Stage Rubric
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

### On Stage Rubric

|                     | <b>Strong</b>   | <b>Developing</b>   | <b>Beginning</b>   |
|---------------------|---|---|--|
| <b>Setting</b>      | The setting is accurately and fully described.  | A setting is accurately but incompletely described.   | The setting of the story is either not given or is described inaccurately. |
| <b>Characters</b>   | The characters are fully developed and accurately portrayed.  | The characters are not fully developed but are accurately portrayed.  | The characters are not fully developed and not portrayed accurately.       |
| <b>Situations</b>   | The situations are fully developed and accurately portrayed.  | The situations are not fully developed but are accurately portrayed.  | The situations are not fully developed and not portrayed accurately.       |
| <b>Presentation</b> | The Read-Aloud is portrayed accurately, and the student demonstrates a clear understanding of the material. | The Read-Aloud is portrayed somewhat accurately, and the student demonstrates some understanding of the material. | The Read-Aloud is not portrayed accurately.                                |

# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **2.3** Activity Page

**Westward Expansion Timeline**

1800 1807 1821 1825 1838 1840 1850 1860 1869 1900

Knowledge 6 Westward Expansion

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **4.1** Activity Page

**Steamboat Travel**

| Advantages  | Disadvantages  |
|---|--|
| <ul style="list-style-type: none"> <li>• It was faster.</li> <li>• It was cheaper.</li> <li>• It was more reliable.</li> <li>• It did not depend on the weather.</li> </ul> | <ul style="list-style-type: none"> <li>• There had to be water.</li> <li>• Some cities were not connected by waterways.</li> </ul> |

Knowledge 6 Westward Expansion

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **PP.1** Activity Page

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- 
- 
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- 
- 

Directions: Listen to your teacher's instructions.

Knowledge 6 Westward Expansion

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **PP.2** Activity Page

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

Directions: Think about what you heard in the read-aloud and then fill in the chart using words or sentences.

Knowledge 6 Westward Expansion

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

DR.1 **Activity Page**

\_\_\_\_\_ 4



\_\_\_\_\_ 1



\_\_\_\_\_ 5



Directions: Put a number next to the picture that corresponds with each sentence.

Knowledge 6 Westward Expansion

Knowledge 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

DR.1 **Activity Page**  
CONTINUED

\_\_\_\_\_ 6



\_\_\_\_\_ 3



\_\_\_\_\_ 2



Knowledge 6 Westward Expansion

Knowledge 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

DA.1 **Assessment**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Directions: Listen to your teacher's instructions.

Knowledge 6 Westward Expansion

Knowledge 6

- 11.
- 12.
- 13.
- 14.
- 15.

Knowledge 6 Westward Expansion

NAME: \_\_\_\_\_ DA.2 **Assessment**  
 DATE: \_\_\_\_\_

1.  

2.  

3.  

4.  

5.  

6.  

7.  

8.  

Directions: Listen to your teacher's instructions.

Knowledge 6 Westward Expansion

Knowledge 6

NAME: \_\_\_\_\_ DA.3 **Assessment**  
 DATE: \_\_\_\_\_

1. Why did many pioneer families choose to move to the West in the 1800s?  
They moved to get more land and have a better life.

2. Why were the development of steamboats, the Erie Canal, and the Transcontinental Railroad important during the time of westward expansion?  
They all improved transportation, making it easier for people, freight, and mail to move West.

3. What problems did westward expansion cause for Native Americans?  
Native Americans were pushed off their land by the settlers. The settlers also hunted the bison for sport, which threatened the survival of Native Americans who depended on the bison.

Directions: Read each question. Think about the answer for each question. Write at least one complete sentence to answer each question.

Knowledge 6 Westward Expansion

Knowledge 6

4. Why is the Pony Express no longer an important means of communication?  
It was replaced by faster and better forms of communication, such as the telegraph.

5. What was Sequoyah's significant invention?  
He invented a writing system for the Cherokee language.

Knowledge 6 Westward Expansion

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 6

### Correlation—Teacher’s Guide

|   |  |  |
|---|--|--|
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:  |  |  |
| TEKS 2.1.A  | listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses  |  |
| TEKS 2.1.B  | follow, restate, and give oral instructions that involve a short, related sequence of actions  |  |
| TEKS 2.1.C  | share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.   | D6 : p. 85, D6 : p. 88, D6 : p. 99, D6 : p. 101, D6 : p. 114 |
| TEKS 2.1.D  | work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; | D6 : p. 7, D6 : p. 11  |
| TEKS 2.1.E  | develop social communication such as distinguishing between asking and telling   |  |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: |  |  |
| (A) demonstrate phonological awareness by:  |  |  |
| TEKS 2.2.A.i  | producing a series of rhyming words;   |  |
| TEKS 2.2.A.ii   | distinguishing between long and short vowel sounds in one-syllable and multi-syllable words  |  |
| TEKS 2.2.A.iii  | recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and  |  |
| TEKS 2.2.A.iv   | manipulating phonemes within base words  |  |
| (B) demonstrate and apply phonetic knowledge by:  |  |  |
| TEKS 2.2.B.i  | decoding words with short, long, or variant vowels, trigraphs and blends   |  |
| TEKS 2.2.B.ii   | decoding words with silent letters such as knife and gnat;   |  |
| TEKS 2.2.B.iii  | decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                       |  |
| TEKS 2.2.B.iv   | decoding compound words, contractions, and common abbreviations  |  |
| TEKS 2.2.B.v  | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;   |  |
| TEKS 2.2.B.vi   | decoding words with prefixes including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>      | D6 : p. 116, D6 : p. 130                                     |
| TEKS 2.2.B.vii  | identifying and reading high-frequency words from a research-based list  |  |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 6

### Correlation—Teacher’s Guide

|   |  |   |
|---|--|---|
| (C) demonstrate and apply spelling knowledge by:  |  |   |
| TEKS 2.2.C.i  | spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;  |   |
| TEKS 2.2.C.ii   | spelling words with silent letters such as <i>knife</i> and <i>gnat</i> ;  |   |
| TEKS 2.2.C.iii  | spelling compound words, contractions, and common abbreviations;   |   |
| TEKS 2.2.C.iv   | spelling multisyllabic words with multiple sound-spelling patterns;  |   |
| TEKS 2.2.C.v  | spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and  |   |
| TEKS 2.2.C.vi   | spelling words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i> | D6 : p. 116, D6 : p. 130  |
| TEKS 2.2.D  | alphabetize a series of words and use a dictionary or glossary to find words;  |   |
| TEKS 2.2.E  | develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters  |   |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:  |  |   |
| TEKS 2.3.A  | use print or digital resources to determine meaning and pronunciation of unknown words;  |   |
| TEKS 2.3.B  | use context within and beyond a sentence to determine the meaning of unfamiliar words  | D6: p. 7, D6 : p. 14, D6 : p. 25, D6 : p. 30, D6 : p. 39, D6: p. 40, D6 : p. 45, D6 : p. 53, D6 : p. 58, D6 : p. 66, D6 : p. 71, D6 : p. 85, D6 : p. 90, D6 : p. 101, D6 : p. 106, D6 : p. 132, D6 : p. 137 |
| TEKS 2.3.C  | identify the meaning of and use words with affixes <i>un-</i> , <i>re-</i> , <i>-ly</i> , <i>-er</i> , and <i>-est</i> (comparative and superlative), and <i>-ion/tion/sion</i>                          |   |
| TEKS 2.3.D  | identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.   | D6 : p. 39, D6: p. 40, D6 : p. 50, D6 : p. 116, D6 : p. 123   |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. |  |   |
| TEKS 2.4  | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text  |   |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.         |  |   |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 6

### Correlation—Teacher’s Guide

|   |  |   |
|---|--|---|
| TEKS 2.5  | self-select text and read independently for a sustained period of time.  |   |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:   |  |   |
| TEKS 2.6.A  | establish purpose for reading assigned and self-selected texts;  |   |
| TEKS 2.6.B  | generate questions about text before, during, and after reading to deepen understanding and gain information   | D6 : p. 85, D6 : p. 90  |
| TEKS 2.6.C  | make [and] correct or confirm predictions using text features, characteristics of genre, and structures  |   |
| TEKS 2.6.D  | create mental images to deepen understanding   |   |
| TEKS 2.6.E  | make connections to personal experiences, ideas in other texts, and society  | D6 : p. 7, D6 : p. 11, D6 : p. 12, D6 : p. 39, D6 : p. 40, D6 : p. 50, D6 : p. 53, D6 : p. 58, D6 : p. 101, D6 : p. 104, D6 : p. 116, D6 : p. 120   |
| TEKS 2.6.F  | make inferences and use evidence to support understanding  | D6 : p. 7, D6 : p. 14, D6 : p. 21   |
| TEKS 2.6.G  | evaluate details read to determine key ideas   | D6 : p. 7, D6 : p. 14, D6 : p. 25, D6 : p. 30, D6 : p. 39, D6 : p. 40, D6 : p. 45, D6 : p. 53, D6 : p. 58, D6 : p. 66, D6 : p. 69, D6 : p. 71, D6 : p. 85, D6 : p. 90, D6 : p. 101, D6 : p. 106, D6 : p. 116, D6 : p. 123, D6 : p. 132, D6 : p. 137 |
| TEKS 2.6.H  | synthesize information to create new understanding   | D6 : p. 101, D6 : p. 104, D6 : p. 132, D6 : p. 143  |
| TEKS 2.6.I  | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down |   |
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:  |  |   |
| TEKS 2.7.A  | describe personal connections to a variety of sources  |   |
| TEKS 2.7.B  | write brief comments on literary or informational texts that demonstrate an understanding of the text  | D6 : p. 39, D6 : p. 40, D6 : p. 45, D6 : p. 132, D6 : p. 137  |
| TEKS 2.7.C  | use text evidence to support an appropriate response   |   |
| TEKS 2.7.D  | retell and paraphrase texts in ways that maintain meaning and logical order  | D6 : p. 25, D6 : p. 28, D6 : p. 39, D6 : p. 40, D6 : p. 43, D6 : p. 80, D6 : p. 85, D6 : p. 99, D6 : p. 101, D6 : p. 114, D6 : p. 116, D6 : p. 120, D6 : p. 132, D6 : p. 135  |
| TEKS 2.7.E  | interact with sources in meaningful ways such as illustrating or writing   | D6 : p. 7, D6 : p. 23, D6 : p. 25, D6 : p. 37, D6 : p. 53, D6 : p. 64, D6 : p. 66, D6 : p. 77, D6 : p. 116, D6 : p. 130, D6 : p. 132, D6 : p. 143   |
| TEKS 2.7.F  | respond using newly acquired vocabulary as appropriate   |   |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: |  |   |
| TEKS 2.8.A  | discuss topics and determine theme using text evidence with adult assistance   |   |
| TEKS 2.8.B  | describe the main character’s (characters’) internal and external traits   |   |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 6

### Correlation—Teacher’s Guide

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|--|--|---|
| TEKS 2.8.C   | describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently |   |
| TEKS 2.8.D   | describe the importance of the setting   |   |
| <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>  |  |   |
| TEKS 2.9.A   | demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales     |   |
| TEKS 2.9.B   | explain visual patterns and structures in a variety of poems   |   |
| TEKS 2.9.C   | discuss elements of drama such as characters, dialogue, and setting  |   |
| <p>(D) recognize characteristics and structures of informational text, including:</p>  |  |   |
| TEKS 2.9.D.i   | the central idea and supporting evidence with adult assistance   | D6 : p. 7, D6 : p. 23, D6 : p. 25, D6 : p. 30, D6 : p. 53, D6 : p. 56, D6 : p. 58, D6 : p. 85, D6 : p. 90, D6 : p. 101, D6 : p. 106, D6 : p. 116, D6 : p. 123 |
| TEKS 2.9.D.ii  | features and graphics to locate and gain information   | D6 : p. 7, D6 : p. 14   |
| TEKS 2.9.D.iii   | organizational patterns such as chronological order and cause and effect stated explicitly   |   |
| <p>(E) recognize characteristics of persuasive text, including:</p>  |  |   |
| TEKS 2.9.E.i   | the central idea and supporting evidence with adult assistance   |   |
| TEKS 2.9.E.ii  | distinguishing facts from opinion  |   |
| TEKS 2.9.F   | recognize characteristics of multimodal and digital texts  |   |
| <p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> |  |   |
| TEKS 2.10.A  | discuss the author’s purpose for writing text  |   |
| TEKS 2.10.B  | discuss how the use of text structure contributes to the author’s purpose  |   |
| TEKS 2.10.C  | discuss the author’s use of print and graphic features to achieve specific purposes  |   |
| TEKS 2.10.D  | discuss the use of descriptive, literal, and figurative language   |   |
| TEKS 2.10.E  | identify the use of first or third person in a text  |   |
| TEKS 2.10.F  | identify and explain the use of repetition   |   |
| <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>   |  |   |
| TEKS 2.11.A  | plan a first draft by generating ideas for writing such as drawing and brainstorming   |   |
| <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p>  |  |   |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 6

### Correlation—Teacher’s Guide

|  |   |   |
|--|---|---|
| TEKS 2.11.B.i  | organizing with structure; and  |   |
| TEKS 2.11.B.ii   | developing an idea with specific and relevant details   |   |
| TEKS 2.11.C  | revise drafts by adding, deleting, or rearranging words, phrases or sentences                             |   |
| (D) edit drafts using standard English conventions, including:   |   |   |
| TEKS 2.11.D  | edit drafts using standard English conventions  |   |
| TEKS 2.11.D.i  | complete sentences with subject-verb agreement.   |   |
| TEKS 2.11.D.ii   | past, present, and future verb tense  |   |
| TEKS 2.11.D.iii  | singular, plural, common, and proper nouns  |   |
| TEKS 2.11.D.iv   | adjectives, including articles  |   |
| TEKS 2.11.D.v  | adverbs that convey time and adverbs that convey place;   |   |
| TEKS 2.11.D.vi   | prepositions and prepositional phrases  |   |
| TEKS 2.11.D.vii  | pronouns, including subjective, objective, and possessive cases   |   |
| TEKS 2.11.D.viii   | coordinating conjunctions to form compound subjects and predicates  |   |
| TEKS 2.11.D.ix   | capitalization of months, days of the week, and the salutation and conclusion of a letter;                |   |
| TEKS 2.11.D.x  | end punctuation, apostrophes in contractions, and commas with items in a series and in dates;             |   |
| TEKS 2.11.D.xi   | correct spelling of words with gradeappropriate orthographic patterns and rules and high-frequency words; |   |
| TEKS 2.11.E  | publish and share writing   |   |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:               |   |   |
| TEKS 2.12.A  | compose literary texts, including personal narratives and poetry  |   |
| TEKS 2.12.B  | compose informational texts, including procedural texts and reports; and                                  | D6 : p. 7, D6 : p. 23, D6 : p. 25, D6 : p. 37, D6 : p. 53, D6 : p. 64, D6 : p. 66, D6 : p. 77, D6 : p. 116, D6 : p. 130, D6 : p. 132, D6 : p. 143 |
| TEKS 2.12.C  | compose correspondence such as thank you notes or letters   |   |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |   |   |
| TEKS 2.13.A  | generate questions for formal and informal inquiry with adult assistance                                  |   |
| TEKS 2.13.B  | develop and follow a research plan with adult assistance  |   |
| TEKS 2.13.C  | identify and gather relevant sources and information to answer the questions                              |   |
| TEKS 2.13.D  | identify primary and secondary sources  |   |
| TEKS 2.13.E  | demonstrate understanding of information gathered   |   |
| TEKS 2.13.F  | cite sources appropriately  |   |
| TEKS 2.13.G  | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.            |   |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

### Knowledge 6

### Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

|          |  |  |
|----------|--|--|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English  |  |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources  |  |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary  |  |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)              |  |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment   | D6 : p. 21, D6 : p. 43, D6 : p. 52, D6 : p. 63, D6 : p. 78, D6 : p. 97, D6 : p. 113, D6 : p. 115, D6 : p. 128, D6 : p. 141 |
| ELPS 1.F | use accessible language and learn new and essential language in the process  |  |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations                                   | D6 : p. 100  |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations |  |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

|          |   |  |
|----------|---|--|
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease  |  |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters |  |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions                 |  |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed                           |  |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

### Knowledge 6

### Correlation—Teacher's Guide

|  |  |  |
|--|--|--|
| ELPS 2.E   | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language   |  |
| ELPS 2.F   | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment   |  |
| ELPS 2.G   | understand the general meaning, main point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar  |  |
| ELPS 2.H   | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations  |  |
| ELPS 2.I   | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking note  |  |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> |  |  |
| ELPS 3.A   | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible  |  |
| ELPS 3.B   | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication | D6 : p. 100                                    |
| ELPS 3.C   | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired  |  |
| ELPS 3.D   | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency  | D6 : p. 52, D6 : p. 115                        |
| ELPS 3.E   | share information in cooperative learning interactions   |  |
| ELPS 3.F   | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments                                       | D6 : p. 31, D6 : p. 43, D6 : p. 63, D6 : p. 97 |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

### Knowledge 6

### Correlation—Teacher’s Guide

|   |   |  |
|---|---|--|
| ELPS 3.G  | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and gradeappropriate academic topics  | D6 : p. 21, D6 : p. 75, D6 : p. 113, D6 : p. 128 |
| ELPS 3.H  | narrate, describe, and explain with increasing specificity and detail as more English is acquired   |  |
| ELPS 3.I  | adapt spoken language appropriately for formal and informal purposes  | D6 : p. 100                                      |
| ELPS 3.J  | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment  |  |
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> |   |  |
| ELPS 4.A  | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words   |  |
| ELPS 4.B  | recognize directionality of English reading such as left to right and top to bottom   |  |
| ELPS 4.C  | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials  |  |
| ELPS 4.D  | use prereading supports such as graphic organizers, illustrations, and pretaught topicrelated vocabulary and other prereading activities to enhance comprehension of written text   |  |
| ELPS 4.E  | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned  |  |
| ELPS 4.F  | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language |  |
| ELPS 4.G  | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs   |  |
| ELPS 4.H  | read silently with increasing ease and comprehension for longer periods   |  |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

### Knowledge 6

### Correlation—Teacher’s Guide

|  |  |  |
|--|--|--|
| ELPS 4.I   | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs     |  |
| ELPS 4.J   | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs        | D6 : p. 21, D6 : p. 31, D6 : p. 43, D6 : p. 63, D6 : p. 75, D6 : p. 97, D6 : p. 113, D6 : p. 128 |
| ELPS 4.K   | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs  |  |
| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> |  |  |
| ELPS 5.A   | learn relationships between sounds and letters of the English language to represent sounds when writing in English   |  |
| ELPS 5.B   | write using newly acquired basic vocabulary and content-based grade-level vocabulary   | D6: p. 78, D6 : p. 141   |
| ELPS 5.C   | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired   |  |
| ELPS 5.D   | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired   |  |
| ELPS 5.E   | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly |  |
| ELPS 5.F   | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired   | D6 : p. 24, D6 : p. 37, D6 : p. 49, D6 : p. 65, D6 : p. 131, D6 : p. 143                         |
| ELPS 5.G   | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired  |  |

## General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

## Chief Academic Officer, Elementary Humanities

Susan Lambert

### Content and Editorial

Elizabeth Wade, PhD, Director,  
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

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Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

### Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

### Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

## Texas Contributors

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Angela Donnelly

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Nick García

Sandra de Gennaro

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Lyna Ward

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### **Contributors to Earlier Versions of These Materials**

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## Expert Reviewer

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## Writers

Matt Davis, Rosie McCormick, James Weiss, Staff

## Illustrators and Image Sources

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**Grade 2 | Knowledge 6 | Teacher Guide**  
**Westward Expansion**

ISBN 9781683919483



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**Grade 2**

**Knowledge 6** | Activity Book

**Westward Expansion**

Grade 2

Knowledge 6

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# Westward Expansion

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## Activity Book

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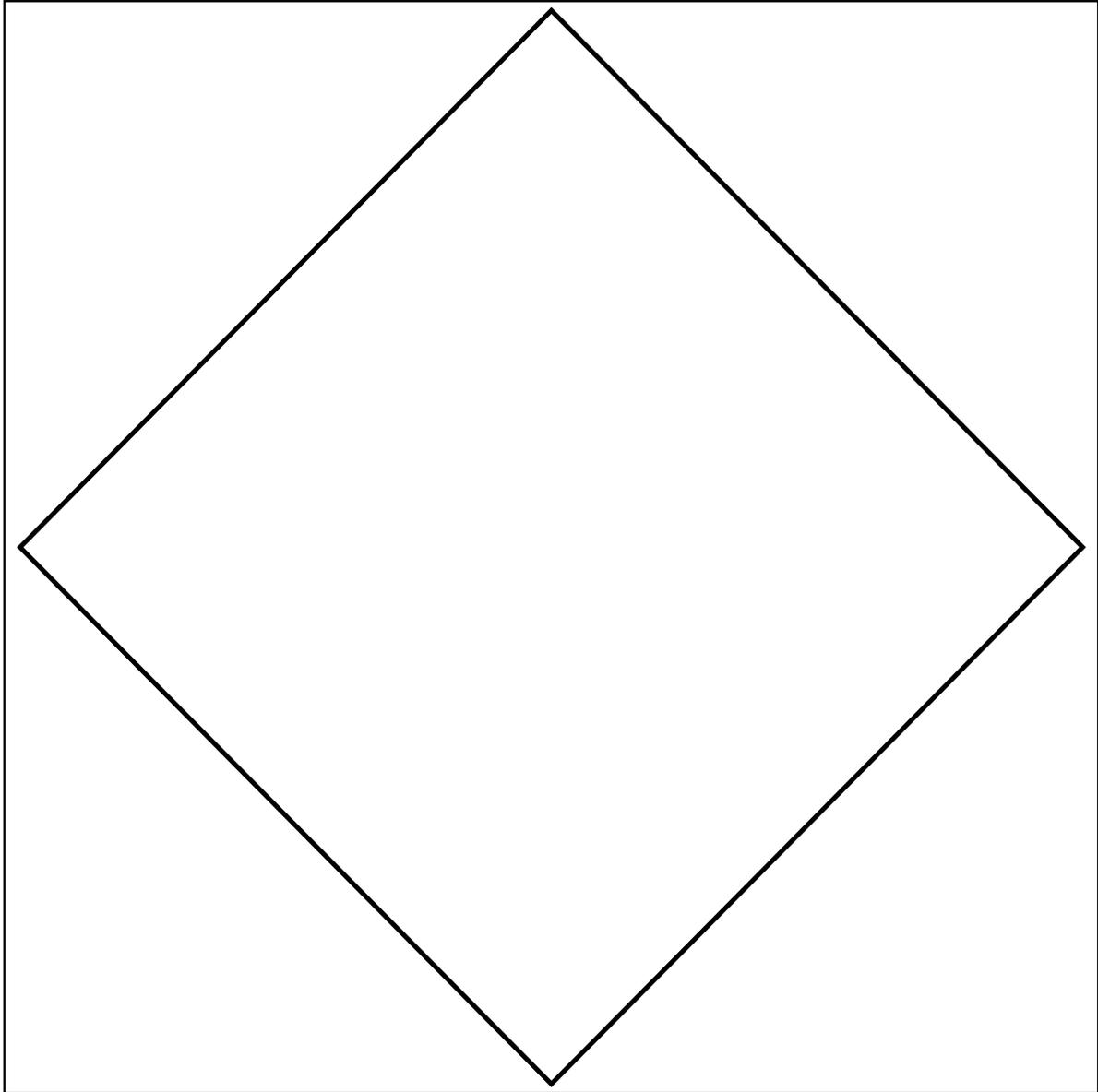
NAME: \_\_\_\_\_

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1.1

*Directions: Draw a picture of a covered wagon in the center diamond to represent the Oregon Trail. Then write a word or short phrase in each corner, sharing facts you learned about the Oregon Trail. Finally, on the back, write three to five sentences explaining the main idea of "Going West." Use one or more of the words you wrote on the front of this page in your explanation.*

## Oregon Trail





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Dear Family Member,**

During the next several days your student will be learning about the westward expansion of the United States. They will learn about how and why settlers moved west, as well as the many innovations of the 1800s that helped make expansion possible, including the steamboat and the Erie Canal. Your student will also learn how the lives of Native Americans, namely the Cherokee, were adversely affected by this expansion and various innovations. Below are some suggestions for activities that you may do at home to reinforce what your student will be learning about westward expansion.

**1. Quilts**

Your student will be illustrating quilt squares to demonstrate what they are learning about westward expansion. These quilt pieces will eventually be attached together to form a “quilt.” Have your student recreate a favorite quilt piece to show you and ask them to write a sentence describing the information represented by the picture. Show your student any homemade or store-bought quilts you may have at home, and discuss why the settlers made their own quilts rather than buying them in a store. Ask questions to encourage your student to use the vocabulary learned at school.

**2. Sayings and Phrases: Back to the Drawing Board**

Your student will learn the saying “back to the drawing board” in relation to a man named Sequoyah, who endured many struggles to create a written language for the Cherokee. Make sure your student understands that people use this saying when something they’re doing doesn’t work out, and they feel the need to start over from the beginning. Ask your student how this saying relates to Sequoyah’s life and achievements. You may also wish to ask them how the sequoia tree is connected to this story. Talk with your student about other situations in which one might use the saying “back to the drawing board.”

**3. The Trail of Tears**

Your student will learn about the forced relocation of the Cherokee, Muscogee, Choctaw, Chickasaw, and Seminole peoples from their homes in Georgia, Tennessee, and the Carolinas to what is now the state of Oklahoma. Have your student show you these areas on a U.S. map (assisting them when necessary). Discuss what it must have been like to be forced from your home and made to travel so far without enough food or supplies. Share with your student that sometimes in the study of history they will have to learn about events like the Trail of Tears that are terrible and sad. Ask your student why it is important to study events like these, and emphasize that it is important to remember the sadder parts of history in order to hopefully prevent them from happening again.

#### 4. The Erie Canal

Your student has listened to the song “The Erie Canal” while learning about this new means of travel. You may wish to find a version of this song and listen to it with your student, encouraging your student to sing the words they remember.

#### 5. Transportation Today

Your student will learn how the transportation of both people and freight during the era of westward expansion included horses and wagons, trains and railroads, steamboats, and canals. Discuss with your student the vehicles we have today that transport people and freight and how these changes have allowed people to live differently than they did in the 1800s.

#### 6. Words to Use

Below is a list of some of the words your student will be learning about and using. Try to use these words in everyday speech with your student as they come up.

- *pioneers*—The pioneers coming from the crowded East were surprised by the vast, open prairie of the West.
- *steamboats*—Steamboats were much faster and more reliable than sailboats because they depended on their steam engines for power rather than the weather.
- *Erie Canal*—The Erie Canal, the most famous canal built during the Canal Era, joined the Hudson River in New York to Lake Erie, one of the Great Lakes.
- *encountered*—Native Americans encountered many changes to their ways of life during the westward expansion of the United States.

#### 7. Read Aloud Each Day

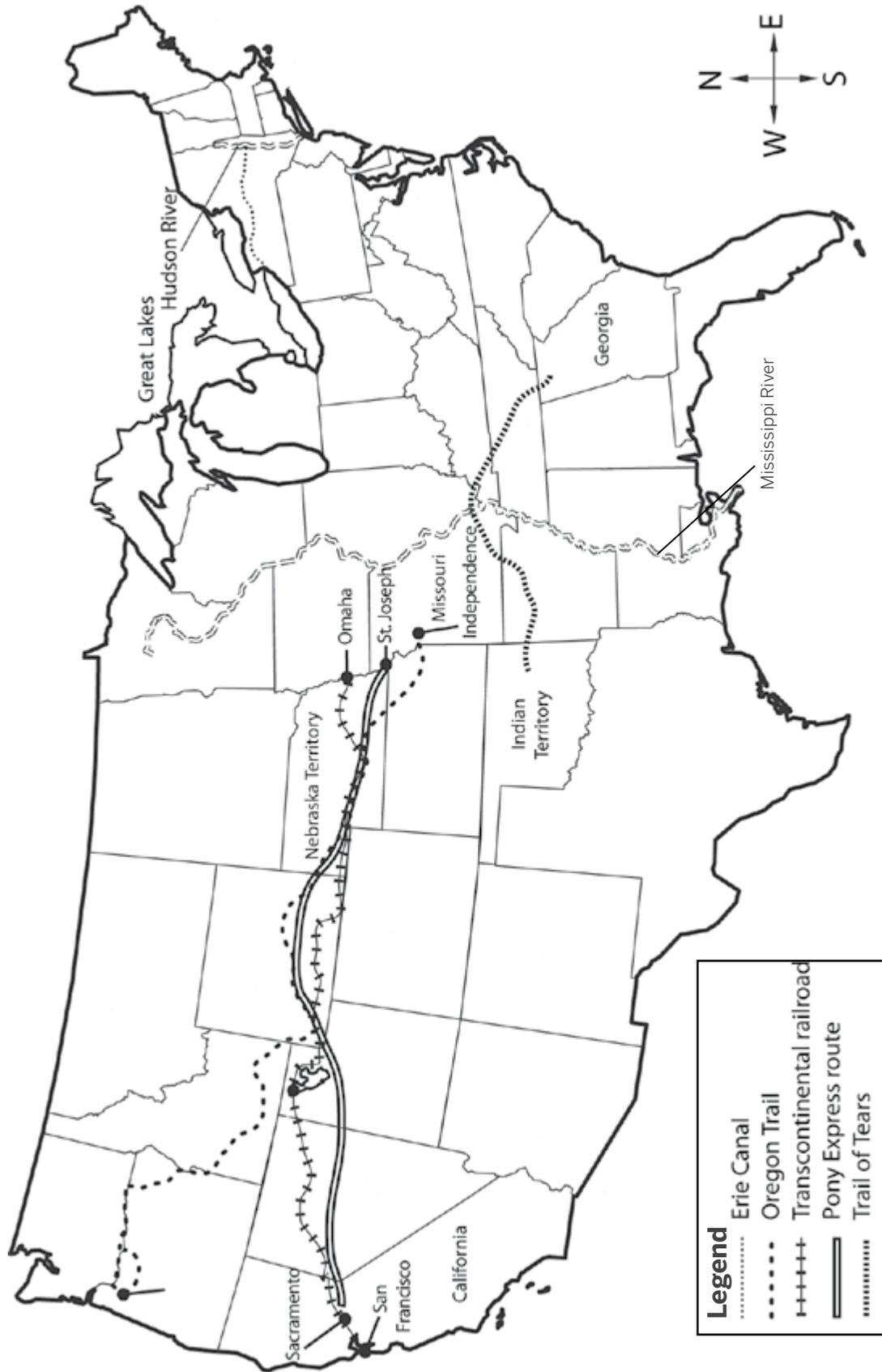
It is very important that you read with your student every day. Try to set aside time to read to your student and also time to listen to your student read to you.

Be sure to let your student know how much you enjoy hearing about what they learned at school.

NAME: \_\_\_\_\_

2.1

DATE: \_\_\_\_\_



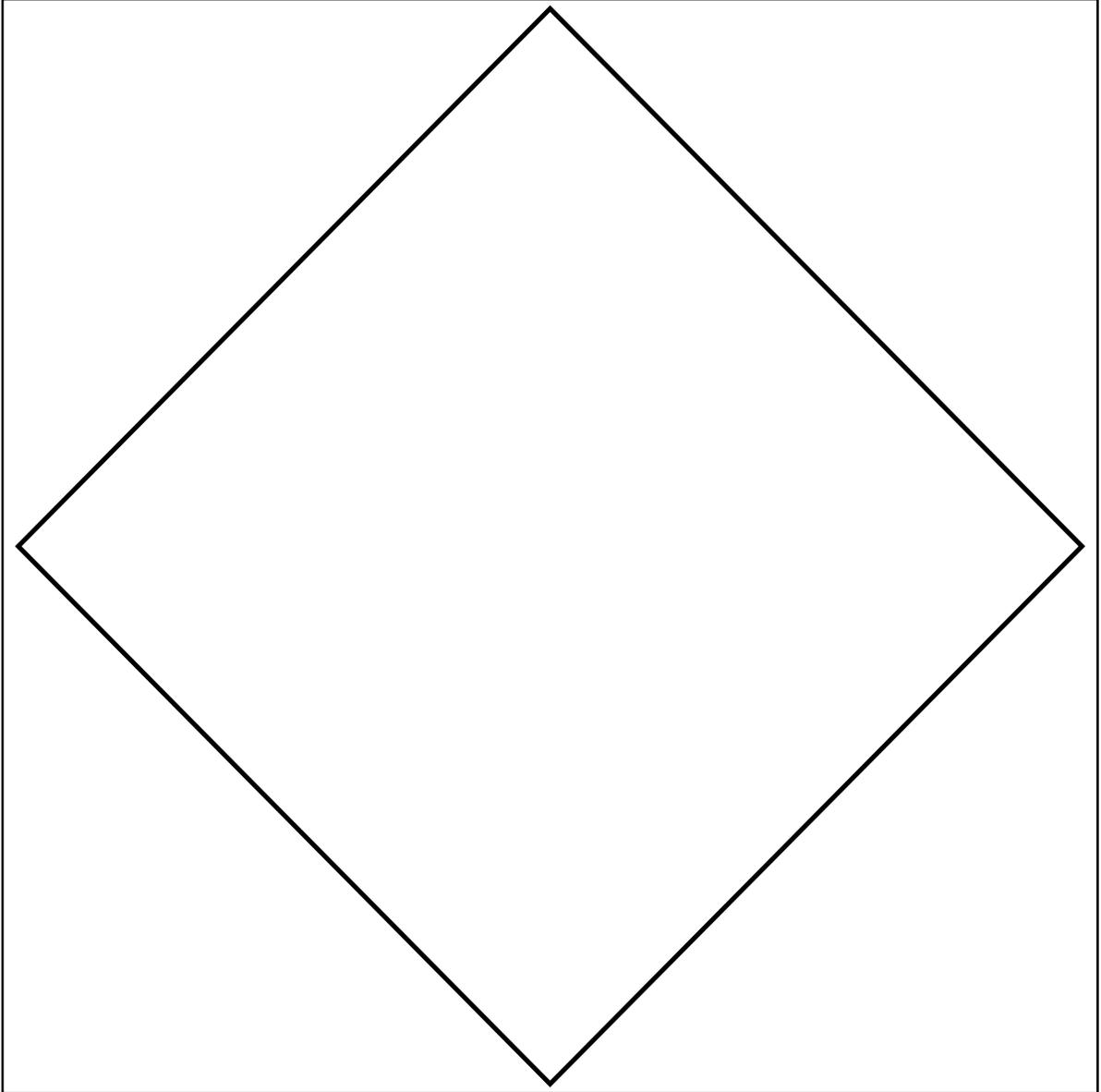


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Directions: Draw a picture of a steamboat in the center diamond. Then write a word or short phrase in each corner, sharing facts you learned about Robert Fulton's steamboat. Finally, on the back, write three to five sentences explaining how steamboats affected westward expansion. Use one or more of the words you wrote on the front of this page in your explanation.*

## Robert Fulton's Steamboat

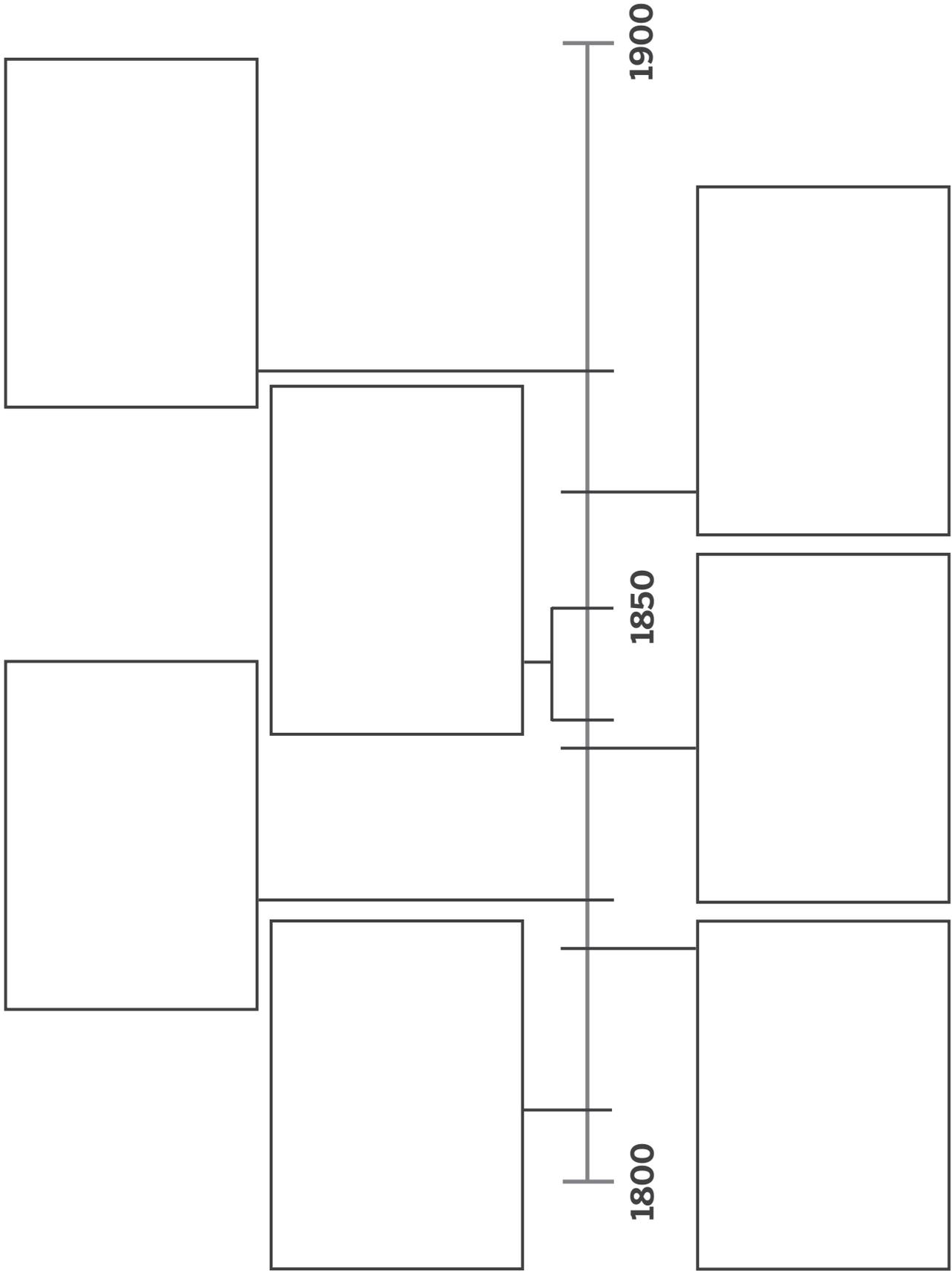




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**Westward Expansion Timeline**

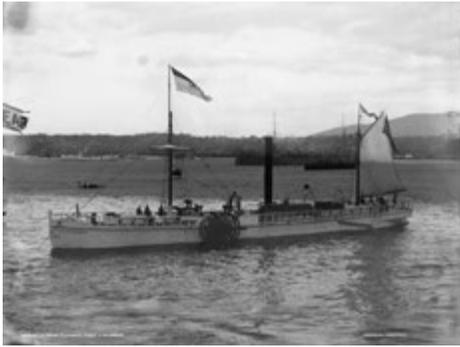




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| 13 | ω | θ | δ | R | G | B |   |   |





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.1

### *Steamboat Travel*

| <b>Advantages</b>  | <b>Disadvantages</b>  |
|---|--|
|   |  |

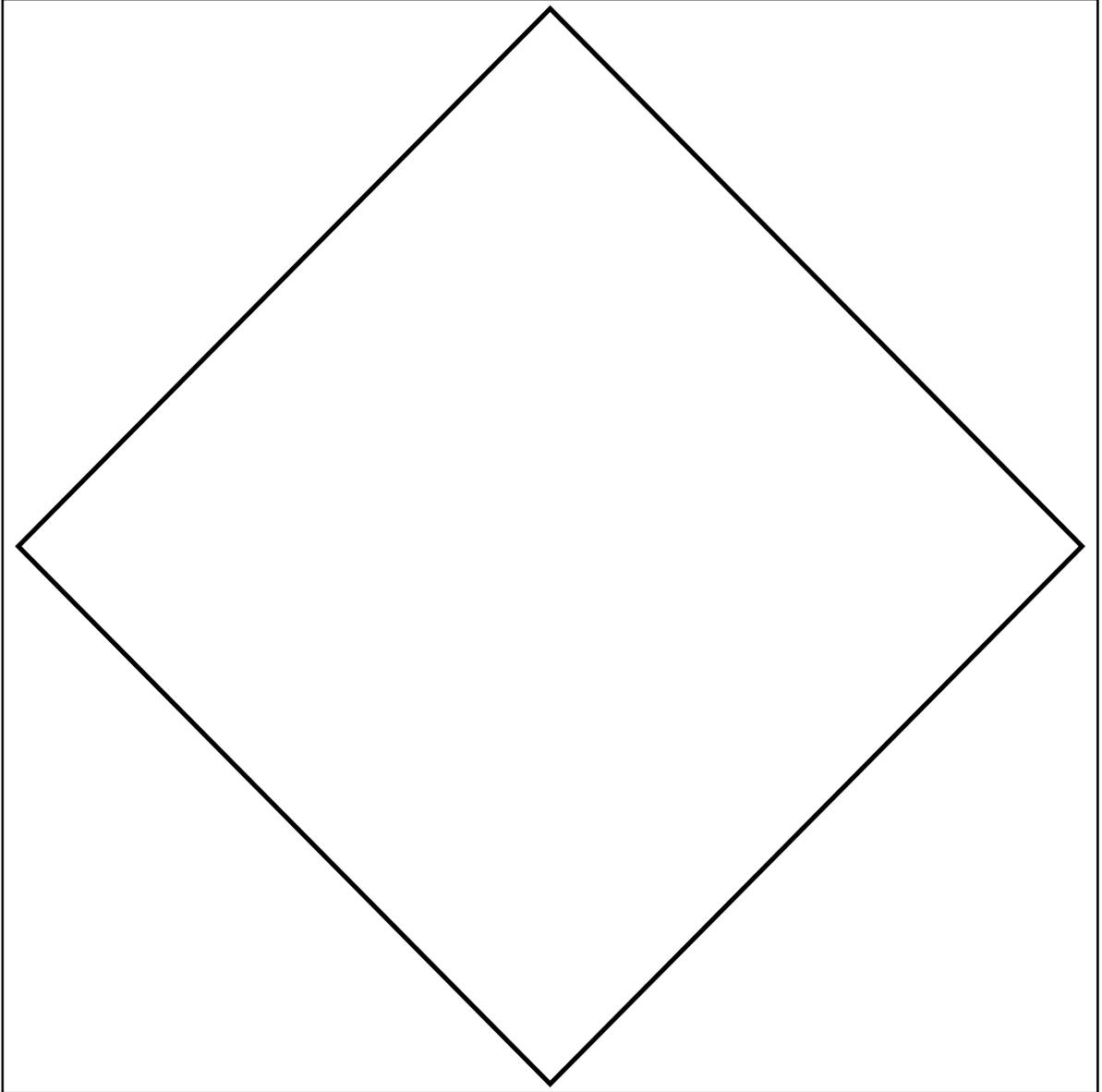


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DATE: \_\_\_\_\_

## Sequoyah

*Directions: Draw a picture of Sequoyah or the Cherokee writing system in the center diamond. Then write a word or short phrase in each corner, sharing facts you learned about Sequoyah. Finally, on the back, write three to five sentences explaining the importance of Sequoyah to the Cherokee people. Use one or more of the words you wrote on the front of this page in your explanation.*





NAME: \_\_\_\_\_

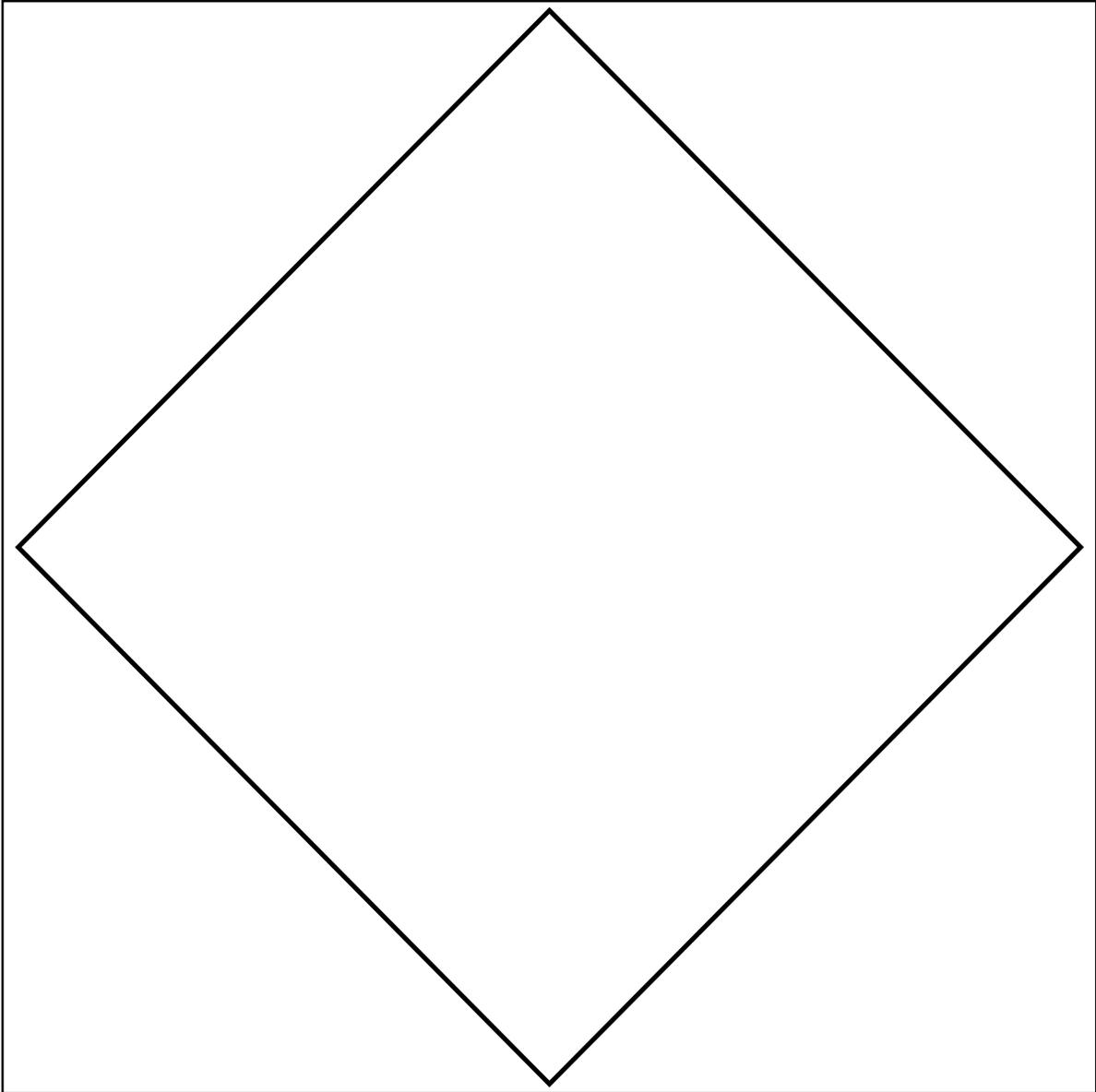
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5.1

Activity Page

*Directions: Draw a picture representing the Trail of Tears in the center diamond. Then write a word or short phrase in each corner, sharing facts you learned about the Trail of Tears. Finally, write three to five sentences on the back, using one or more of the words you wrote on the front of this page.*

## ***Trail of Tears***





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Dear Family Member,**

For the past several days, your student has been learning about the westward expansion of the United States. Over the next few days they will continue to learn about how and why pioneers moved west and the many innovations of the time that helped make expansion possible and more convenient, including the Pony Express, the Oregon Trail, and the Transcontinental Railroad. Your student will also learn how the lives of the bison and the Plains Native Americans, namely the Lakota Sioux, were adversely affected by this expansion and various innovation.

Below are some suggestions for activities that you may do at home to reinforce what your student will be learning about westward expansion.

**1. Quilts**

Your student will continue illustrating quilt squares to add to their “quilt” to demonstrate what they are learning about westward expansion. Have your student recreate a favorite quilt piece to show you and ask them to write a sentence describing the information represented by the picture. Ask questions to encourage your student to use the vocabulary learned at school.

**2. The Oregon Trail**

Your student has heard about the Oregon Trail, a path through the wilderness that settlers followed that began in Missouri and ended in the Oregon Territory. Show your student these states on a U.S. map, and discuss how these areas have changed since the 1800s. Ask your student to share with you what they remember about the story of one wagon train’s difficulties on the Oregon Trail. Ask questions to encourage your student to use the vocabulary learned at school.

**3. Mail Today**

Your student will learn how the transportation of mail and news in the 1800s, from the East Coast to the West Coast, evolved from mail delivery by ship, to the Pony Express, to the telegraph. Discuss with your student the vehicles and ways we now send mail and hear news and how these changes have allowed people to live differently today than they did in the 1800s.

#### 4. I've Been Working on the Railroad

Your student will be listening to the song “I’ve Been Working on the Railroad” while learning about the Transcontinental Railroad. You may wish to find a version of this song and listen to it with your student, encouraging your student to sing the words they remember.

#### 5. Words to Use

Below is a list of some of the words your student will be learning about and using. Try to use these words with your student as they come up in everyday speech.

- *ruts*—The wagon wheels often became stuck in the deep ruts made by the many wagon trains that had already traveled the Oregon Trail.
- *venture*—The Pony Express was a risky venture for both the investors and the riders.
- *bison*—Bison, incorrectly mistaken for buffalo by settlers, faced extinction during the time of westward expansion, because many people hunted them without preservation and the future in mind.
- *“iron horse”*—Nicknamed “the iron horse,” the locomotive train forever changed the way people traveled and transported freight.

#### 6. Research Present-Day Native American Tribes

Research contemporary Native American tribes with your student at home. Students can use the Internet or books to read about Native American tribes that are thriving today and learn about their cultures, accomplishments, and important contributions they continue to make to our country. This is a great opportunity to discuss with your student the importance of supporting and learning about all different groups of people that live in our society.

#### 7. Read Aloud Each Day

It is very important that you read with your student every day. Try to set aside time to read to your student and also time to listen to your student read to you.

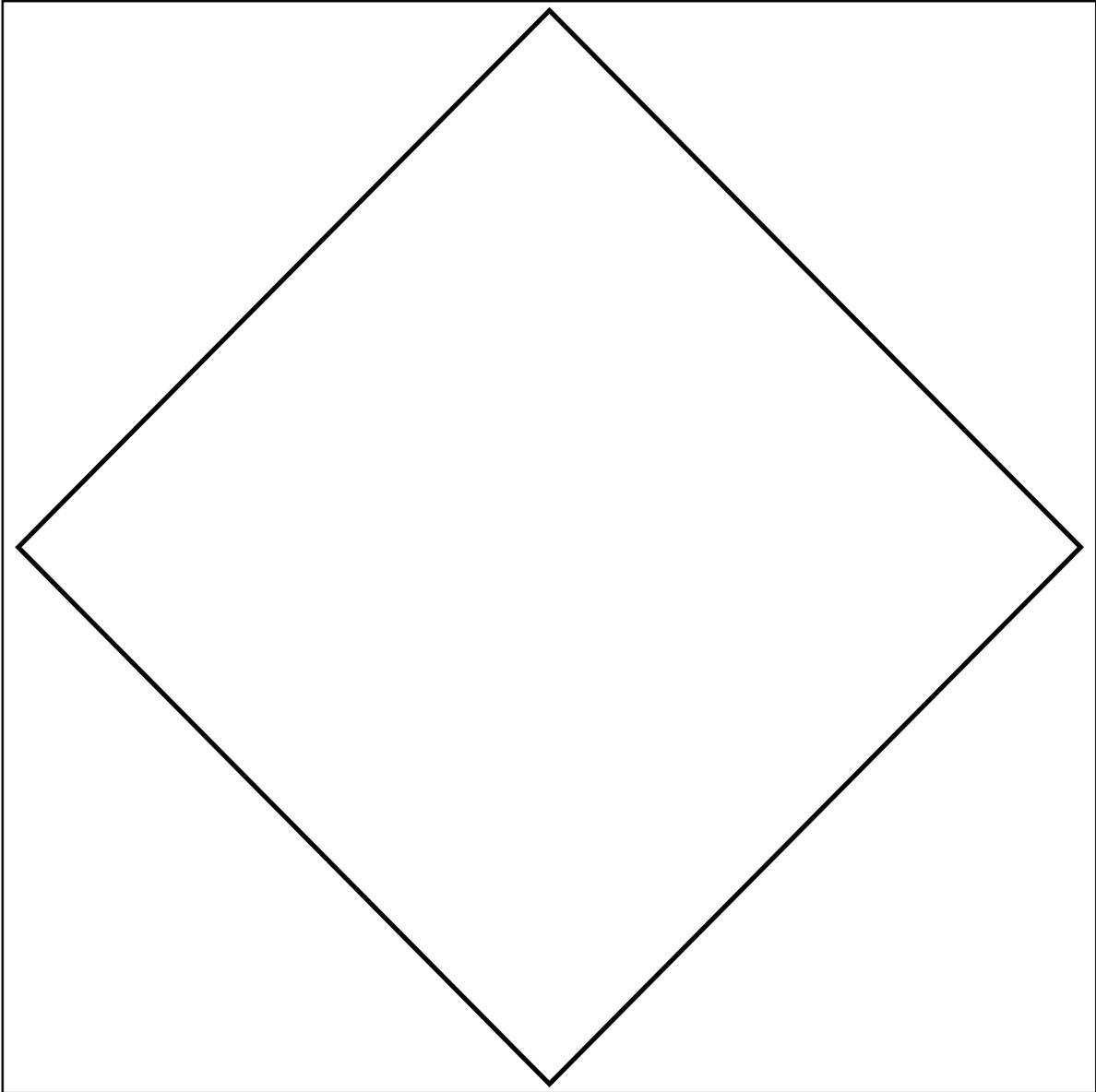
Be sure to let your student know how much you enjoy hearing about what they learned at school.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Directions: Draw a picture of a locomotive train and/or railroad tracks in the center diamond. Then write a word or short phrase in each corner, sharing facts you learned about the Transcontinental Railroad. Finally, write three to five sentences on the back, using one or more of the words you wrote on the front of the page.*

## ***Transcontinental Railroad***





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1

*Directions: Write a word or short phrase in each corner, sharing facts you learned about the bison. Finally, write three to five sentences on the back, explaining how westward expansion in the U.S. affected the bison. Use one or more of the words you wrote on the front of this page in your explanation.*

## Bison





NAME: \_\_\_\_\_

PP.1

Activity Page

DATE: \_\_\_\_\_

1.



2.



3.



4.



5.



6.



Directions: Listen to your teacher's instructions.



NAME: \_\_\_\_\_

PP.2

Activity Page

DATE: \_\_\_\_\_

Directions: Think about what you heard in the Read-Aloud and then fill in the chart using words or sentences.

|                 |  |
|-----------------|--|
| <b>Somebody</b> |  |
| <b>Wanted</b>   |  |
| <b>But</b>      |  |
| <b>So</b>       |  |
| <b>Then</b>     |  |



NAME: \_\_\_\_\_

DR.1

Activity Page

DATE: \_\_\_\_\_



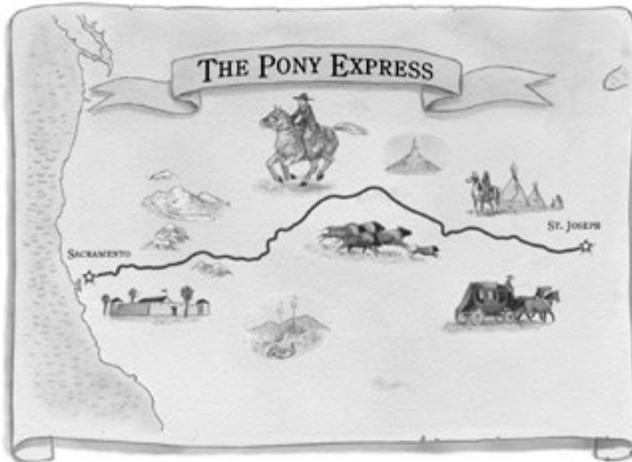
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



Directions: Put a number next to the picture that corresponds with each sentence.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_





NAME: \_\_\_\_\_

DR.2

DATE: \_\_\_\_\_



Directions: Study the map and then use it to answer the questions.

1. What waterway was built to connect the Hudson River and the Great Lakes?

\_\_\_\_\_

2. Where did the Oregon Trail begin?

\_\_\_\_\_

3. In 1869, what method of travel connected Omaha, Nebraska, and San Francisco, California?

\_\_\_\_\_



NAME: \_\_\_\_\_

DA.1

Assessment

DATE: \_\_\_\_\_

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

|     |  |  |  |
|-----|--|--|--|
| 11. |   |  |   |
| 12. |   |  |   |
| 13. |   |  |   |
| 14. |   |  |   |
| 15. |  |  |  |

NAME: \_\_\_\_\_

DA.2

Assessment

DATE: \_\_\_\_\_

1.



2.



3.



4.



5.



6.



7.



8.



Directions: Listen to your teacher's instructions.



NAME: \_\_\_\_\_

DA.3

Assessment

DATE: \_\_\_\_\_

Directions: Read each question. Think about the answer for each question. Write at least one complete sentence to answer each question.

1. Why did many pioneer families choose to move to the West in the 1800s?

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2. Why were the development of steamboats, the Erie Canal, and the Transcontinental Railroad important during the time of westward expansion?

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3. What problems did westward expansion cause for Native Americans?

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4. Why is the Pony Express no longer an important means of communication?

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---

---

5. What was Sequoyah's significant invention?

---

---

---

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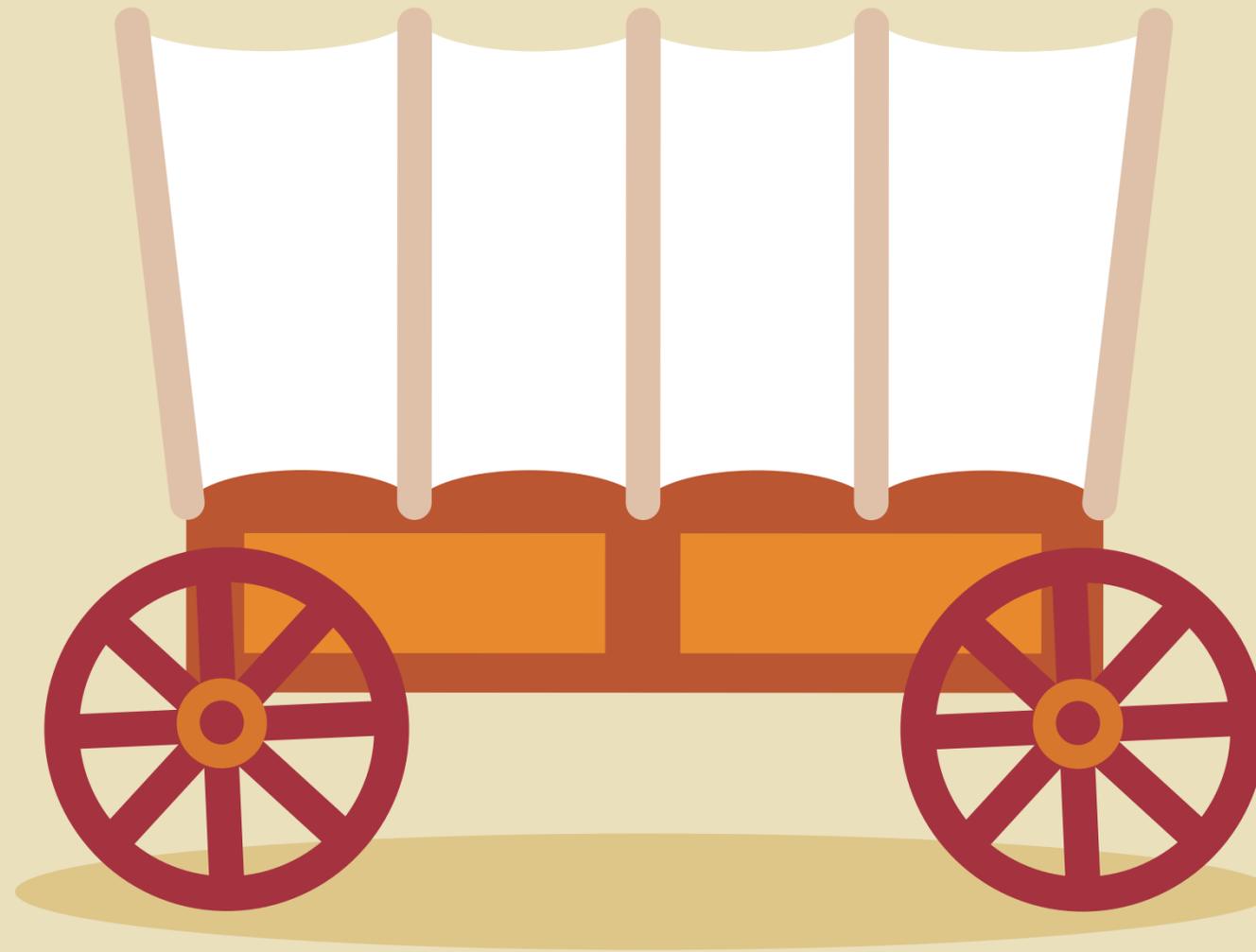


**Grade 2 | Knowledge 6 | Activity Book**  
**Westward Expansion**

ISBN 9781643837086



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# Westward Expansion

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This Flip Book contains images that accompany the Teacher Guide for *Westward Expansion*. The images are in sequential order. Each image is identified by its lesson number, Read-Aloud letter (A or B), and the number of the image within the particular Read-Aloud. For example, the first image in Read-Aloud 1A is numbered 1A-1. Once you have worked your way through the book to the last page, you will flip the entire book over to view the second half of the images.

Depending on your classroom configuration, you may need to have students sit closer to the flip book in order to see the images clearly.









# THE OREGON TRAIL

OREGON CITY



INDEPENDENCE







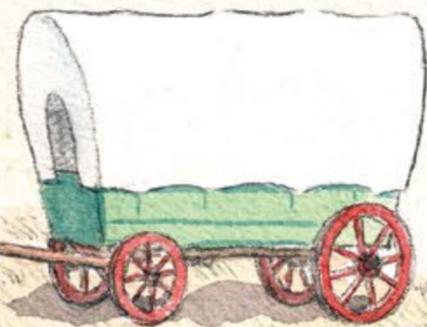
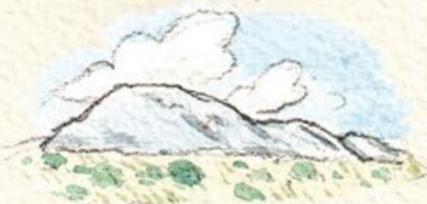
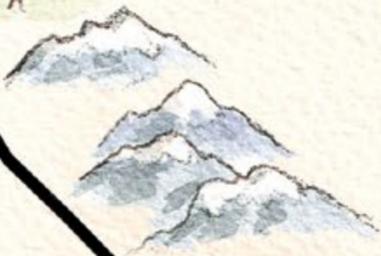






# THE OREGON TRAIL

OREGON CITY



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Lake Ontario

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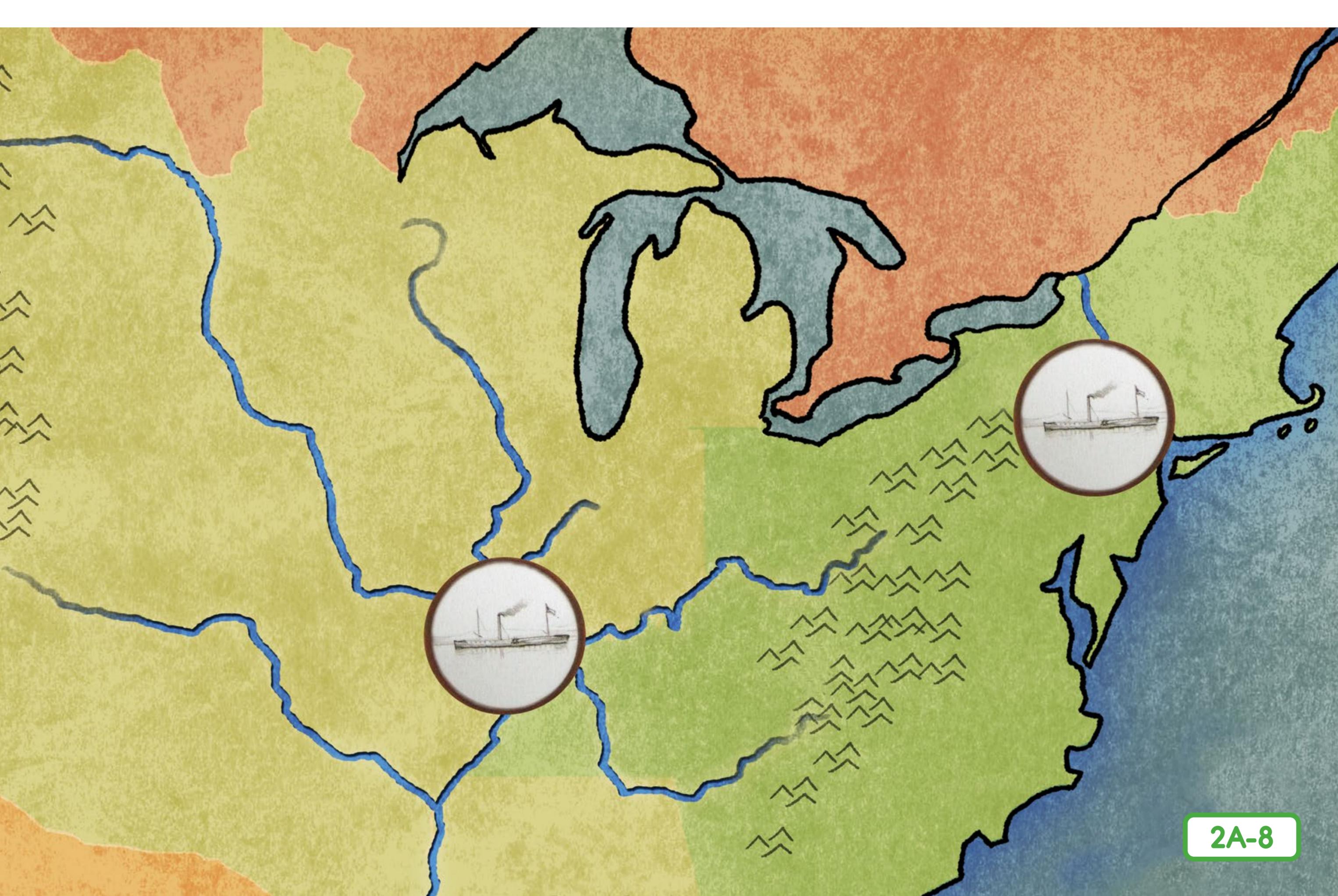
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**Clermont**

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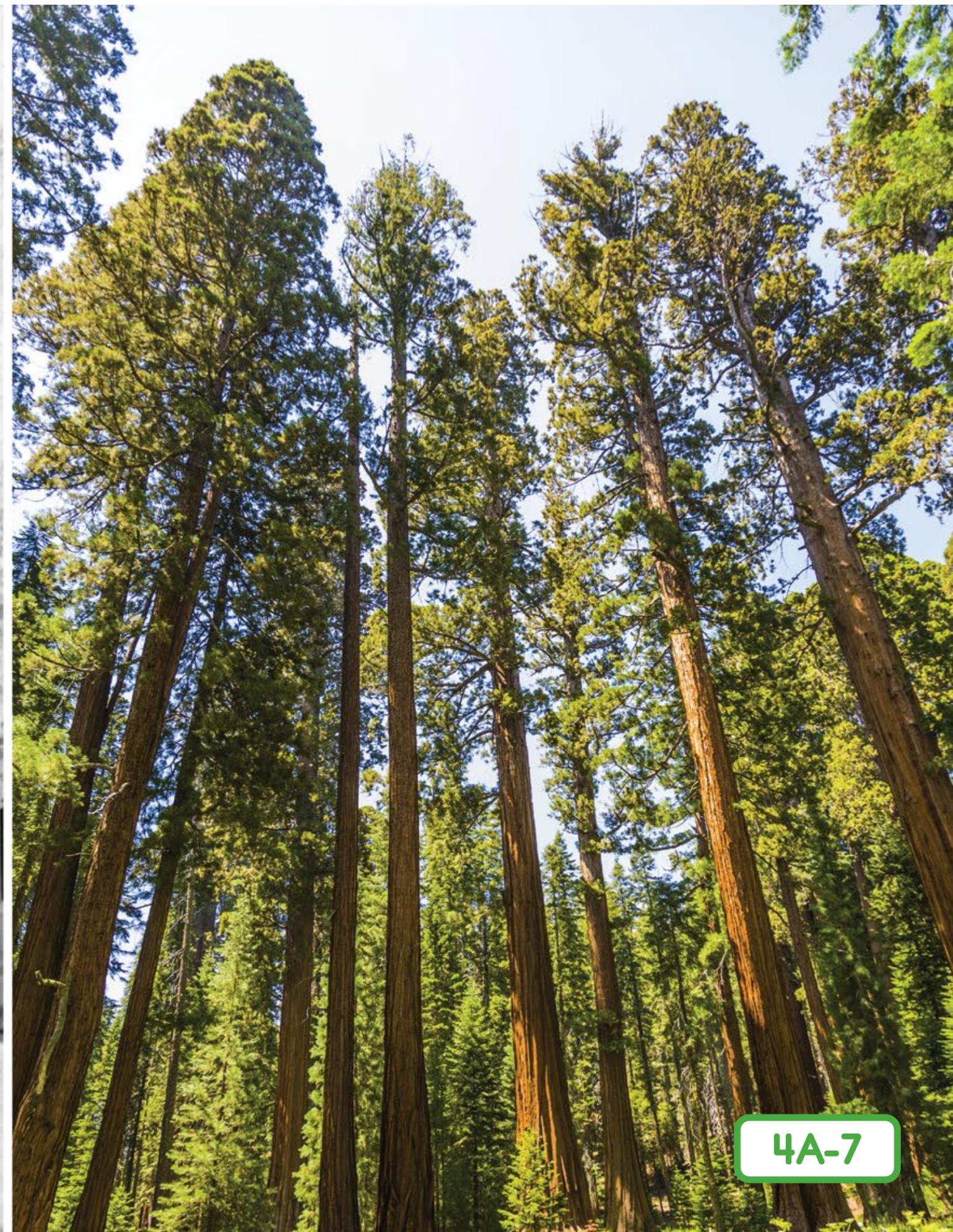




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| 3 dl/tl   | ᄑ ᄒ | L   | C   | ᄕ | ᄖ | P |
| 4 g       | ᄗ ᄘ | ᄙ   | Y   | A | J | E |
| 5 qu(ku)  | ᄚ   | ᄛ   | ᄜ   | ᄝ | ᄞ | ᄟ |
| 6 h       | ᄠ   | ᄡ   | ᄢ   | ᄣ | ᄤ | ᄥ |
| 7 ts      | ᄧ   | ᄨ   | ᄩ   | K | ᄫ | ᄬ |
| 8 l       | W   | ᄭ   | ᄮ   | ᄯ | M | ᄱ |
| 9 m       | ᄲ   | ᄳ   | H   | ᄵ | Y | — |
| 10 n/hn   | ᄷ ᄸ | ᄹ   | h   | Z | ᄻ | ᄼ |
| 11 s      | ᄽ ᄾ | ᄿ   | ᄿ   | ᄿ | ᄿ | R |
| 12 w/(h)w | ᄿ   | ᄿ   | ᄿ   | ᄿ | ᄿ | ᄿ |
| 13 y/(h)y | ᄿ   | ᄿ   | ᄿ   | ᄿ | ᄿ | B |



















# THE OREGON TRAIL

British Territory

Minnesota Territory

Iowa

Unorganized Territory

OREGON CITY

Oregon Territory

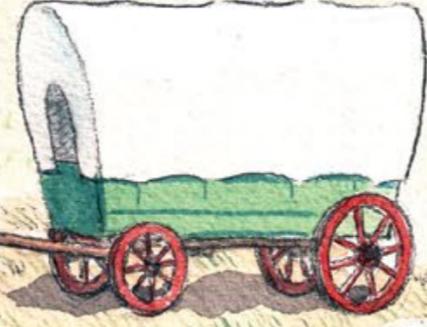
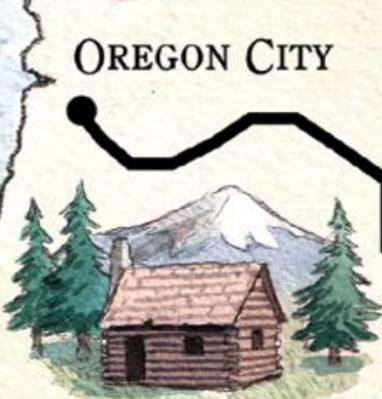
INDEPENDENCE

MISSOURI

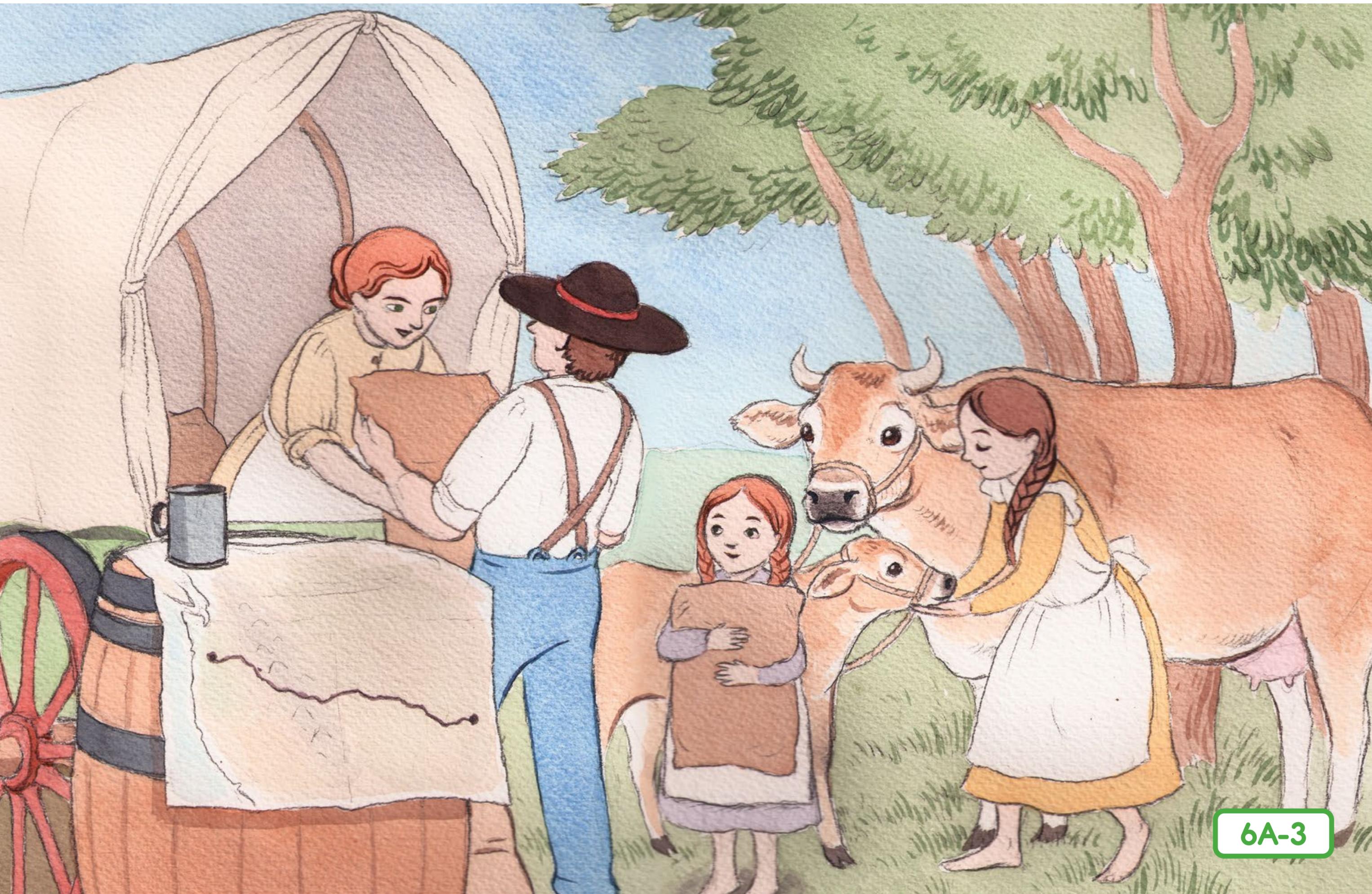
Utah Territory

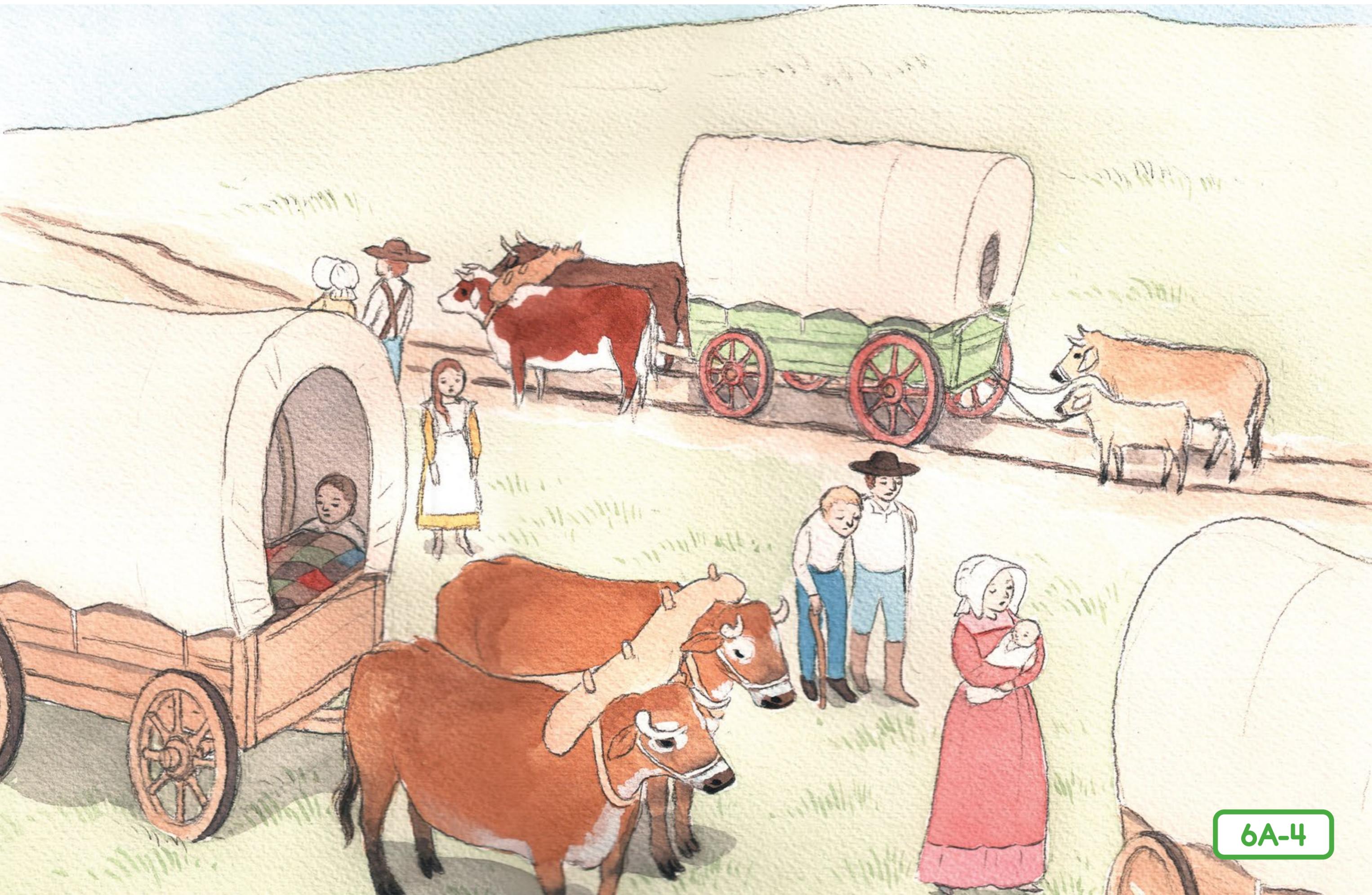
California

New Mexico Territory















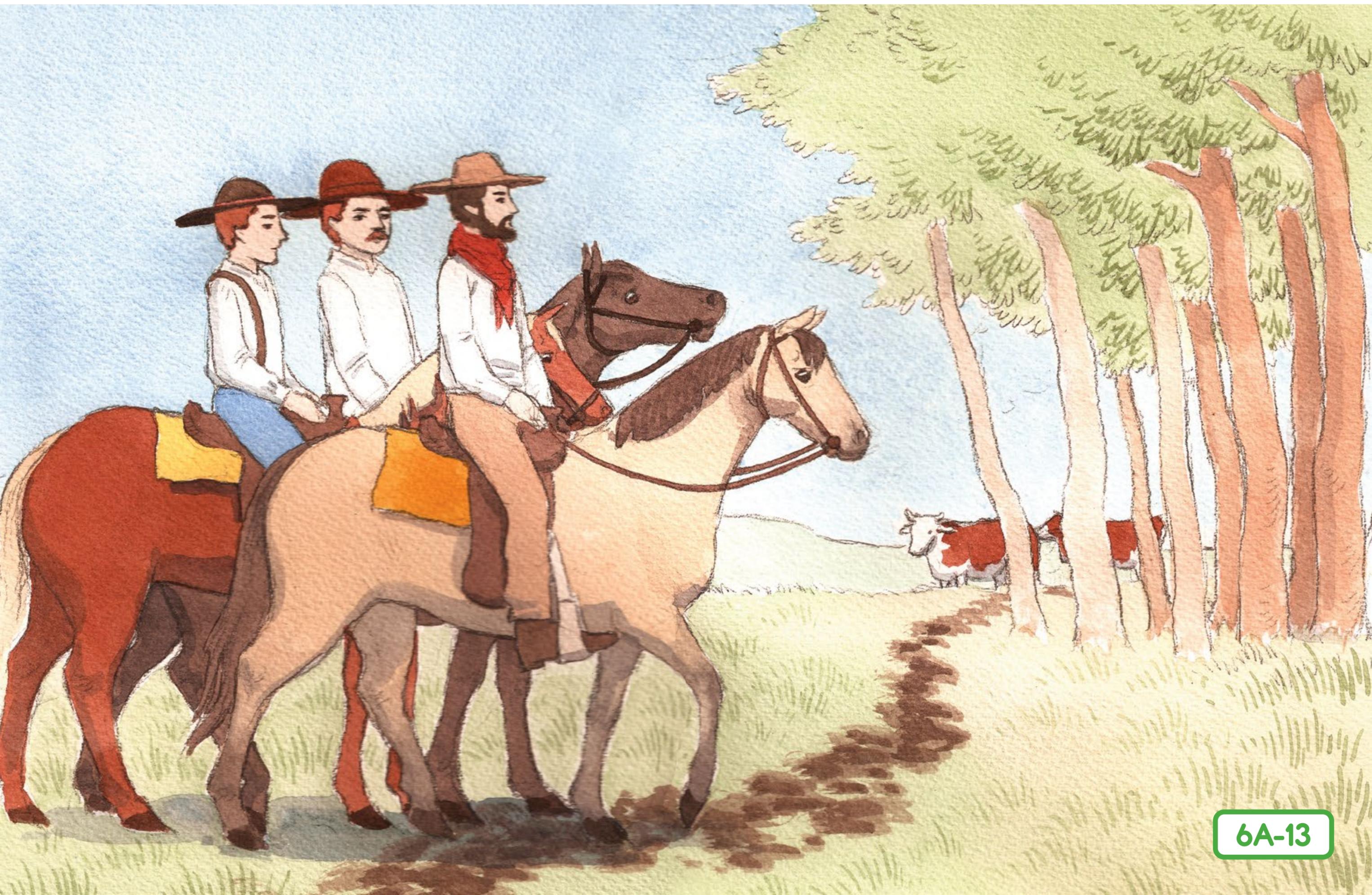


















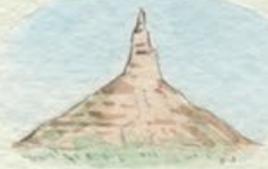






7A-3

# THE PONY EXPRESS



ST. JOSEPH

SACRAMENTO







7A-6



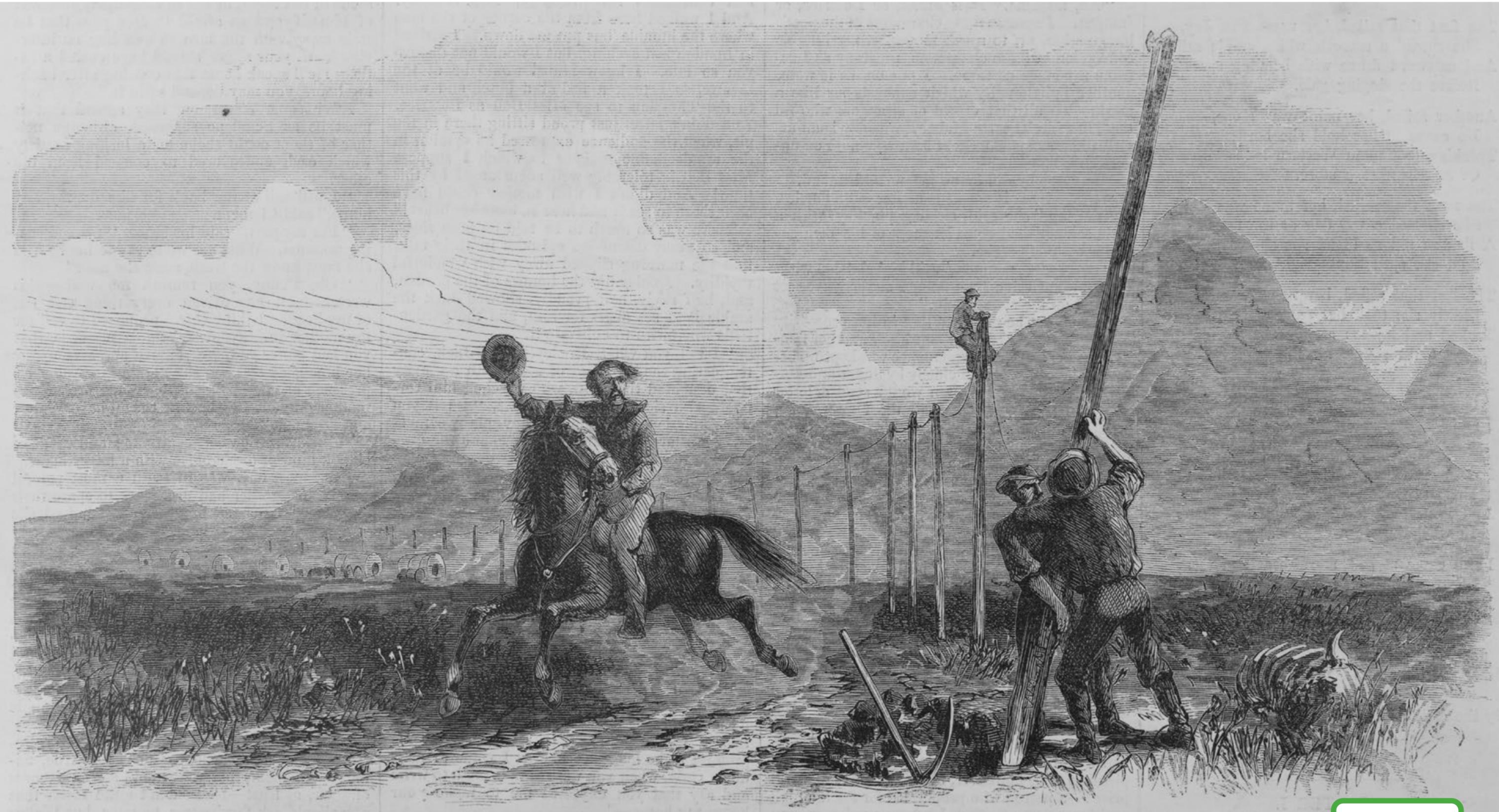
7A-7

# PONY EXPRESS!



10 Days to Sacramento!

# LETTERS





7A-10









# Transcontinental Railroad



Nebraska Terr.

Promontory Summit

San Francisco

Utah Terr.

Omaha

Baltimore

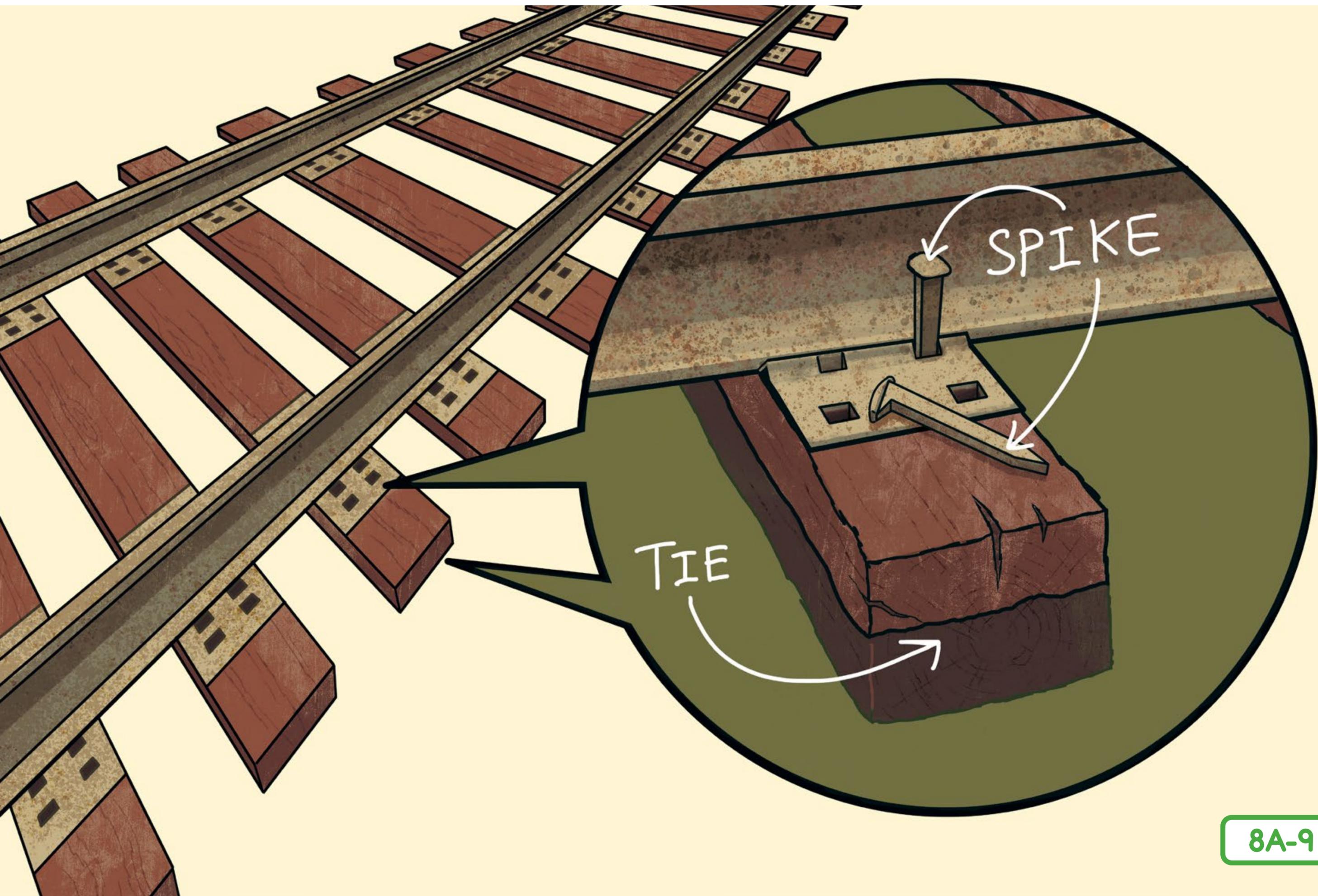
California



























Grade 2

Knowledge 6

---

# Westward Expansion

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**Multiple Meaning Word Posters**

## **Multiple Meaning Word Posters**

The poster(s) in this Flip Book may be cut out and displayed on the classroom wall for the duration of the domain.

1



2



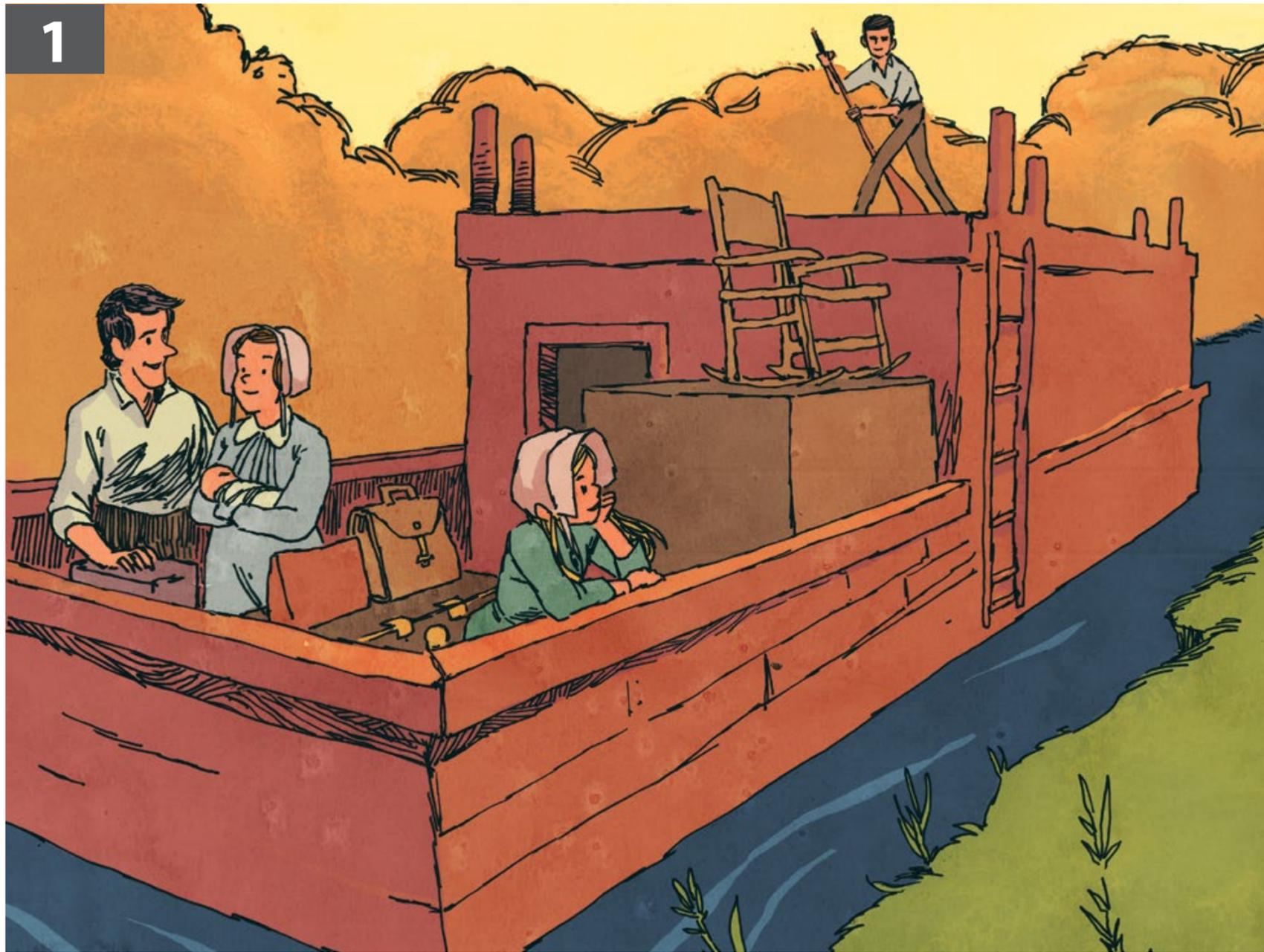


# Back (Poster 1M)

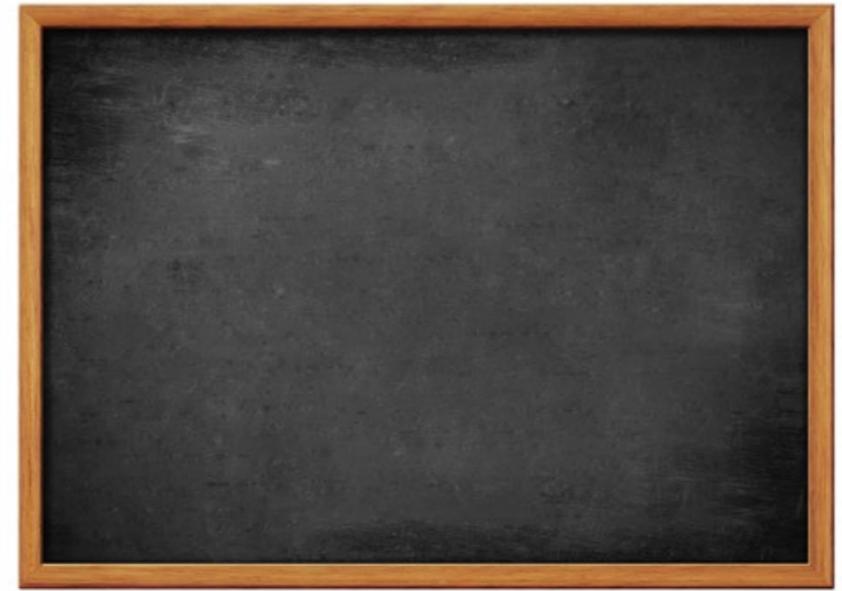
1. a part of your body that is opposite your stomach (*noun*)
2. the surface of something that is opposite the front (*noun*)

Westward Expansion | Multiple Meaning Word Poster 1 of 4

1



3



2

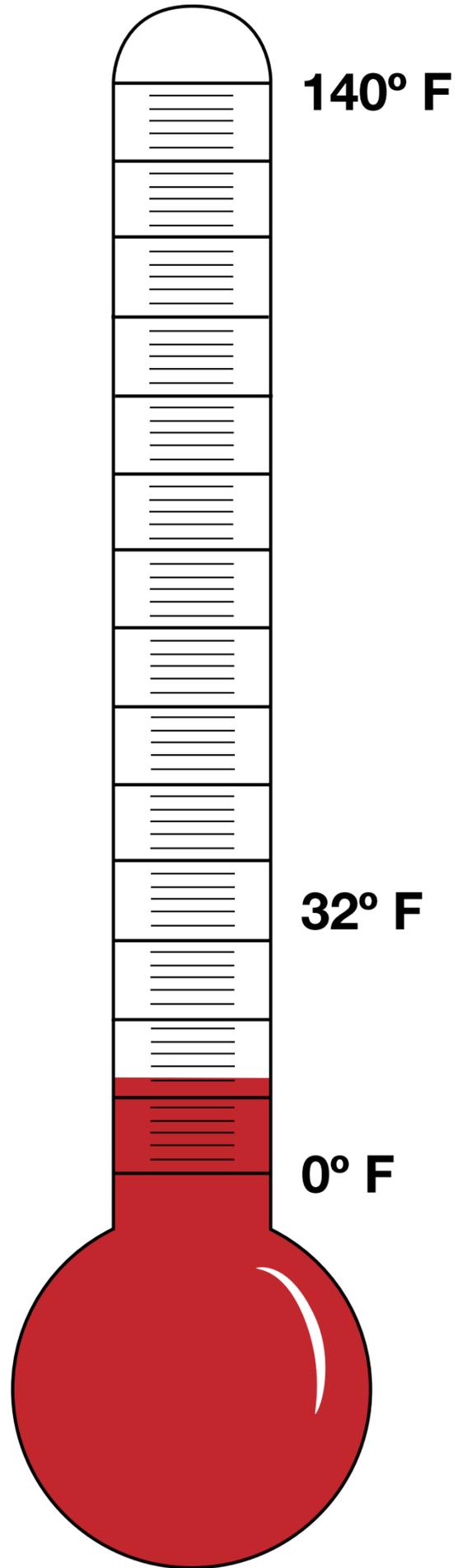




# Board (Poster 2M)

1. *(on board)* in or on a train, boat, or plane *(adverb)*
2. a long, thin, flat piece of wood *(noun)*
3. a flat piece of material (such as wood or cardboard) that is used for a special purpose *(noun)*

1



2





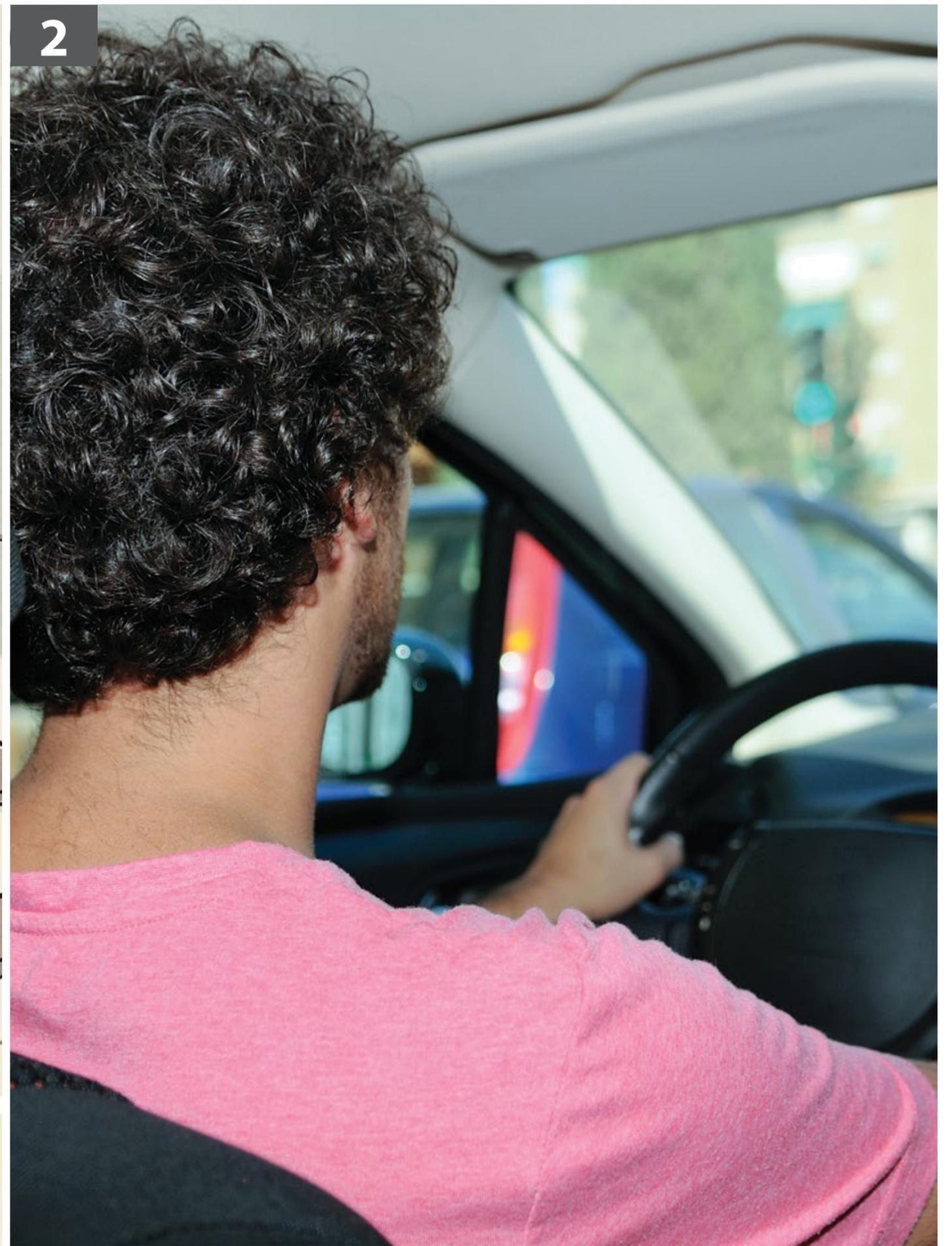
# Degree (Poster 3M)

1. a unit for measuring temperature (*noun*)
2. an official document and title that is given to someone who has successfully completed a series of classes at a college or university (*noun*)

1



2





# Drive (Poster 4M)

1. to push something with force (*verb*)
2. to direct the movement of a car, bus, truck, etc. (*verb*)

Westward Expansion | Multiple Meaning Word Poster 4 of 4

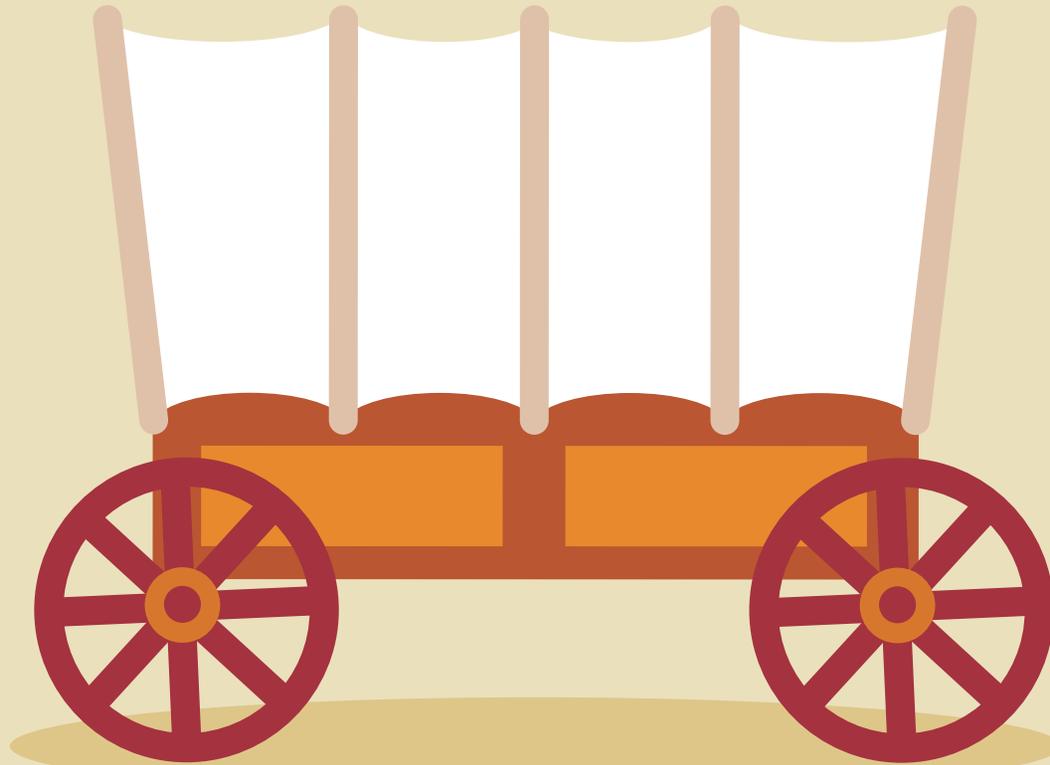


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**Westward Expansion**

ISBN 9781643838373



9 781643 838373

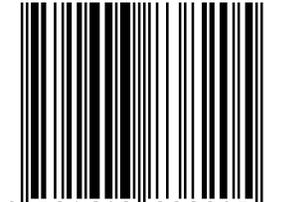


Grade 2

Knowledge 6 | Image Cards

**Westward Expansion**

ISBN 9781643838205



9 781643 838205

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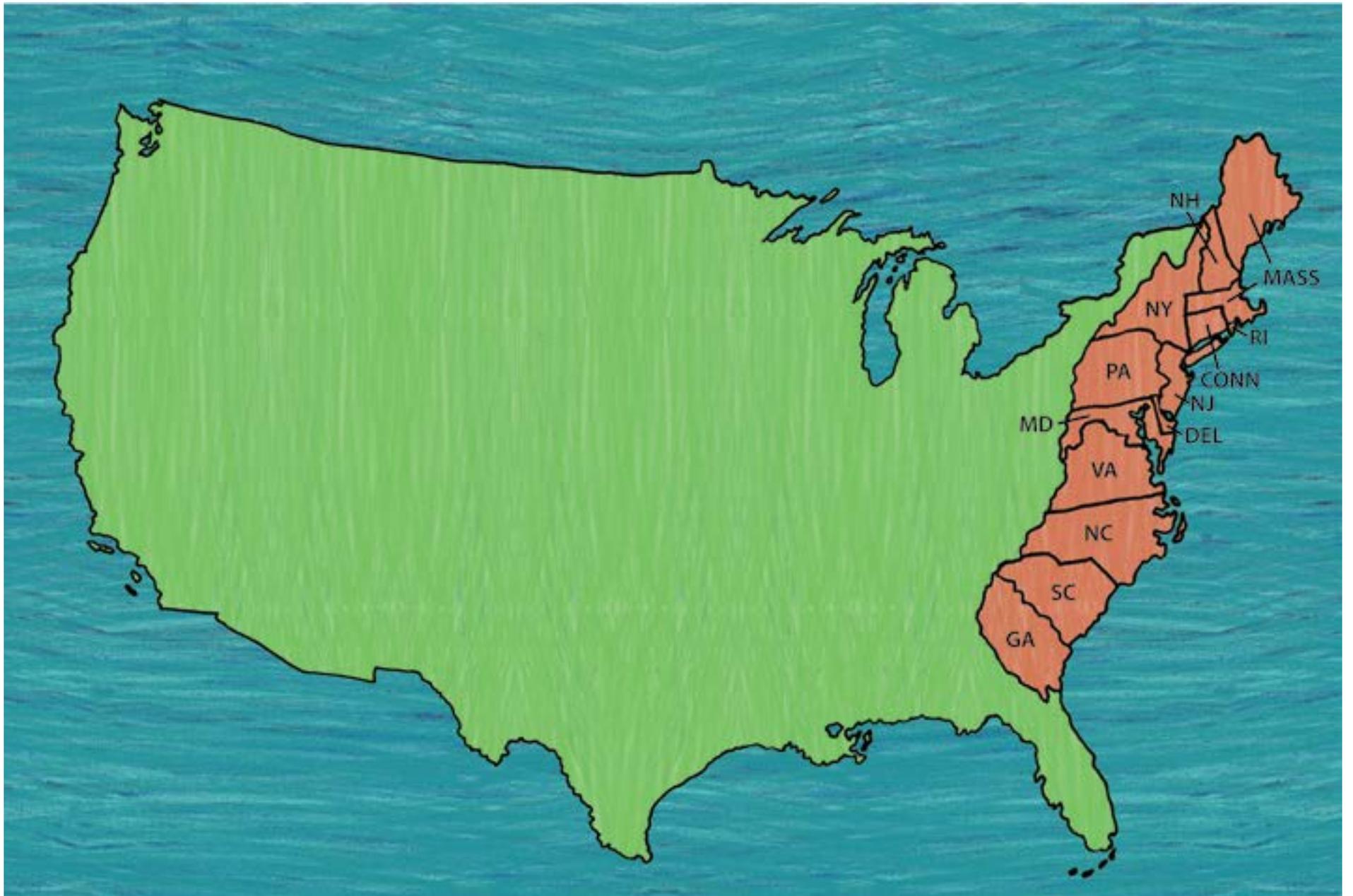
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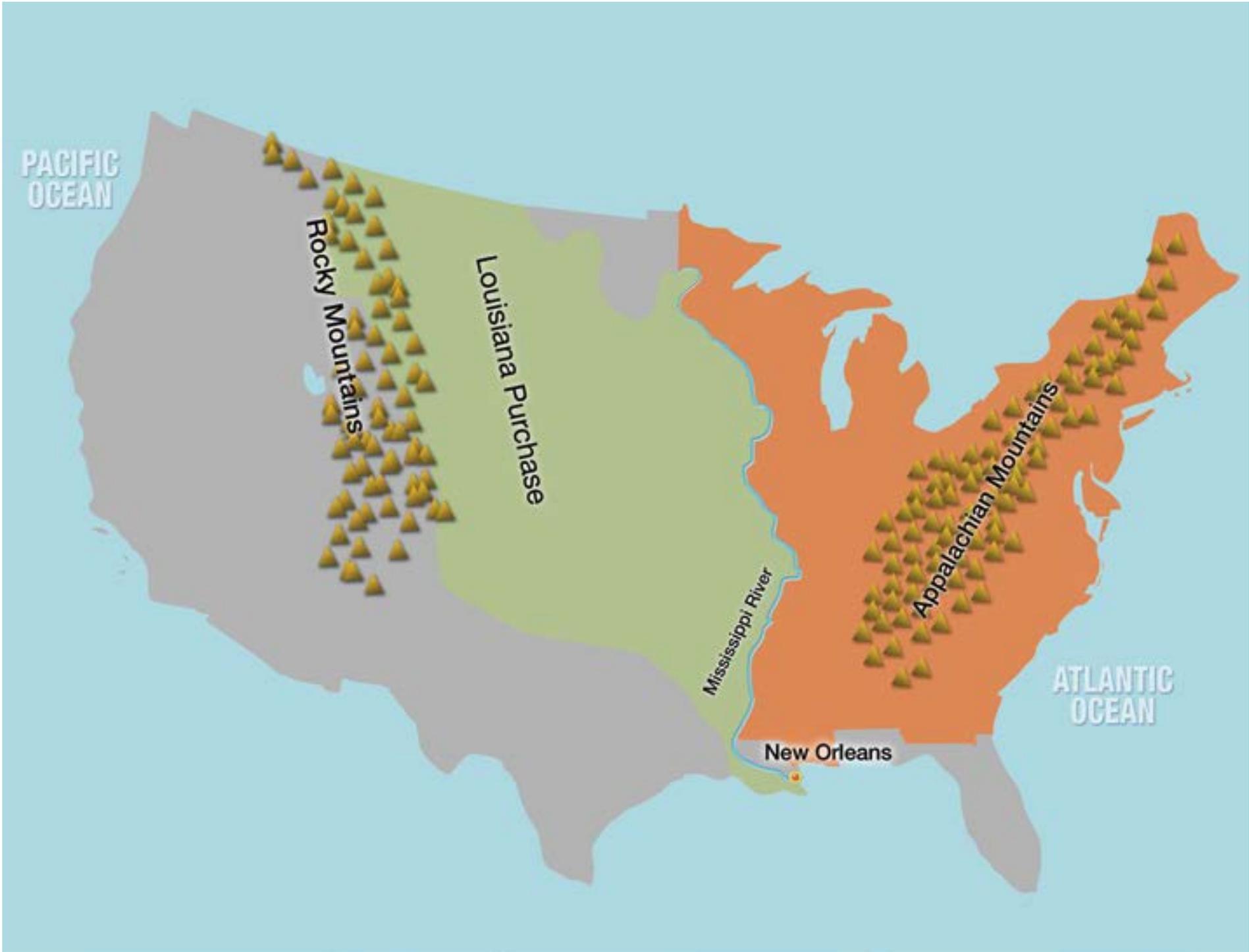


# Westward Expansion 1





## Westward Expansion 2



PACIFIC OCEAN

Rocky Mountains

Louisiana Purchase

Mississippi River

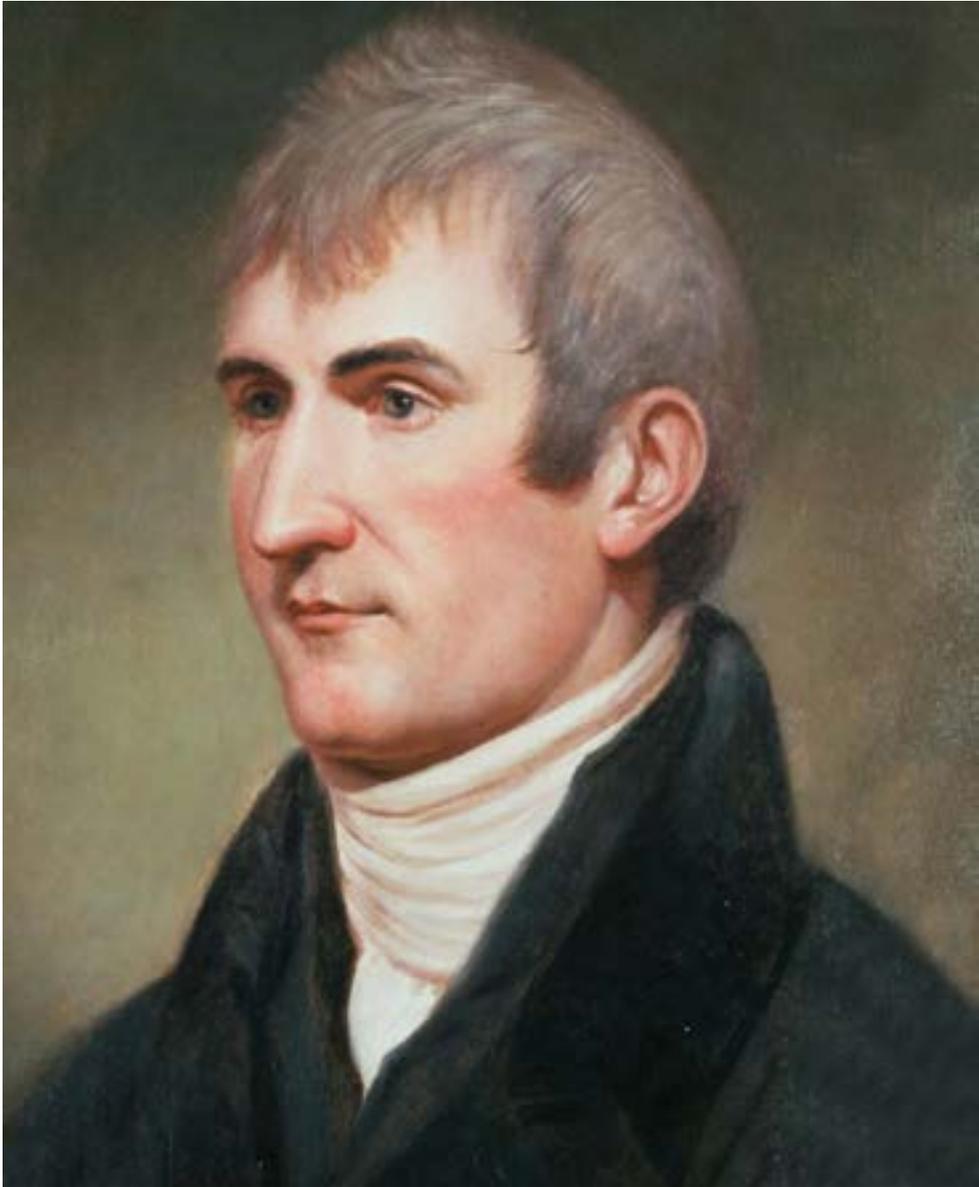
New Orleans

Appalachian Mountains

ATLANTIC OCEAN



## **Westward Expansion 3**





**Westward Expansion 4**



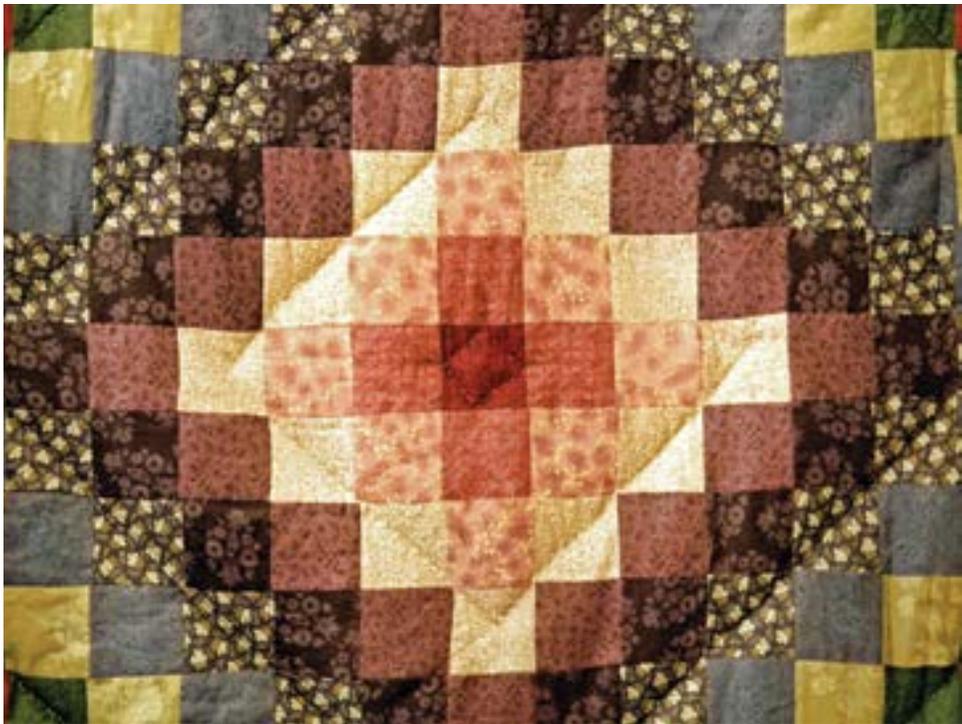


**Westward Expansion 5**



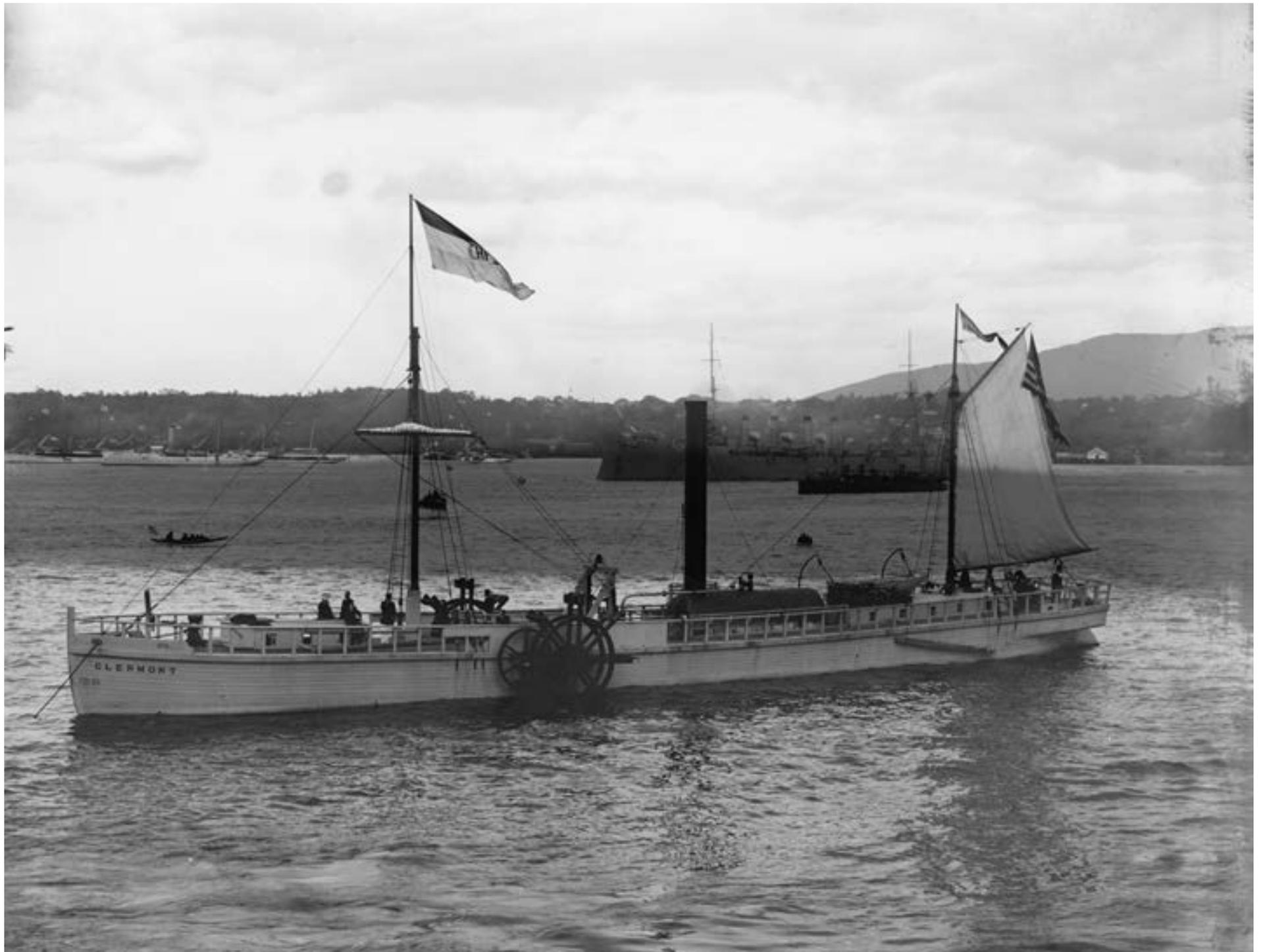


## **Westward Expansion 6**





**Westward Expansion 7**





## Westward Expansion 8





**Westward Expansion 9**

|           | a   | e   | i   | o | u | v |
|-----------|-----|-----|-----|---|---|---|
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| 3 dl/tl   | ᵹ ᵹ | L   | C   | ᵹ | ᵹ | P |
| 4 g       | ᵹ ᵹ | ᵹ   | Y   | A | J | E |
| 5 qu(ku)  | ᵹ   | ᵹ   | ᵹ   | ᵹ | ᵹ | ᵹ |
| 6 h       | ᵹ   | ᵹ   | ᵹ   | ᵹ | ᵹ | ᵹ |
| 7 ts      | ᵹ   | ᵹ   | ᵹ   | K | ᵹ | ᵹ |
| 8 l       | W   | ᵹ   | ᵹ   | ᵹ | M | ᵹ |
| 9 m       | ᵹ   | ᵹ   | H   | ᵹ | Y | — |
| 10 n/hn   | ᵹ ᵹ | ᵹ   | h   | Z | ᵹ | ᵹ |
| 11 s      | ᵹ ᵹ | 4   | b   | ᵹ | ᵹ | R |
| 12 w/(h)w | ᵹ   | ᵹ   | ᵹ   | ᵹ | ᵹ | ᵹ |
| 13 y/(h)y | ᵹ   | ᵹ   | ᵹ   | ᵹ | ᵹ | B |



**Westward Expansion 10**





**Westward Expansion 11**



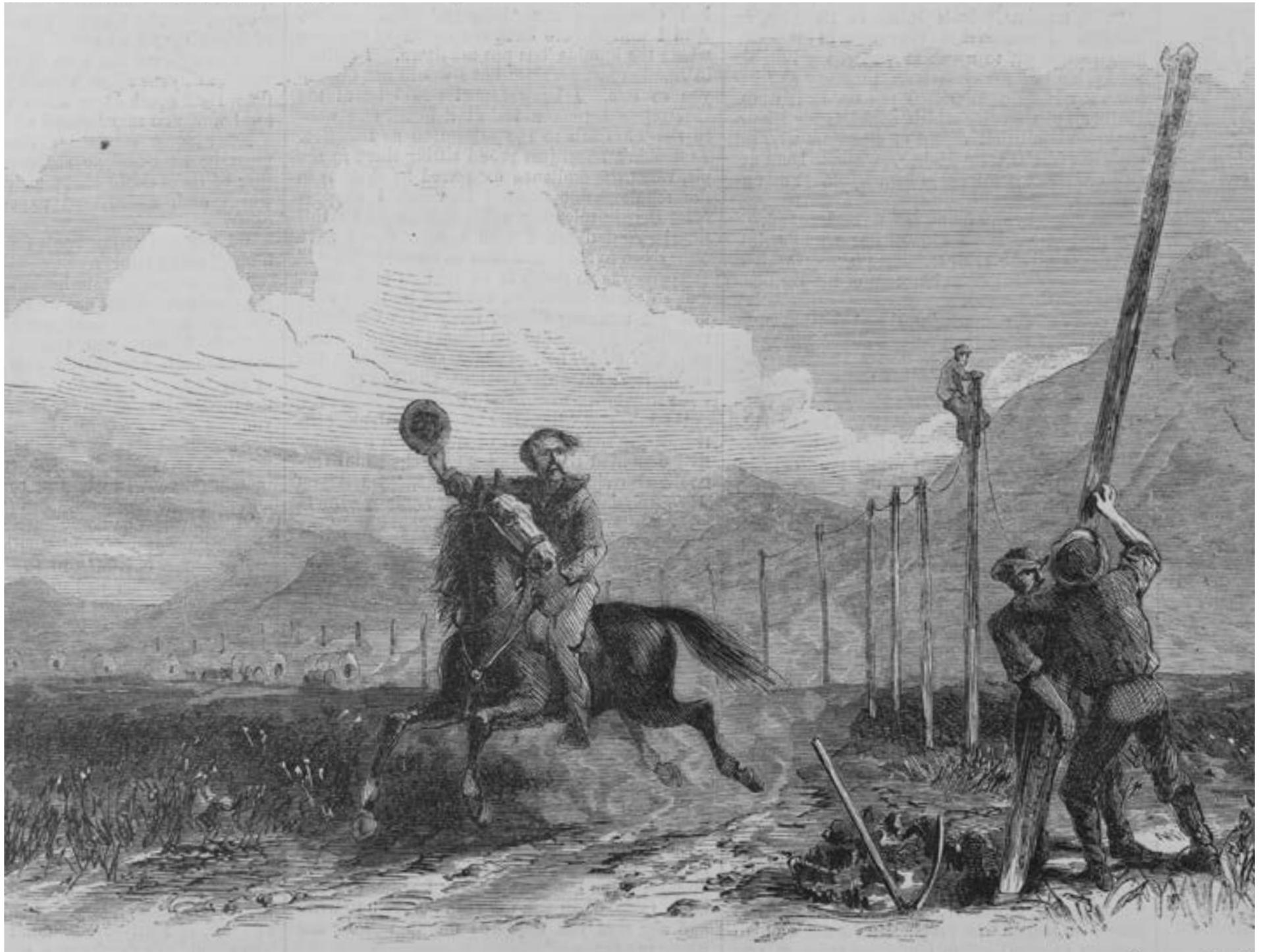


**Westward Expansion 12**





**Westward Expansion 13**





**Westward Expansion 14**





**Westward Expansion 15**





**Westward Expansion 16**





**Westward Expansion 17**





**Westward Expansion 18**

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Alexandra Clarke

## Vice President, Elementary Literacy Instruction

Susan Lambert

## Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

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Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

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LaShon Ormond, SVP, Strategic Initiatives

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Sheri Pineault

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Raghav Arumugan

Dani Aviles

Olioli Buika

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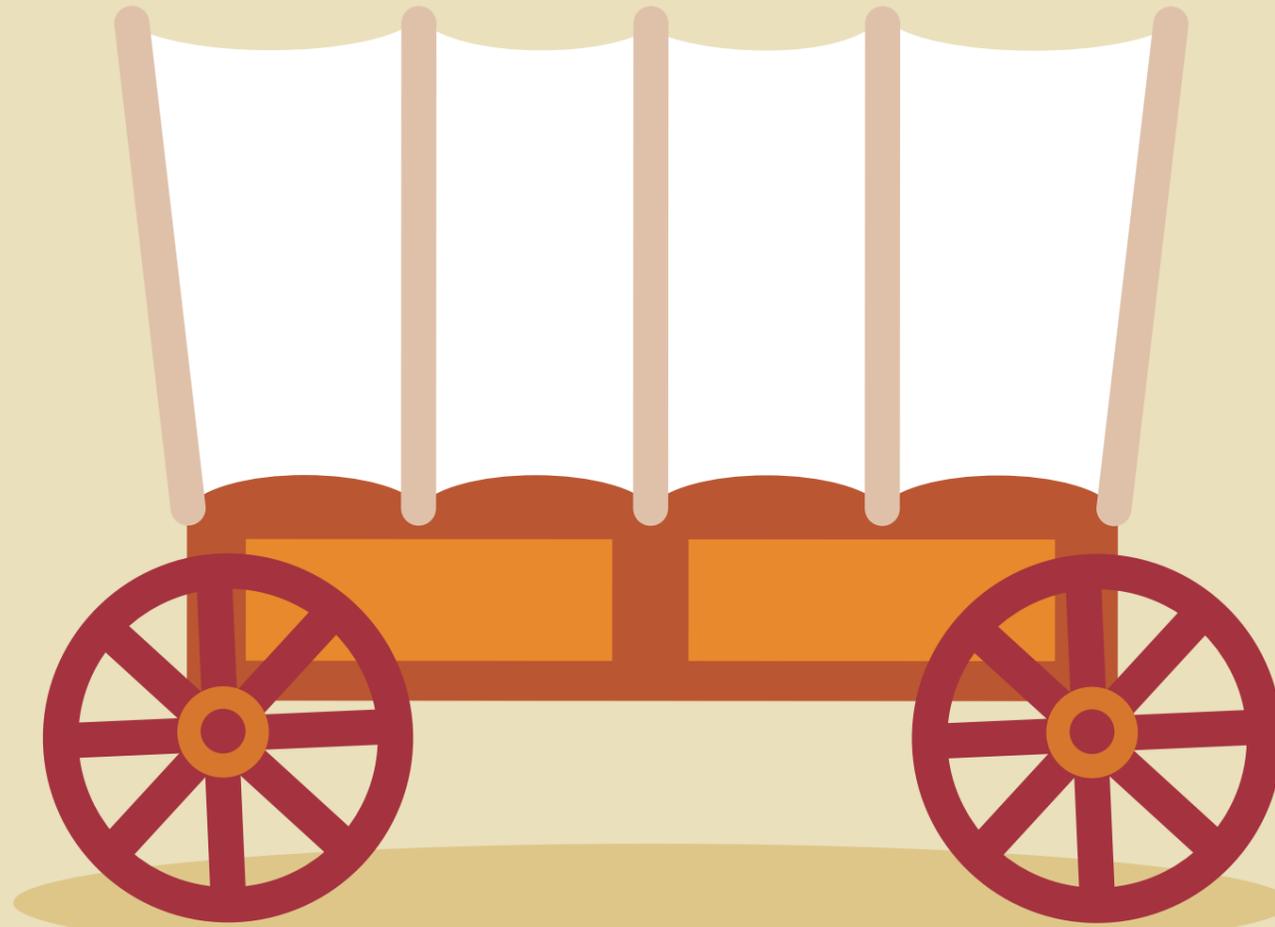
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Grade 2

**Knowledge 6** | Digital Components

**Westward Expansion**

Grade 2

Knowledge 6

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# Westward Expansion

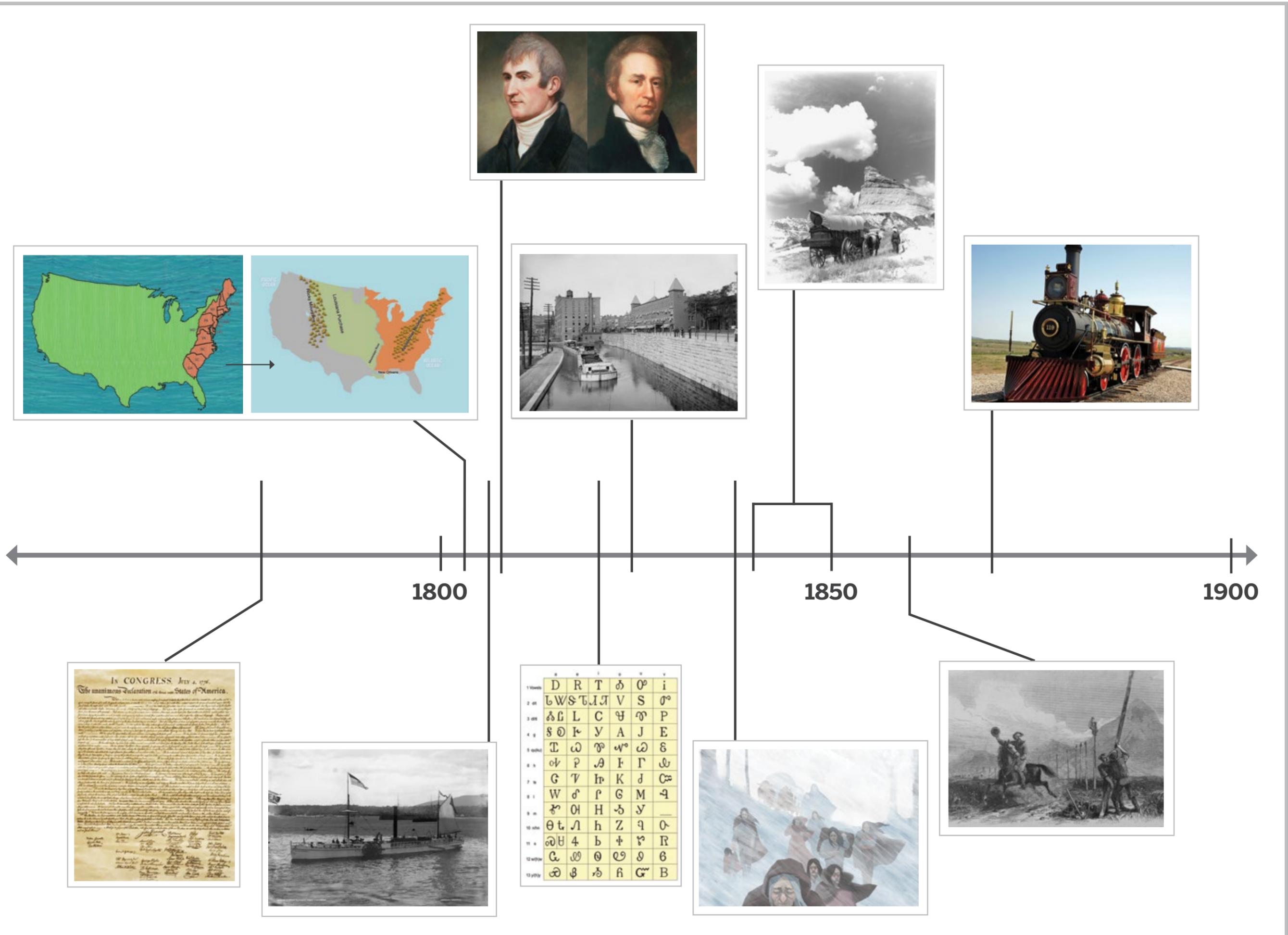
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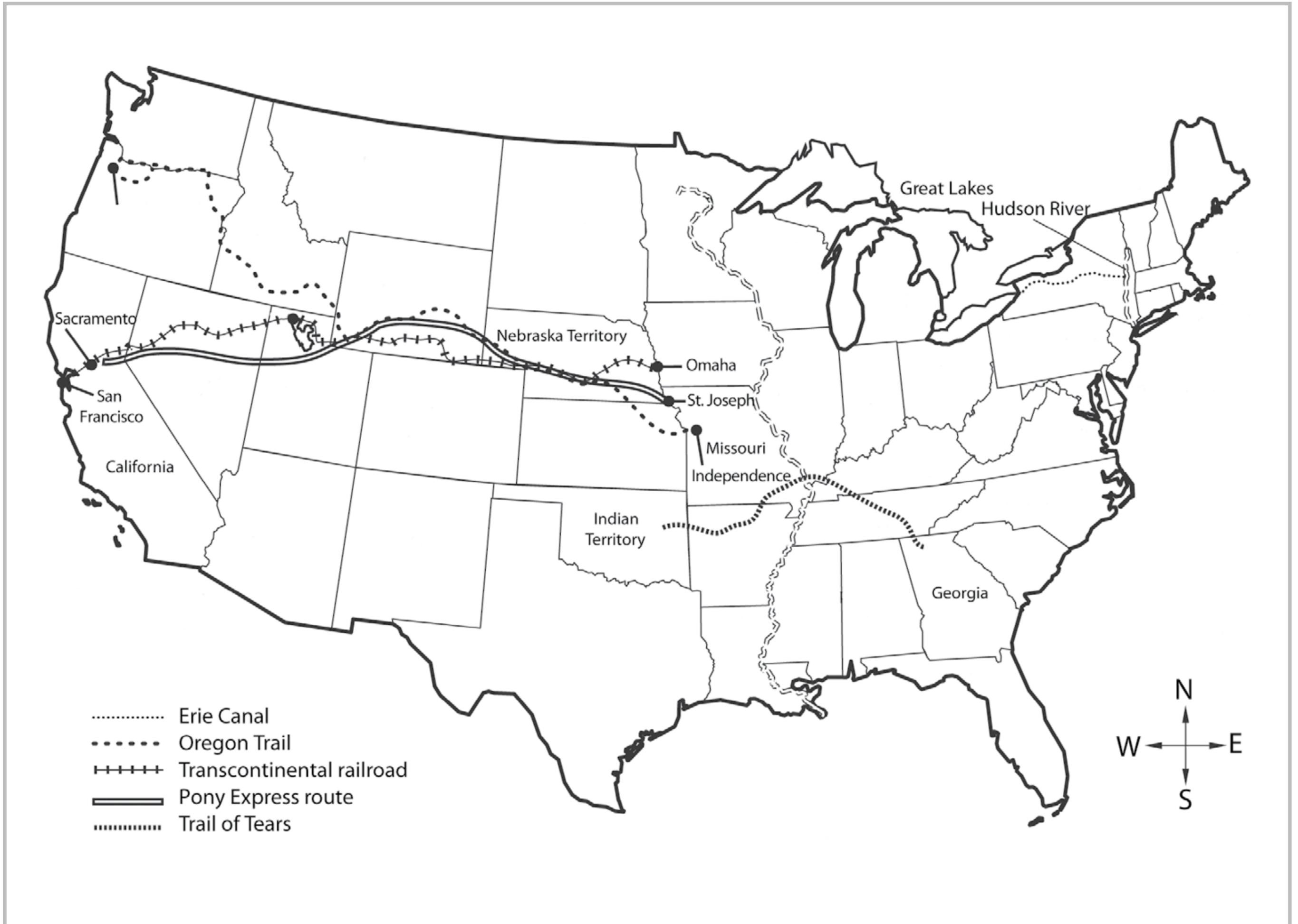
**Digital Components**

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| Lesson 4: Advantages/Disadvantages T-Chart . . . . .  | 3 |

Lesson 1: Class Westward Expansion Timeline





**Advantages**

**Disadvantages**

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Stephanie Koleda  
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##### Art, Design, and Production

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| Nanyamka Anderson | Emily Mendoza            |
| Raghav Arumugan   | Marguerite Oerlemans     |
| Dani Aviles       | Lucas De Oliveira        |
| Olioli Buika      | Tara Pajouhesh           |
| Sherry Choi       | Jackie Pierson           |
| Stuart Dalgo      | Dominique Ramsey         |
| Edel Ferri        | Darby Raymond-Overstreet |
| Pedro Ferreira    | Max Reinhardsen          |
| Nicole Galuszka   | Mia Saine                |
| Parker-Nia Gordon | Nicole Stahl             |
| Isabel Hetrick    | Flore Thevoux            |
| Ian Horst         | Jeanne Thornton          |
| Ashna Kapadia     | Amy Xu                   |
| Jagriti Khirwar   | Jules Zuckerberg         |
| Julie Kim         |                          |
| Lisa McGarry      |                          |

#### Design and Graphics Staff

Kelsie Harman  
Liz Loewenstein  
Bridget Moriarty  
Lauren Pack

#### Consulting Project Management Services

ScribeConcepts.com

#### Additional Consulting Services

Erin Kist  
Carolyn Pinkerton  
Scott Ritchie  
Kelina Summers

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#### Expert Reviewer

Craig Thompson Friend

#### Writers

Matt Davis, Rosie McCormick, James Weiss, Staff

#### Illustrators and Image Sources

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# Welcome!

## Grade 2, Domain 6

### Westward Expansion

In this unit, students will learn about an important period in the history of the United States—the time of westward expansion during the 1800s.

### What's the story?

Students will explore what **life was like** for families on the frontier and why **pioneers** decided to **move westward**.

### What will my student learn?

Students will learn why pioneers were willing and eager to **endure hardships** to **move westward**. They will also learn about important **innovations** in both **transportation** and **communication** during that time, such as Fulton's steamboat, the Erie Canal, the transcontinental railroad, and the Pony Express.

In writing, students will take part in a fun experience that conveys what they have learned throughout the unit by **writing informational text** in the format of a **Westward Expansion Quilt**.

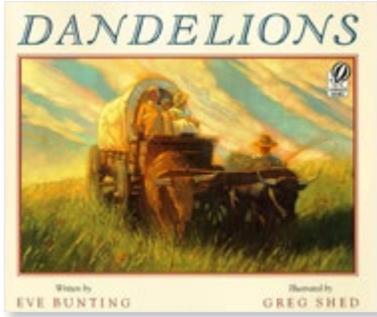
### Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Why did families decide to travel west on the Oregon Trail in the 1800s?  
**Follow up:** What was the Oregon Trail? What were some of the difficulties they had during their travels?
2. What did you learn about the importance of the invention of the steamboat?  
**Follow up:** What were the advantages of a boat that was powered by steam rather than by people or wind? What were the disadvantages?
3. Tell me about Sequoyah.  
**Follow up:** What did you learn about him? Why was his invention important? Why was he so important to the Cherokee people?
4. You have been learning about the word *territory* during this domain.  
**Follow up:** What does it mean? Can you use it in a sentence for me? What is something you have learned about the Oregon Territory?
5. What was the Pony Express?  
**Follow up:** How did it operate? Why did it only last eighteen months?

# Grade 2: Domain 6

## Dandelions



by Eve Bunting  
Illustrated by Greg Shed



●●● QT: 650L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

**Summary:** Eager to start a new life in a new land, Zoe and her family journey west to the Nebraska Territory in the 1800s. When they arrive at their claim, nothing distinguishes it from the miles and miles of surrounding prairie. Even after they build their new soddie, the home can't be seen from any distance. Zoe has never seen Papa so happy or Mama so sad. But when she takes a trip to a small prairie town with Papa, Zoe sees something that might make a difference to their new soddie—and to Mama's life too.

### Essential Question

How did Westward Expansion impact people in the United States?

Prior to reading the text, tell students that Westward Expansion was an important period in the history of the United States. Explain that many people experienced both exciting change and devastating hardships. Introduce *Dandelion* by telling students this story is about a family who moved west and is narrated by Zoe, the oldest daughter. Read the book summary located on the back cover.

After reading the book, read each statement from the chart below and ask students to decide which claim it supports: Papa is happy or Mama is sad. Ask students to explain the choice they made.

| Evidence  | Papa is happy | Mama is sad |
|---|---------------|-------------|
| "Look at it, Emma," he said to Mama. "Miles and miles of free land."  | X             |             |
| "But it's so lonely..." Mama said.  |               | X           |
| "See how the grass closes behind us?" Mama asked. "It's as if we've never been."  |               | X           |
| Papa jumped down from the wagon and shouted, "We're here!"  | X             |             |
| I will never forget the way Mama looked as she got down from the wagon and stood in the knee-high grass. She shaded her eyes. |               | X           |

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## Vocabulary Routine

### Tier 2 Vocabulary Words

territory  
trundled  
claim  
well

### Tier 3 Vocabulary Words

settlers  
burrow

## Performance Task

Reread the page that begins with “Papa said the first thing we must do...” and the two pages following. Ask students to listen for and note evidence from the text that supports Zoe’s statement: “I’d never seen Papa so happy or Mama so sad.”

### Students should be able to

- list at least two ideas that support either statement.

## Writing Prompt

Have students write a short paragraph based on one of the following prompts using evidence from the text to support their choice.

- Zoe believed her Papa was very happy to move west because...
- Zoe believed her Mama was sad to move west because...

# Vocabulary

Grade 2 Domain 6: Westward Expansion



# Compound Words

# Introduction: Compound Words



**Compound words** are words that are made up of two separate words. Since compound words are made up of two words that already exist, we can use them to predict their meaning.

In the *Westward Expansion* domain we learn about the transcontinental **railroad** and **steamboats**. Both **railroad** and **steamboat** are compound words. What makes them compound words?

The words **steamboat** and **railroad** are compound words because they are each made up of two separate words. Let's break them down.

**railroad** = rail + road

**steamboat** = steam + boat

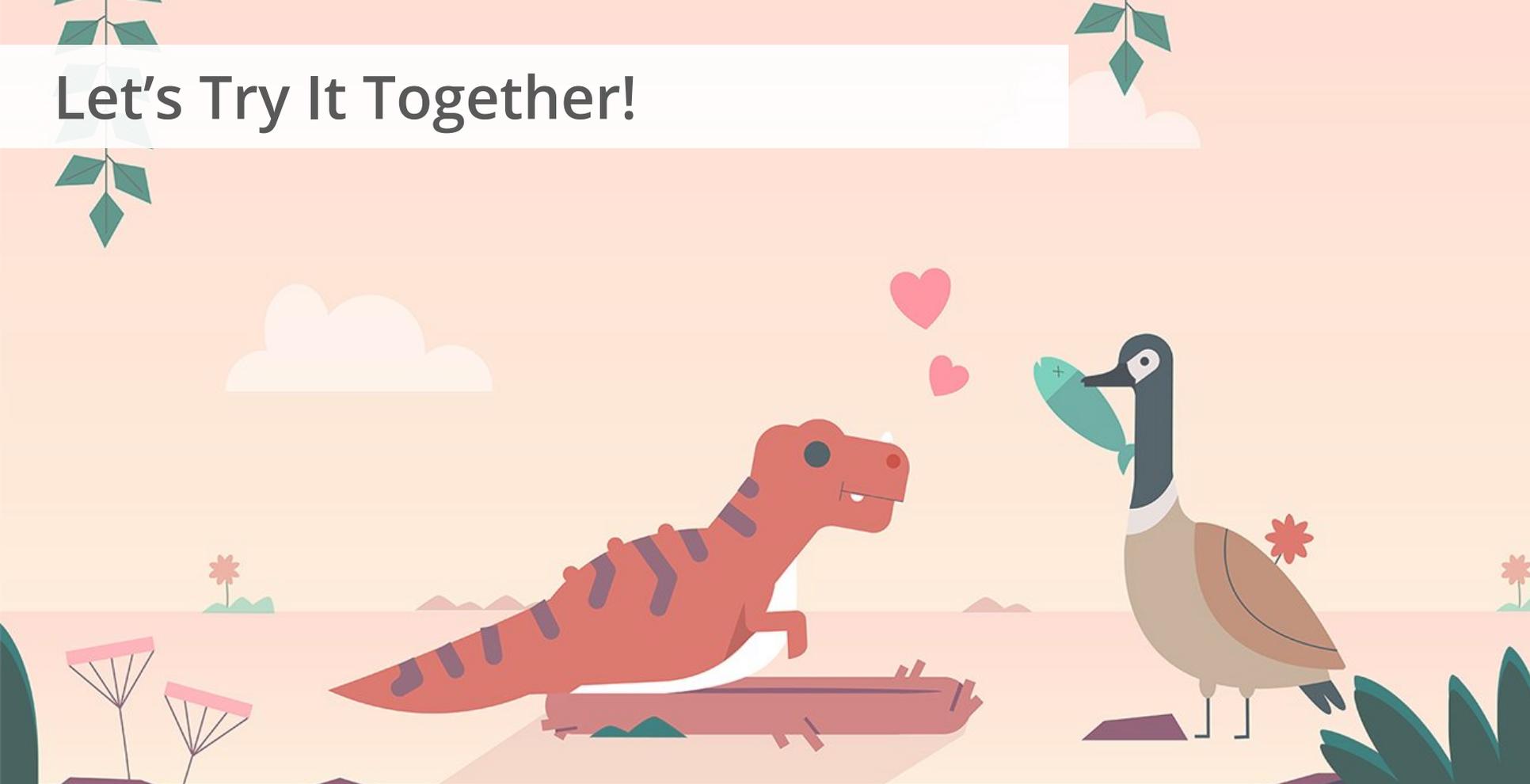
**railroad** = rail + road

Using the meaning of *rail* and *road* we can predict that **railroad** means a track for a train. Together we can predict that a **railroad** is a road made of rails for a train.

**steamboat** = steam + boat

Based on the meaning of *steam* and *boat* we can predict that a **steamboat** is a boat that runs on steam.

Let's Try It Together!



Look at the compound word below and try to predict its meaning:

**landmarks**

First, let's identify how many words make up **landmarks**.

How many words are there in the compound word **landmarks**?

*Stand* if you think there are two words in **landmarks**.

*Stay seated* if you think there are more than two.

There are two words that make up the compound word **landmarks**:

land

marks

Knowing that land + marks = **landmarks**, practice predicting the meaning of **landmarks**.

Discuss the meaning of **landmarks** with a partner.

**Landmarks** are objects or structures on land that are easy to see and recognize.

Now Try One by Yourself!



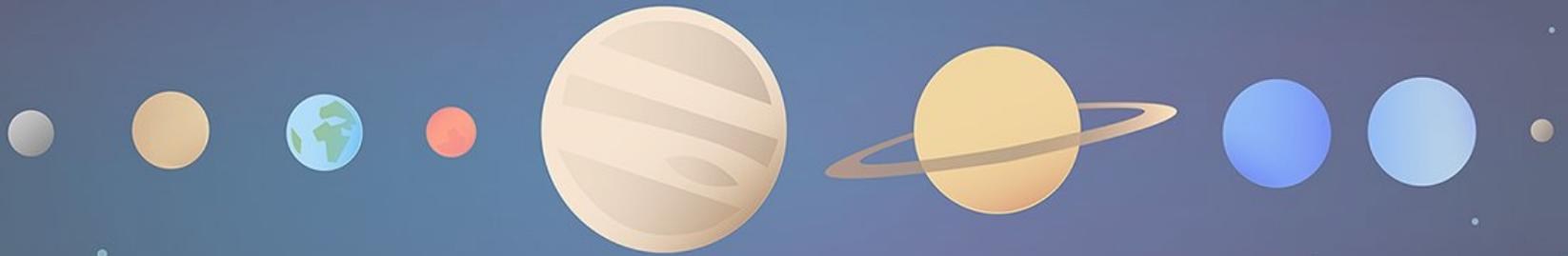
Predict the meaning of the following compound word:

**campfire**

Write down the word **campfire** and circle the two words that make up the compound word.

Have volunteers share their predictions on what the compound word means.

# Answer



**campfire**

**Campfire** means an outdoor fire used for warmth or cooking.