Go West, Young Man

Domain: Westward Expansion After the Civil War
Grade: 5
Written by: Krystal Hearne
Conroe, TX
### I. Grade Level Domain Map

<table>
<thead>
<tr>
<th>Core Knowledge Content</th>
<th>State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Westward Expansion</td>
<td><strong>Colorado Grade 5 History 1.2</strong> - Students will know the historical eras, individuals, groups, ideas, and themes in North America from 1491 and beyond.</td>
</tr>
<tr>
<td>B. Westward Expansion After the Civil War</td>
<td><strong>Colorado Grade 5 Geography 2.2</strong> – Students will understand causes and consequences of movement.</td>
</tr>
<tr>
<td>• Homestead Act (1862), many thousands of Americans and immigrants start homes in the West</td>
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<tr>
<td>• “Go West, young man” (Horace Greeley’s advice)</td>
<td></td>
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<tr>
<td>• Railroads, Transcontinental Railroad links east and west, immigrant labor</td>
<td></td>
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<tr>
<td>• Cowboys, cattle drives</td>
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<tr>
<td>• The “wild west,” reality versus legend: Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill</td>
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<tr>
<td>• “Buffalo Soldiers,” African American troops in the West</td>
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<tr>
<td>• U.S. purchases Alaska from Russia, “Seward’s Folly”</td>
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</tr>
<tr>
<td>• 1890: the closing of the American frontier (as acknowledged in the U.S. Census), the symbolic significance of the frontier</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>CCSS ELA</th>
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</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
</tr>
<tr>
<td>I. Writing Grammar, and Usage</td>
<td>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose</td>
</tr>
<tr>
<td>A. Writing and Research</td>
<td>W5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
<tr>
<td>• Produce a variety of types of writing – including reports, summaries, letters descriptions, research essays, essays that explain a process. Stories, poems – with a coherent structure or story line</td>
<td>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>B. Grammar and Usage</td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
<tr>
<td>• Understand what a complete sentence is, and identify subject and predicate; correct fragments and run-ons</td>
<td>W. 5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
</tr>
<tr>
<td>• Identify subject and verb in a sentence and understand they must agree</td>
<td>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
</tr>
<tr>
<td>• Know the following parts of speech and how they are used: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections</td>
<td>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
</tr>
<tr>
<td>• Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender</td>
<td>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
</tr>
<tr>
<td>• Correctly use punctuation studied in earlier grades, as well as the colon before a list; commas with an appositive</td>
<td>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>C. Vocabulary</td>
<td></td>
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<tr>
<td>• Know how the suffix, -tion, affects word meaning</td>
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</tr>
<tr>
<td>II. Poetry</td>
<td></td>
</tr>
<tr>
<td>B. Terms</td>
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<tr>
<td>• Alliteration</td>
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### I. Grade Level Domain Map

<table>
<thead>
<tr>
<th>III. Fiction and Drama</th>
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<tbody>
<tr>
<td>D. Literary Terms</td>
<td></td>
</tr>
<tr>
<td>• Metaphor</td>
<td></td>
</tr>
<tr>
<td>• Personification</td>
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</tr>
</tbody>
</table>

- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.

**L. 5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

**L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

### Prior Knowledge

**Grade One**
IV. Early Exploration of the American West

**Grade Two**
III. Westward Expansion
A. Pioneers Head West

**Grade Five**
I. Westward Expansion
A. Westward Expansion Before the Civil War
II. The Civil War: Causes, Conflicts, Consequences
B. The Civil War

### What Students Will Learn In Future Grades

**Grade Six**
I. Immigration, Industrialization, and Urbanization

### Cross-Curricular Links

**Language Arts V: Saying and Phrases**
- The grass is always greener on the other side (of the hill)
- Lock, stock, and barrel
- Till the cows come home
- Take the bull by the horns

**Language Arts II: Poetry**
- *I like to see it lap the miles*

**Visual Arts**
- Albert Bierstadt, *Rocky Mountains, Lander’s Peak*

**Music: Songs**
- “Git Along Little Dogies”
## Domain Vocabulary

<table>
<thead>
<tr>
<th>settler</th>
<th>outlaw</th>
<th>sharpshooter</th>
<th>economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homestead Act</td>
<td>wild west</td>
<td>posse</td>
<td>cavalry</td>
</tr>
<tr>
<td>frontier</td>
<td>cattle drive</td>
<td>folly</td>
<td>infantry</td>
</tr>
<tr>
<td>exodus</td>
<td>Buffalo Soldiers</td>
<td>negotiate</td>
<td>regiments</td>
</tr>
<tr>
<td>Transcontinental Railroad</td>
<td>railroad ties</td>
<td>treaty</td>
<td>editor</td>
</tr>
<tr>
<td>cowboy</td>
<td>immigrants</td>
<td>migrate</td>
<td>census</td>
</tr>
<tr>
<td>graze</td>
<td></td>
<td>vaquero</td>
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</tbody>
</table>
II. Domain Instructional Overview

Summary (abstract)
This domain-based unit provides fifth graders with an overview of Westward Expansion after the Civil War and teachers with lessons covering the requirements in the Core Knowledge Sequence. Through reading, class discussion, and activities, students gain an understanding of events that led to the expansion of the United States in the late nineteenth century. This unit uses a variety of approaches to learning, including journaling, taking notes, and creating a History copybook (or notebook).

The Big Idea (concept)
Throughout the 1800s, Americans moved west, settling lands previously occupied by Native Americans.

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Measurable Core Knowledge Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>State reasons why families would want to start homes in the West.</td>
</tr>
<tr>
<td>7</td>
<td>Cite events or facts that support or refute Horace Greely’s statement “Go West, young man”.</td>
</tr>
</tbody>
</table>
| 2       | State who built the Transcontinental Railroad  
State how the Transcontinental Railroad was built  
Explain the role of railroads in Westward Expansion. |
| 3       | Explain the role of a cowboy in the west during the 19th century.  
Compare and contrast the cowboys of the 1870’s to the cowboys from TV and movies. |
| 4       | Explain how famous “Wild West” figures (i.e. Billy the Kid, Jesse James, Annie Oakley or Buffalo Bill) contributed to the situation in the 19th century West. |
| 5       | Describe Emmanuel Stance’s career as a Buffalo soldier. |
| 6       | Analyze the purchase of Alaska in order to determine whether or not it was a folly. |
| 7       | Explain what the closing of the frontier meant. |
| 8       | Demonstrate knowledge of Westward Expansion, identifying people and events that shaped the American frontier in the 1800’s. |

Language Art Objectives

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Measurable Core Knowledge Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 3, 4, 6, 7, 8</td>
<td>Use the following parts of speech in writing: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections</td>
</tr>
<tr>
<td>1, 3, 4, 6, 7, 8</td>
<td>Correctly use punctuation studied in earlier grades, as well as the colon before a list; commas with an appositive</td>
</tr>
<tr>
<td>2</td>
<td>Take notes on a topic which includes three important facts</td>
</tr>
<tr>
<td>2</td>
<td>Identify alliteration in poetry</td>
</tr>
<tr>
<td>2</td>
<td>Identify metaphors in poetry</td>
</tr>
<tr>
<td>2</td>
<td>Identify personification in poetry</td>
</tr>
</tbody>
</table>
**II. Domain Instructional Overview**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Write a journal entry with a coherent story line</td>
</tr>
<tr>
<td>4</td>
<td>Write a paragraph to inform; organize sentences into a coherent and structured paragraph</td>
</tr>
<tr>
<td>5</td>
<td>Use a concept organizer to record seven historical facts about a given subject</td>
</tr>
<tr>
<td>6</td>
<td>Write a persuasive letter providing facts to support the author’s point of view</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrate that adding the suffix –tion to a base word affects its meaning</td>
</tr>
<tr>
<td>3, 4, 5, 6, 7, 8</td>
<td>Write using complete sentences, with subject and predicate; correct fragments and run-ons</td>
</tr>
<tr>
<td>3, 4, 5, 6, 7, 8</td>
<td>Write sentences containing a subject and verb and make sure they agree</td>
</tr>
<tr>
<td>3, 4, 5, 6, 7</td>
<td>Demonstrate through writing pronoun agreement with corresponding antecedents in case (nominative, objective, possessive), number, and gender</td>
</tr>
<tr>
<td>7</td>
<td>Write a letter that identifies an opinion and includes supporting evidence</td>
</tr>
</tbody>
</table>

**Domain Lessons** *(Each domain will consist of a minimum of 10 lessons that span two or more weeks.)*

**Lesson 1: The Homestead Act**
- **Lesson 1: Student Text** – *Pearson Learning Core Knowledge History and Geography Level Five.* (ISBN 0-7690-5026-3)
  Students learn about the Homestead Act of 1862 and the thousands of Americans and immigrants who start homes in the West.

**Lesson 2: Railroads**
- **Lesson 2: Student Text** – *Pearson Learning Core Knowledge History and Geography Level Five.* (ISBN 0-7690-5026-3)
  Students learn how the Transcontinental Railroad was built to link the East and West Coasts.

**Lesson 3: I Wanna Be a Cowboy**
- **Lesson 3: Read-Aloud** – *Fact or Fiction: Cowboys* (ISBN 1-56294-618-8)
  Students learn about cowboys and cattle drives of the 1870’s

**Lesson 4: The Wild, Wild West**
- **Lesson 4: Read-Aloud** – *Rough and Ready Outlaws & Lawmen* by A.S. Gintzer (ISBN 1-56261-163-1)
  *Annie Oakley Legendary Sharpshooter* by Jean Flynn (ISBN 0-7660-1012-0)
- **Lesson 4: Student Text** – *Pearson Learning Core Knowledge History and Geography Level Five* by E.D. Hirsch Jr.
  (ISBN 0-7690-5026-3)
  Students learn about the myths and reality of the Old West

**Lesson 5: Buffalo Soldiers**
- **Lesson 5: Read-Aloud** – *Black Frontiers – A History of African American Heroes in the Old West* by Lillian Schissel
  Students learn about the African American troops who served the American West

**Lesson 6: Seward’s Folly**
- **Lesson 6: Read-Aloud** – *Seward’s Folly* by Melissa Whitcraft (ISBN 0-516-22525-1)
- **Lesson 6: Student Text** – *Pearson Learning Core Knowledge History and Geography Level Five* by E.D. Hirsch Jr.
  (ISBN 0-7690-5026-3)
  Students learn about the purchase of Alaska from Russian in 1867
## II. Domain Instructional Overview

### Lesson 7: The Closing of the Frontier

**Lesson 7: Student Text** – *Pearson Learning Core Knowledge History and Geography Level Five* by E.D. Hirsch Jr. (ISBN 0-7690-5026-3)

Students will learn about Horace Greeley’s advice, “Go West, Young Man,” and the closing of the American frontier.

### Lesson 8: Domain Assessment

Students’ understanding of the content and big idea as targeted in this domain is evaluated.

### Additional Resources

#### For Teachers

- *Core Knowledge Teacher Handbook; Fifth Grade* by E.D. Hirsch and Souzanne A. Wright. (ISBN 1-890517-80-1)

#### For Children

- *Billy the Kid* by Carl R Green and William R. Sanford (ISBN 0-89490-364-0)
- *Billy the Kid* by Paul B. Thompson (ISBN0-7660-3480-1)
- *Bridging the Continent* by Carter Smith (ISBN 1-56294-130-5)
- *What’s So Great About Annie Oakley* by Jim Whiting (ISBN 1-58415-477-2)
- *World Book Looks at the American West* by Brian and Brenda Williams (ISBN 0-7166-1805-2)
The Big Idea (concept)
Throughout the 1800s, Americans moved west, settling lands previously occupied by Native Americans.

Prior Knowledge
Previously Learned Content
Grade One
IV. Early Exploration of the American West
  • Geography

Grade Five
I. Westward Expansion
   A. Westward Expansion Before the Civil War
      • Geography
      • Pioneers

1. Prerequisite Skills

Grade Four
I. Writing, Grammar, and Usage
   B. Grammar and Usage
      Know and correctly use the following parts of speech in writing: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections
      Correctly use the following punctuation: end marks, comma, apostrophe, and quotation marks

Lesson Objectives
Content Objectives
State reasons why families would want to start homes in the West.

Language Art Objectives (from stories)
Use the following parts of speech in writing: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections
Correctly use punctuation studied in earlier grades, as well as the colon before a list; commas with an appositive

Language Arts V. Sayings and Phrases
Sayings and Phrases (optional)
The grass is always greener on the other side (of the hill).
Ask students what they think the saying, “The grass is always greened on the other side (of the hill)” means. Explain that this saying means people often want what they don’t have; or that people often think the unknown will be better than their own situation in life. Tell students to keep this phrase in mind during today’s lesson and to be ready to explain how they think it applies to Westward Expansion (families moved to the West expecting to have a better life than the one they had out East).

Core Vocabulary (3-5 words)
Tier 2 Words

<table>
<thead>
<tr>
<th>term</th>
<th>definition</th>
</tr>
</thead>
</table>
| harvest (verb) | The act or process of gathering a crop.  
The farmers harvested their crops with the help of the McCormick reaper. |
| exodus (noun)   | A journey by a large group to escape from a hostile environment.          |
|                | Thousands of former slaves made an exodus from the South after the Civil War. |
### Tier 3 Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>homestead (noun)</td>
<td>A 160-acre tract of U.S. public land granted to farmers as a home for their families. Americans moved from the East Coast to homestead on the Great Plains.</td>
</tr>
<tr>
<td>settler (noun)</td>
<td>A person who has migrated to an area and established permanent residence there. The new settlers had to learn how to farm and raise crops in the new frontier.</td>
</tr>
</tbody>
</table>

### Read-Aloud


### Materials

History copybooks (student notebooks or folders to keep all assignments in), Chart Paper for KWL chart, Appendix A (one per student), Appendix B (optional), Appendix C (one copy per student), Appendix D (one to use as an example for the teacher), overhead projector or document camera, colored pencils or crayons.

### Procedure and Activities

1. Make a “KWL” chart about Westward Expansion. (Note - Students will have recently learned about Westward Expansion before the Civil War, so make sure they are aware that we are going to be learning about a new era in Westward Expansion.) Create a chart with three columns on a piece of butcher paper. The first column is for what the students already Know, the next column is for what the Want to know, and the final column is for what they have Learned. As a class, fill out the first two columns, stating what students already know about Westward Expansion after the Civil War, and what they hope to know in this unit. The third column will be filled out as the unit progresses. Have the students copy this chart into their copybooks.

2. List today's vocabulary words on the board or overhead. Tell the students that these are words you will be focusing on during today’s lesson, as they will contribute to their overall understanding of Westward Expansion. (As an optional activity, you may pass out Appendix B to your students to glue into their copybooks. If you choose, you can assign vocabulary words as homework each evening and have students define each one in their own words and draw a corresponding picture to help them better remember the definitions.)

3. As you are reading, make sure to present the vocabulary words in the context of the stories, when first encountered on subsequent encounters. Use the following word work technique when introducing key vocabulary from the text (harvest is used as an example):

   a. Provide the context in which the word was used in the story (pg. 70 – “Another invention made it easier to harvest those crops. In 1834, Cyrus McCormick invented a reaper that speeded the process of cutting down stalks of grain.”)
   b. Ask the students if anyone knows the definition of the word (this will vary by class).
   c. Have the students repeat the word.
   d. Define the word in terms familiar to your students (the act or process of gathering a crop)
   e. Provide examples of the word in contexts other than the one used in the story (“like to harvest the tomatoes from my garden once they are ripe.” “Mechanical equipment made it possible to harvest corn more rapidly.” “Thanksgiving was started as a time to give thanks for a bountiful harvest.”)
   f. Ask the children to provide their own examples of the word (these will vary by class)
   g. Have the students repeat the word once again.

   As you will continue to encounter these words in throughout the domain, come up with a fun signal kids can use when they hear these words in subsequent reading, such as a thumbs up, tapping the top of their head, or touching their noses.

4. Introduce the Read Aloud, *Westward Expansion*. Explain that the purpose for listening to this text is to learn about the Homestead Act and to understand why settlers moved out west.

5. Read pages 70-76 in *Westward Expansion* (up to the section entitled “Life on the Plains”). Use the pictures and quotes in the text to build background knowledge, explain key concepts, and reinforce key vocabulary as you read. In addition, occasionally pause to comment or ask questions to promote critical thinking.
6. Discuss the read aloud through a series of direct and open-ended questions that use rich, complex vocabulary from the text. Be sure to ask literal questions to ensure students understood the read aloud as well as inferential questions to promote critical thinking. Encourage the students to use vocabulary in their responses.

7. Have the students make a poster or flyer advertising the Homestead Act to try and convince farmers to move to the West (Appendix A). Let students know they will be assessed on content (the finished product should show understanding of the facts learned in class and clearly explain the Homestead Act to prospective settlers), creativity, neatness, and mechanics. It should also be colored. Have students refer to chapter four, “Farmers Move West” (pages 308-309) in Pearson Learning Core Knowledge History and Geography Level Five by E.D. Hirsch, Jr. for more information on the Homestead Act. This can be homework if not finished in class. Encourage students to use the vocabulary learned in class in their poster, as well as the Saying “The Grass is Always Greener on the Other Side (of the hill).”

8. Guide students in completing the word work activity. Tell students the word of the day is “settler.” Explain to them they are going to complete the Word Questioning activity sheet (Appendix C) using this word. (Note – this can be done as a whole class is you feel they will need additional support for this activity; this sheet can be glued into their copybooks). At the completion of the task, have the students share their activity sheets with the class. See Appendix D as an example.

9. Optional: For homework, have the students fill in the chart on Appendix B for the days’ vocabulary words. They need to define each one in their own words and draw a corresponding picture to help them better remember the definitions.

Comprehension Questions

1. What are some reasons settlers moved West to the Great Plains? (new inventions made farming easier, new laws including the Homestead Act made it easier to settle the land, African Americans had greater freedoms and opportunities out West)

2. Why do you think Congress passed so many laws allowing settlers to move West? (possible answer - because the land could be farmed and successful farms would provide food for the rest of the country)

3. Name some inventions that made farming in the West easier. (steel-edged plow, McCormick reaper, barbed wire fencing). What would the McCormick reaper be used for? (harvesting)

4. Describe what settlers needed to do under the Homestead Act (they had to pay a ten dollar filing fee to buy the right to 160 acres of land and then farm the land for the next five years)

5. Ask students what they would have done if they lived during this time. Would they have moved West or stayed on their homes? What would be the pros and cons of moving to the frontier? (answers will vary)

6. How do you think Westward Expansion was different after the Civil War, as compared to before the Civil War? (answers will vary; make sure the students can support their ideas)

7. How do you think the Civil War affected Westward Expansion? (answers will vary; make sure the students can support their ideas)

Extension (optional)

Summarize the story of the Biblical Exodus from Egypt (http://judaism.about.com/od/holidays/a/The-Passover-Pesach-Story.htm) and read it to the students. Discuss with the students the similarities and differences between the Jewish Exodus from Egypt and the African American exodus from the South. What did the two groups have in common? How were they different. Do they think the name “Exodusters” was an accurate term for these settlers? As students are sharing answers and discussing the two people groups and their respective Exodus, create a Venn Diagram that lists the similarities and differences listed by the students.

Scaffolding and Support (differentiation)

Activating students prior knowledge and connecting it to lesson content and vocabulary (English Language Learners and students with Learning Disabilities)

Defining vocabulary and providing visual aids prior to the read aloud (English Language Learners and students with Learning Disabilities)

Encouraging students to clarify and defend their thinking when answering questions (English Language Learners and students with Learning Disabilities)
Allowing students with writing difficulties to use a laptop or scribe their assignments (Students with Learning Disabilities and Processing Disorders)

**Assessment and Evaluation**

**Ongoing Assessment (discussion questions)**

Students' understanding will be assessed through their responses/questions during discussion, word work, and extension activities. Prior to the read aloud, students are completing a KWL chart to review previous learning, but their responses also demonstrate their understanding of these concepts. Such questions may include – *What was the frontier? Why were people moving west prior to the Civil War?*

During the discussion following the read aloud, students will be asked questions such as: *What are some reasons settlers moved West to the Great Plains? Why do you think Congress passed so many laws allowing settlers to move West? Name some inventions that made farming in the West easier. Review what settlers needed to do under the Homestead Act. Ask students what they would have done if they lived during this time. Would they have moved West or stayed on their homes? What would be the pros and cons of moving to the frontier?* Student responses will indicate their understanding about the Homestead Act and why families moved West.

During the word work exercise, students will break down the word and fill in the sheet for each level of Bloom's Taxonomy. Their responses will confirm their understanding of the word.

**Summative Evaluation (mini assessment)**

The students will be assessed on the completion of their poster or flyer on the Homestead Act (use Appendix A to grade).

**Bibliography**


### The Big Idea (concept)

Throughout the 1800s, Americans moved west, settling lands previously occupied by Native Americans.

### Prior Knowledge

#### Previously Learned Content

#### Grade Two

**III. Westward Expansion**

- **A. Pioneers Head West**
  - New means of travel Routes west.
- **B. Native Americans**
  - Some Native Americans are displaced from homes and ways of life by the railroads

#### Grade Five

**I. Westward Expansion**

- **A. Westward Expansion Before the Civil War**
  - Pioneers
  - Getting there in wagon trains, flatboats, steamboats
  - Land route: Santa Fe Trail and Oregon Trail
- **B. Westward Expansion After the Civil War**
  - Homestead Act (1862), many thousands of immigrants start homes in the West

### 2. Prerequisite Skills

#### Grade Four

- **I. Writing, Grammar, and Usage**
  - **B. Grammar and Usage**
    - Understand what synonyms and antonyms are, and provide synonyms and antonyms for given words

#### Grade Five

- **III. Fiction and Drama**
  - **D. Literary Terms**
    - Review: Literal and Figurative Language
    - Imagery

### Lesson Objectives

#### Content Objectives

State who built the Transcontinental Railroad.

State how the Transcontinental Railroad was built

Explain the role of railroads in Westward Expansion.

#### Language Art Objectives (from stories)

- Take notes on a topic, which includes three important facts
- Identify alliteration in poetry
- Identify metaphors in poetry
- Identify personification in poetry

#### Cross-curricular Connections

Language Arts: II. Poetry “I like to see it lap the miles”
Sayings and Phrases (optional)

None

Core Vocabulary (3-5 words)

<table>
<thead>
<tr>
<th>Tier 2 Words</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>prodigious (adjective)</td>
<td>Remarkably large in size. The Statue of Liberty is a prodigious symbol of America's freedom.</td>
</tr>
</tbody>
</table>
| supercilious (adjective) | Haughtily disdainful or arrogant  
The well-known actress was not well liked because of her supercilious attitude toward everyone she meets. |
| omnipotent (adjective) | Having very great or unlimited authority or power.  
Although the principal of our school is a powerful man, he is not omnipotent. |

<table>
<thead>
<tr>
<th>Tier 3 Words</th>
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</thead>
</table>
| Transcontinental Railroad (noun) | A railroad that crossed the entire North American continent from East to West. 
The transcontinental railroad was completed on May 10th, 1869 in Promontory Point Utah. |
| immigrants (noun) | People who settle in a new country. 
Chinese immigrants were a major source of labor for the transcontinental railroad. |

Read-Aloud

None for this lesson.


Materials

History copybooks (student notebooks or folders to keep all assignments in), KWL chart, Appendix A (one per student), Appendix E (one copy made into an overhead transparency), Appendix F (one copy as an example for the teacher), Appendix G (one copy per students), Appendix H (one to use as an example for the teacher), overhead projector or document camera., *Listen My Children: Poems for Fifth Graders* (a class set is helpful), *What Your Fifth Grader Needs to Know* (one copy for the teacher).

Procedure and Activities

1. As a review from yesterday’s lesson, allow student to share their flyers or posters with the class.
2. Check the KWL chart to see if any information should be added to the learned column. (Note – this will vary by class, as some may have had more prior knowledge at the beginning of the unit than others.)
3. List today’s vocabulary words on the board or overhead. Tell the students that these are words you will be focusing on during today’s lesson, as they will contribute to their overall understanding of Westward Expansion. (As an optional activity, you may pass out Appendix B to your students. If you choose, you can assign vocabulary words as homework each evening and have students define each one in their own words and draw a corresponding picture to help them better remember the definitions.)
4. As you are reading, make sure to present the vocabulary words in the context of the stories, when first encountered on subsequent encounters. Use the following word work technique when introducing key vocabulary from the text (see example in lesson one):
   a. Provide the context in which the word was used in the story.
   b. Ask the students if anyone knows the definition of the word.
   c. Have the students repeat the word.
   d. Define the word in terms familiar to your students.
   e. Provide examples of the word in contexts other than the one used in the story.
f. Ask the children to provide their own examples of the word.
g. Have the students repeat the word once again.

As you will continue to encounter these words in throughout the domain, come up with a fun signal kids can use when they hear these words in subsequent reading, such as a thumbs up, tapping the top of their head, or touching their noses.

5. Put Appendix E on the overhead and have the students copy down the categories listed onto the left hand column of their notes pages. Make sure they skip several lines between each category. The three categories are the railroads, the workers, and developing the West.

6. As a class read chapter two, “Railroads Come to the West” (pages 301-303) in Pearson Learning Core Knowledge History and Geography Level Five by E.D. Hirsch, Jr. As you read, stop and guide the students through the process of taking notes. Allow the students to participate in this discussion and discuss which important facts should be included (use Appendix E to place on overhead transparency or document camera). The notes will go in the right hand column opposite the category they relate to in the left hand column. See Appendix F as an example. Some of the notes they might come up with are:
   a. The Railroad = 1,800 miles of new line was to be built, two companies were involved – the Union Pacific Railroad Company and the Central Pacific, started in two different cities – Omaha, NE and Sacramento, CA, finished on May 10, 1869 in Promontory Point, UT
   b. The Workers – Irish immigrants, Mexican Americans, African Americans, Native Americans, and army veterans, they worked in gangs of 30, they worked 12 hours a day, six days a week
   c. Developing the West – railroads made the trip out West easier and faster, the railroad companies encouraged people to move West, the railroads helped cities grow

7. Guide students in completing the word work activity. Tell students the word of the day is “immigrant.” Explain to them they are going to complete the vocab map activity sheet (Appendix G) using this word. (Note – this can be done as a whole class is you feel they will need additional support for this activity; this sheet can be glued into their copybooks). At the completion of the task, have the students share their activity sheets with the class. See Appendix H as an example.

8. Optional: For homework, have the students fill in the chart on Appendix B for the days’ vocabulary words. They need to define each one in their own words and draw a corresponding picture to help them better remember the definitions

**Comprehension Questions**

1. How much farther did the railroad have to go to reach the Pacific Coast? (1,800 miles)
2. What two railroads were involved in completing the transcontinental railroad? (Union Pacific Railroad Company and Central Pacific)
3. List some challenges the workers encountered when working on the railroad. (getting together all the necessary supplies, weather, storms, mountains, and Native Americans)
4. Who completed most of the labor? (immigrants) Why do you think immigrants were used? (answers may include they would work for a cheaper wage, they had a hard time finding work elsewhere)
5. How did railroads help to develop the West? (they made it easier to get to the West, the railroad companies encouraged people to move west by offering free tickets and inexpensive land, they helped towns and cities to grow, and created new jobs)
6. What impact did the railroad have on the Homestead Act? (answers will vary; make sure the students can support their ideas)

**Extension (optional)**

**Language Arts II: Poetry “I like to see it lap the miles”**

Review literal and figurative language (and specifically imagery) with the class. (If needed, read the sections, “Literal and Figurative Language” and “Imagery” in What Your Fifth Grader Needs to Know (pages 69-70) aloud to the class). Discuss the difference with your students and ask them to come up with examples of literal vs. figurative language. Discuss imagery and why creating mental pictures in our minds as we read is important to reading comprehension. Let them know that the poem they will be reading in today has several examples of figurative language: metaphors, personification, and alliteration. Read the section on these terms to the class from What Your Fifth Grader Needs to...
Know (pages 71-73, 74-76). Spend time allowing students to come up with several different examples of each type of figurative language (as students give examples, you can have the class decide if it is a true example. If they believe it is a correct example, they can give a thumbs up; if not, a thumbs down).

Ask students if they know what the nickname for the railroad was (The Iron Horse). As class, read the poem “I like to see it lap the miles” by Emily Dickinson. Read it through several different times, allowing the students to take turns reading it with expression. Ask the students if they can find the metaphor Emily Dickinson is using (she is comparing the railroad – the iron horse – to an actual horse). What examples of personification do they see in the poem? (lap the miles, lick the valleys up, feed itself, step, peer, crawl, complaining, and neigh). What examples of alliteration do they find? (“like,” “lap,” “lick”; “supercilious,” “shanties,” “sides”; “horrid, hooting”; “star,” “stop,” and “stable”; “docile” and “door”). Lead a discussion with the students asking why they think Emily Dickinson used figurative language rather than literal. What images come to mind as the students read this poem?

### Scaffolding and Support (differentiation)

- Activating students prior knowledge and connecting it to lesson content and vocabulary (English Language Learners and students with Learning Disabilities)
- Defining vocabulary and providing visual aids prior to the read aloud (English Language Learners and students with Learning Disabilities)
- Encouraging students to clarify and defend their thinking when answering questions (English Language Learners and students with Learning Disabilities)
- Allowing students with writing difficulties to use a laptop or scribe their assignments (Students with Learning Disabilities and Processing Disorders)

### Assessment and Evaluation types of learners this will impact.

#### Ongoing Assessment (discussion questions)

Students’ understanding will be assessed through their responses/questions during discussion, word work, and extension activities. Prior to reading new material review previous learning; students’ responses demonstrate their understanding of these concepts. Such questions may include – What was the Homestead Act? Who were the Exodusters? During the discussion following the read aloud, students will be asked questions such as: How much farther did the railroad have to go to reach the Pacific Coast? What two railroads were involved in completing the transcontinental railroad? List some challenges the workers encountered when working on the railroad. Why do you think immigrants completed most of the labor? How did railroads help to develop the West? Student responses will indicate their understanding about the railroad and its role in developing the American West. During the word work exercise, students will define the word; use it in a sentence, draw a picture of the word, and list synonyms and antonyms for the word. Their responses will confirm their understanding of the word.

#### Summative Evaluation (mini assessment)

Students will be assessed on the completed two column notes (use Appendices A and E to grade).

### Bibliography


The Big Idea (concept)
Throughout the 1800s, Americans moved west, settling lands previously occupied by Native Americans.

Prior Knowledge

Previously Learned Content

Grade Two
III. Westward Expansion
   A. Pioneers Head West

Grade Five
I. Westward Expansion
   B. Westward Expansion After the Civil War
      Railroads, Transcontinental Railroad links east and west

Prerequisite Skills

Grade Four
1. Writing, Grammar, and Research
   A. Writing and Research
      Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters – with a coherent structure or story line
   B. Grammar and Usage
      Understand and write using complete sentences, with subject and predicate; correct fragments and run-ons
      Write sentences containing a subject and verb and make sure they agree
      Know and correctly use the following parts of speech in writing: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections

Grade Five
1. Writing, Grammar, and Usage
   B. Grammar and Usage
      Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender and use correctly in writing.
      Correctly use punctuation studied in earlier grades, as well as the colon before a list; commas with an appositive

Lesson Objectives

Content Objectives
Explain the role of a cowboy in the west during the 19th century.
Compare and contrast the cowboys of the 1870’s to the cowboys from TV and movies.

Language Art Objectives (from stories)
Use the following parts of speech in writing: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections
Correctly use punctuation studied in earlier grades, as well as the colon before a list; commas with an appositive
Write a journal entry with a coherent story line
Write using complete sentences, with subject and predicate; correct fragments and run-ons
Write sentences containing a subject and verb and make sure they agree
Demonstrate through writing pronoun agreement with corresponding antecedents in case (nominative, objective, possessive), number, and gender
Cross-curricular Connections
Music: IV. Songs “Git Along Little Dogies”
Language Arts V. Sayings and Phrases

Sayings and Phrases (optional)

Till the cows come home
Ask students what they think the above saying means (that something won’t happen for an extremely long time). Discuss with the class why they think that this expression uses cows as an example rather than dogs or another animal (cows are notoriously languid creatures and make their way home at their own unhurried pace). Ask students what they think the challenges would be in having to drive a herd of cattle to a specific destination. Would this be a quick and easy job? Would it take a long time? Tell students that in today’s lesson they are going to learn about the men who had this job back in the days of the Wild West.

Take the bull by the horns
Ask the students if they have an idea what this phrase means (to stop hesitating and take action; to face a difficult situation with bravery). Ask students to share a time they had to “take a bull by the horns.” Again, discuss with the class why the animal in this phrase is a bull, as opposed to a cat or a rabbit. What do we know about bulls that would make it difficult to grab them by the horns? Why would this require bravery and courage? Again, let students know that in today’s lesson we are going to learn about the men who in the Wild West had the literal job of wrangling and wrestling with bulls as part of their job.

Core Vocabulary (3-5 words)

Tier 2 Words

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>myth</td>
<td>A popular belief or tradition that has grown up around something or someone. The movies and actors of Hollywood enhanced the myth of the cowboy.</td>
</tr>
</tbody>
</table>

Tier 3 Words

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>cowboy</td>
<td>A hired rider who tends cattle of horses. One of the most enduring symbols of the Wild West is the cowboy.</td>
</tr>
<tr>
<td>cattle drive</td>
<td>An operation in which a group of cattle (cows, bulls, and steers) are herded from one place to another. Most cattle drives started in Texas and ended in Kansas or Nebraska.</td>
</tr>
<tr>
<td>vaquero</td>
<td>The Spanish word for cowboy; pronounced by Texas cowboys as buckaroo. Many Mexican vaqueros worked on the long cattle drives in the 1800’s.</td>
</tr>
<tr>
<td>graze</td>
<td>To feed on the natural plants or grass of an open area. The cattle grazed upon the open range.</td>
</tr>
</tbody>
</table>

Read-Aloud
Read aloud – *Fact or Fiction: Cowboys* by Stewart Ross (ISBN 1-56294-618-8)

Materials
History copybooks (student notebooks or folders to keep all assignments in), KWL chart, Appendix A (one per student), Appendix I (optional), Appendix J (one copy made into an overhead transparency), Appendix K (one copy as an example for the teacher), overhead projector or document camera, computer, LCD projector, Instructional Master 64

Procedure and Activities
1. Review the two column notes taken in class yesterday to remind students of the impact the railroad had on Westward Expansion.
2. Check the KWL chart to see if any information should be added to the learned column. (Note – this will vary by class, as some may have had more prior knowledge at the beginning of the unit than others.)

3. List today’s vocabulary words on the board or overhead. Tell the students that these are words you will be focusing on during today’s lesson, as they will contribute to their overall understanding of Westward Expansion. (As an optional activity, you may pass out Appendix B to your students. If you choose, you can assign vocabulary words as homework each evening and have students define each one in their own words and draw a corresponding picture to help them better remember the definitions.)

4. As you are reading, make sure to present the vocabulary words in the context of the stories, when first encountered on subsequent encounters. Use the following word work technique when introducing key vocabulary from the text (see example in lesson one):
   a. Provide the context in which the word was used in the story.
   b. Ask the students if anyone knows the definition of the word.
   c. Have the students repeat the word.
   d. Define the word in terms familiar to your students.
   e. Provide examples of the word in contexts other than the one used in the story.
   f. Ask the children to provide their own examples of the word.
   g. Have the students repeat the word once again.

   As you will continue to encounter these words in throughout the domain, come up with a fun signal kids can use when they hear these words in subsequent reading, such as a thumbs up, tapping the top of their head, or touching their noses.

5. Introduce the Read Aloud, *Fact or Fiction: Cowboys*. Explain that the purpose for listening to this text is to learn about the cowboys and cattle drives of the American West, and to differentiate between the facts about cowboys and the myths that have developed over the years.

6. Read pages 6-11, 28-29, 40-41, and 47 in *Fact or Fiction: Cowboys*. Use the pictures and maps in the text to build background knowledge, explain key concepts, and reinforce key vocabulary as you read. In addition, occasionally pause to comment or ask questions to promote critical thinking.

7. Discuss the read aloud through a series of direct and open-ended questions that use rich, complex vocabulary from the text. Be sure to ask literal questions to ensure students understood the read aloud as well as inferential questions to promote critical thinking. Encourage the students to use vocabulary in their responses.

8. Read chapter three, “The Cattle Frontier” (pages 304-307) in *Pearson Learning Core Knowledge History and Geography Level Five* by E.D. Hirsch, Jr. Depending on your class, this can be done as a whole class, in small groups, with partners, or individually. As you read, ask questions to ensure students comprehend the material and to facilitate class discussion (if not reading as a whole class, post questions on the board or hand out Appendix I to the students).

9. Put Appendix J on the overhead and have the students draw the Venn Diagram in their copybooks. As a class compare and contrast the real cowboy of the 1870’s to the cowboys we see in TV and movies. Have students come up with at least five differences and five similarities and write them in the Venn Diagram (use Appendix K as an example). Listed below are some of the similarities and differences the students may come up with:
   a. 1870’s Cowboy – all different nationalities, young men or teens, few carried any guns, a life of dull routine, a hired hand, rarely involved in fighting Native Americans  
   b. TV/movie Cowboy – white, grown men, carried two six shooters, chased outlaws, rescued women in distress, fought Native Americans
   c. Similarities – rode horses, herded cattle, gambled, drank, got into gunfights

10. Have the students pretend they are cowboys on the long cattle drive. Have them write a journal entry about what life was like on the trail. They will be graded on neatness, mechanics, and content. The entries should contain facts learned in today’s lesson about the life of the cowboy. This can be homework if not finished in class.

11. Complete word work activities with the words “cowboy, cattle drive, vaqueros, and graze.” Split the class into four groups and give each group one of the vocabulary words. Have the, use the word in their own sentence, come up with any applicable antonyms and synonyms, and have them think a creative way to teach the word to the rest of the class (they could make a poster, come up with a skit, etc.).

12. Optional: For homework, have the students fill in the chart on Appendix B for the days’ vocabulary words. They need to define each one in their own words and draw a corresponding picture to help them better remember the definitions.
## Comprehension Questions

**From Read aloud:**

1. What were some of the reasons men became cowboys? (the soldiers who fought in the Civil War did not have jobs when they returned home, ex-slaves were looking for work, searching for adventure)
2. What invention made the mass transport of live animals unnecessary? (the refrigerated meat wagon)
3. What were the men who profited the most from the cattle drives called? (cattle barons)
4. Why do you think Hollywood created the myth of the American cowboy? (possible answers could include cowboys represent a life of adventure many wish they lived, they represented good triumphing over evil)
5. What year marked the end of the Cattle Kingdom? (1886)

**From Student text:**

1. Why were the cattle that roamed the plains called longhorns? (Because their horns could be as much as seven feet across)
2. Why did ranchers come up with the idea of the “long drive?” (They realized that if they could get their cattle to the railroad, they could sell them to the cities in the East for $30-$40 a head)
3. What was the route that ended in Abilene, Kansas called? (The Chisholm Trail)
4. Why did the great age of the cowboy end? (Farmers had taken up much of the land on the plains, the cattle kingdom moved north, and terrible winters led ranchers to move their herds off the open range)
5. Being a cowboy was a hard job. Why do you think so many young men signed up for this? (it meant a steady paycheck, they may have wanted to see the West)
6. Why were so many of the cowboys African Americans? (after the Civil War, former slaves were looking for jobs and longing to be free; they found this in the West and they most likely were not able to find many paying jobs in the South)

## Extension (optional)

**Music: IV. Songs “Git Along Little Dogies”**

Pass out Instructional Master 64, “Git Along Little Dogies” to the class. Have them read the lyrics of the song and complete the worksheet (they may be done as a class or individually).

Tell students this song actually has more verses than the ones listed on the sheet. The chorus follows each verse. Have the students listen to (and watch) the YouTube video of Roy Rogers singing, “Git Along Little Dogies.” ([http://www.youtube.com/watch?v=Q2cFji4CmHE](http://www.youtube.com/watch?v=Q2cFji4CmHE)). Discuss the song with the students. Put the students into groups of four. Their task is to write a new verse to the song that captures the essence of the cowboys out herding cattle on the “long drive.”

## Scaffolding and Support (differentiation)

Activating students prior knowledge and connecting it to lesson content and vocabulary (English Language Learners and students with Learning Disabilities)

Defining vocabulary and providing visual aids prior to the read aloud (English Language Learners and students with Learning Disabilities)

Encouraging students to clarify and defend their thinking when answering questions (English Language Learners and students with Learning Disabilities)

Allowing students with writing difficulties to use a laptop or scribe their assignments (Students with Learning Disabilities and Processing Disorders)
Assessment and Evaluation

Ongoing Assessment (discussion questions)

Students’ understanding will be assessed through their responses/questions during discussion, word work, and extension activities. Prior to reading new material review previous learning; students’ responses demonstrate their understanding of these concepts. Such questions may include – Why was it called the transcontinental railroad? Who were the people groups who worked to build the railroad? During the discussion following the read aloud, students will be asked questions such as:

What were some of the reasons men became cowboys? What invention made the mass transport of live animals unnecessary? What were the men who profited the most from the cattle drives called? Why do you think Hollywood created the myth of the American cowboy? What year marked the end of the Cattle Kingdom? Why were the cattle that roamed the plains called longhorns? Why did ranchers come up with the idea of the “long drive?” What was the route that ended in Abilene, Kansas called? Why did the great age of the cowboy end? Student responses will indicate their understanding about the cowboys and cattle drives of the West. During the word work exercise, students will use the word in a sentence, list synonyms and antonyms for the word, and find a creative way to teach it to their classmates. Their responses will confirm their understanding of the word.

Summative Evaluation (mini assessment)

Students will be assessed on the completion of their Venn Diagram (use Appendices A and K to grade)
Students will be assessed on their completed journal entry (use Appendix A to grade)

Bibliography


“Roy Rogers: Get Along Little Dogies (1940).” You Tube. [http://www.youtube.com/watch?v=Q2cFji4CcHE](http://www.youtube.com/watch?v=Q2cFji4CcHE) (accessed July 23, 2011)
### The Big Idea (concept)

Throughout the 1800s, Americans moved west, settling lands previously occupied by Native Americans.

### Prior Knowledge

#### Previously Learned Content

**Grade Two**

III. Westward Expansion  
A. Pioneers Head West  
   The Pony Express

**Grade Five**

I. Westward Expansion  
B. Westward Expansion After the Civil War  
   Cowboys, cattle drives

### Prerequisite Skills

**Grade Four**

I. Writing, Grammar, and Research  
   A. Writing and Research  
      Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters–with a coherent structure or story line  
   B. Grammar and Usage  
      Understand and write using complete sentences, with subject and predicate; correct fragments and run-ons  
      Write sentences containing a subject and verb and make sure they agree  
      Know and correctly use the following parts of speech in writing: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections

**Grade Five**

I. Writing, Grammar, and Usage  
   B. Grammar and Usage  
      Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender and use correctly in writing.  
      Correctly use punctuation studied in earlier grades, as well as the colon before a list; commas with an appositive

### Lesson Objectives

#### Content Objectives

Explain how famous “Wild West” figures (i.e. Billy the Kid, Jesse James, Annie Oakley or Buffalo Bill) contributed to the situation in the 19th century West.

#### Language Art Objectives (from stories)

Use the following parts of speech in writing: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections  
Correctly use punctuation studied in earlier grades, as well as the colon before a list; commas with an appositive  
Write a paragraph to inform; organize sentences into a coherent and structured paragraph  
Write using complete sentences, with subject and predicate; correct fragments and run-ons  
Write sentences containing a subject and verb and make sure they agree  
Demonstrate through writing pronoun agreement with corresponding antecedents in case (nominative, objective, possessive), number, and gender
Cross-curricular Connections
None for this lesson

Sayings and Phrases (optional)
None for this lesson

Core Vocabulary (3-5 words)

Tier 2 Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>legend (adjective)</td>
<td>Well-known or famous &lt;br&gt; Annie Oakley was a legendary figure in the West, known far and wide for her ability to shoot a rifle.</td>
</tr>
<tr>
<td>fugitive (noun)</td>
<td>A person who flees or tries to escape &lt;br&gt; Billy the Kid was a fugitive who spent several years hiding from the law.</td>
</tr>
</tbody>
</table>

Tier 3 Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>outlaw (noun)</td>
<td>A notorious criminal &lt;br&gt; Jesse James, a bank robber and murderer, is one of the most well known outlaws of the Wild West.</td>
</tr>
<tr>
<td>sharpshooter (noun)</td>
<td>A person who is very skilled in shooting. &lt;br&gt; The sharpshooter used her rifle to shoot an apple of a tree branch nearly 100 yards away!</td>
</tr>
<tr>
<td>posse (noun)</td>
<td>A group of men, gathered by the sheriff, who assist in law enforcement &lt;br&gt; The sheriff organized a posse to help him capture the bank robber.</td>
</tr>
</tbody>
</table>

Read-Aloud


Materials

History copybooks (student notebooks or folders to keep all assignments in), KWL chart, Appendix A (one per student), Appendix L (one copy made into an overhead transparency), Appendix M (one copy as an example for the teacher), Appendix N (one per student), Appendix O (one copy as an example for the teacher), overhead projector or document camera

Procedure and Activities

1. As a review of yesterday’s lesson, allow the students who want to share read their journal entries about life on the trail as a cowboy out loud to the class.
2. Check the KWL chart to see if any information should be added to the learned column. (Note – this will vary by class, as some may have had more prior knowledge at the beginning of the unit than others.)
3. List today’s vocabulary words on the board or overhead. Tell the students that these are words you will be focusing on during today’s lesson, as they will contribute to their overall understanding of Westward Expansion. (As an optional activity, you may pass out Appendix B to your students. If you choose, you can assign vocabulary words as homework each evening and have students define each one in their own words and draw a corresponding picture to help them better remember the definitions.)
4. As you are reading, make sure to present the vocabulary words in the context of the stories, when first encountered on subsequent encounters. Use the following word work technique when introducing key vocabulary from the text (see example in lesson one):
a. Provide the context in which the word was used in the story.
b. Ask the students if anyone knows the definition of the word.
c. Have the students repeat the word.
d. Define the word in terms familiar to your students.
e. Provide examples of the word in contexts other than the one used in the story.
f. Ask the children to provide their own examples of the word.
g. Have the students repeat the word once again.

As you will continue to encounter these words in throughout the domain, come up with a fun signal kids can use when they hear these words in subsequent reading, such as a thumbs up, tapping the top of their head, or touching their noses.

5. Introduce the Read Aloud, *Rough and Ready Outlaws & Lawmen*. Explain that the purpose for listening to this text is to learn as many facts as they can about Jesse James and Billy the Kid.

6. Read pages 20-21 and 22-23 in *Rough and Ready Outlaws & Lawmen* (the chapters on Jesse James and Billy the Kid). Use the pictures and graphics in the text to build background knowledge, explain key concepts, and reinforce key vocabulary as you read. In addition, occasionally pause to comment or ask questions to promote critical thinking

7. Discuss the read aloud through a series of direct and open-ended questions that use rich, complex vocabulary from the text. Be sure to ask literal questions to ensure students understood the read aloud as well as inferential questions to promote critical thinking. Encourage the students to use vocabulary in their responses.

8. Put Appendix L on the overhead and have students copy this chart into their copybooks. As a class, record facts about Annie Oakley and Buffalo Bill and Billy the Kid. They must list at least seven facts per outlaw. See Appendix M as an example. Some facts may include:
   a. Jesse James – sided with the South in the Civil War, joined with William Quantrill to fight against the North, one of the most feared outlaws of his time, had an older brother named Frank, formed the James-Younger Gang, robbed banks and trains, killed many innocent people, shot by a gang member in 1882
   b. Billy the Kid – real name was William H. Bonney Jr., born in New York, mother died when he was 15, worked on John Turnstall’s ranch, vowed to avenge Turnstall’s death, was a cattle rustler and horse thief, found guilty of murder and sentenced to hang, killed by Pat Garrett

Introduce the Read Aloud, *Annie Oakley Legendary Sharpshooter*. Explain that the purpose for listening to this text is to learn as many facts as they can about Annie Oakley and Buffalo Bill.

9. Read chapters four and five in *Annie Oakley Legendary Sharpshooter*. Use the pictures and graphics in the text to build background knowledge, explain key concepts, and reinforce key vocabulary as you read. In addition, occasionally pause to comment or ask questions to promote critical thinking.

10. Discuss the read aloud through a series of direct and open-ended questions that use rich, complex vocabulary from the text. Be sure to ask literal questions to ensure students understood the read aloud as well as inferential questions to promote critical thinking. Encourage the students to use vocabulary in their responses.

11. Put Appendix L on the overhead and have students copy this chart into their copybooks. As a class, record facts about Annie Oakley and Buffalo Bill and Billy the Kid. They must list at least seven facts per outlaw. See Appendix M as an example. Some facts may include:
   a. Annie Oakley – married to Frank Butler, was a stage partner with her husband, was an expert marksman or sharpshooter, had a poodle named George who performed in the show with her, star of Buffalo Bill’s Wild West show, called “Little Sure Shot,” shot ashes off a cigarette being held in Butler’s mouth, five feet tall, close friends with Sitting Bull
   b. Buffalo Bill – real name was William Frederick Cody, was a pony express rider, scout, cowboy, and buffalo hunter, born in 1846, character in several dime novels, acted in several melodramas, started the Wild West show
12. Have each student chose his or her favorite character from the ones studied in class today. Have the write a paragraph about this figure in their copybook. They will be graded on content and mechanics. It needs to be eight sentences long and should contain a topic sentence, three detail or fact sentences, three supporting sentences (one for each detail or fact), and a concluding sentence. This can be homework if not finished in class. Students may also refer to pages 315-136 in *Pearson Learning Core Knowledge History and Geography Level Five* by E.D. Hirsch, Jr. for more information (sections entitled, “Western Legends” and “Shaping Opinions About the West.”)

13. Guide students in completing the word work activity. Tell students the word of the day is “fugitive.” Explain to them they are going to complete the word analysis activity sheet (Appendix N) using this word. (Note – this can be done as a whole class is you feel they will need additional support for this activity; this sheet can be glued into their copybooks). At the completion of the task, have the students share the activity sheets with the class. See Appendix O as an example.

14. Optional: For homework, have the students fill in the chart on Appendix B for the days’ vocabulary words. They need to define each one in their own words and draw a corresponding picture to help them better remember the definitions.

### Comprehension Questions

**From Rough and Ready Outlaws & Lawmen**

1. How would you describe Jesse’s actions on the day Bob Younger was wounded? (possible answers may include – cowardly, selfish, only looking out for himself).
2. Do you think Bob Ford was justified in killing Jesse James? Why or why not? (possible answers may include – yes, Jesse was a dangerous criminal and there was a price on his head; he was a known fugitive; no – he betrayed Jesse and shot him in the back)
3. Do you think Billy’s life would have turned out differently if his mother had lived? (possible answers may include – yes - he would not have had to live on the streets and resort to killing; no – his character was bad and his circumstances would not have changed that)
4. Why did Billy turn himself in? (he was hoping for a pardon)
5. Why do you think Billy the Kid and Jesse James are still so well known today? (they have lived on in legends – people seem to be fascinated with tales of the wild west)

**From Annie Oakley Legendary Sharpshooter**

1. Why do you think audiences were so surprised at Annie’s skill with a gun? (she was a very petite and feminine woman; she often missed the first shot to fool the audience; most woman did not shoot rifles and were not accomplished sharpshooters)
2. What did Annie and Frank propose to Buffalo Bill to get him to agree to put them in his show? (a three day trial; if he was not happy with their performance they would leave the show)
3. How did William Cody get the nickname Buffalo Bill? (he was hired by the Kansas Pacific Railroad to kill twelve buffalos a day to provide food for the crews)
4. Buffalo Bill has been the star of his show until Annie Oakley came along. How do you think he felt about her addition to his show? (possible answers may include – he may have been jealous of her or he may have been happy because she brought I more people and more money to the show)

**General Questions:**

1. Do you see any similarities between the Wild West figures and the Cowboys? (answers will vary; make sure the students can support their ideas)
2. What differences do you see between the cowboys and the Wild West figures? (answers will vary; make sure the students can support their ideas)

**Extension (optional)**

As an extension activity, students may:

Make a wanted poster for Jesse James or Billy the Kid. The poster should include information about the outlaw, including the crimes for which he is wanted.

Make a flyer advertising Buffalo Bill’s Wild West Show. The flyer should include details about the acts that will be featured in the show.
Scaffolding and Support (differentiation)

Activating students prior knowledge and connecting it to lesson content and vocabulary (English Language Learners and students with Learning Disabilities)
Defining vocabulary and providing visual aids prior to the read aloud (English Language Learners and students with Learning Disabilities)
Encouraging students to clarify and defend their thinking when answering questions (English Language Learners and students with Learning Disabilities)
Allowing students with writing difficulties to use a laptop or scribe their assignments (Students with Learning Disabilities and Processing Disorders)
Allow students to prepare a legal defense for Billy the Kid or Jesse James, trying to convince a jury why these men are innocent of their crimes (gifted students)

Assessment and Evaluation

Ongoing Assessment (discussion questions)

Students’ understanding will be assessed through their responses/questions during discussion, word work, and extension activities. Prior to reading new material review previous learning; students’ responses demonstrate their understanding of these concepts. Such questions may include – Explain some of the cowboy’s responsibilities. What was the purpose of the cattle drive? During the discussion following the read aloud, students will be asked questions such as: How would you describe Jesse’s actions on the day Bob Younger was wounded? Do you think Bob Ford was justified in killing Jesse James? Why or why not? Do you think Billy’s life would have turned out differently if his mother had lived? Why did Billy turn himself in? Why do you think audiences were so surprised at Annie’s skill with a gun? What did Annie and Frank propose to Buffalo Bill to get him to agree to put them in his show? How did William Cody get the nickname Buffalo Bill? Buffalo Bill has been the star of his show until Annie Oakley came along. How do you think he felt about her addition to his show? Student responses will indicate their understanding about the famous figures of the Wild West. During the word work exercise, students will define and contrast the word and come up with examples of the word. Their responses will confirm their understanding of the word.

Summative Evaluation (mini assessment)

Students will be assessed on the chart listing facts about the four figures from the Wild West (use Appendices A and M to grade)
Students will be assessed on his or her finished paragraph (use Appendix A to grade)

Bibliography

# The Big Idea (concept)
Throughout the 1800s, Americans moved west, settling lands previously occupied by Native Americans.

# Prior Knowledge

## Previously Learned Content

### Grade Five

1. **Westward Expansion**
   - Westward Expansion After the Civil War
     - The “wild west,” reality versus legend, Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill

2. **The Civil War:**
   - The Civil War
     - African-American troops

# Prerequisite Skills

## Grade Four

1. **Grammar and Usage**
   - Understand and write using complete sentences, with subject and predicate; correct fragments and run-ons
   - Write sentences containing a subject and verb and make sure they agree
   - Know and correctly use the following parts of speech in writing: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections

## Grade Five

1. **Writing, Grammar, and Usage**
   - **Grammar and Usage**
     - Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender and use correctly in writing.
     - Correctly use punctuation studied in earlier grades, as well as the colon before a list; commas with an appositive

# Lesson Objectives

## Content Objectives
Describe Emmanuel Stance’s career as a Buffalo soldier.

## Language Art Objectives (from stories)

- Use a concept organizer to record seven historical facts about a given subject
- Write using complete sentences, with subject and predicate; correct fragments and run-ons
- Write sentences containing a subject and verb and make sure they agree
- Demonstrate through writing pronoun agreement with corresponding antecedents in case (nominative, objective, possessive), number, and gender

# Cross-curricular Connections
None for this lesson.

# Sayings and Phrases (optional)
None for this lesson.
# Core Vocabulary (3-5 words)

## Tier 2 Words

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congressional Medal of Honor</td>
<td>The highest U.S. military honor, awarded in the name of Congress to members of the armed forces for bravery beyond the call of duty.</td>
<td>The young soldier received the Congressional Medal of honor for rescuing his fellow soldiers from behind enemy lines.</td>
</tr>
</tbody>
</table>

## Tier 3 Words

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>cavalry</td>
<td>Troops who fight mounted on horseback.</td>
<td>The soldiers were losing the battle until they heard the sound of hooves and knew the cavalry had arrived!</td>
</tr>
<tr>
<td>infantry</td>
<td>Soldiers who were trained to fight on foot.</td>
<td>The soldiers in the infantry unit suffered heavy injuries when they marched into battle.</td>
</tr>
<tr>
<td>regiments</td>
<td>Units of the military.</td>
<td>All the soldiers in the Ninth Cavalry regiment were African American.</td>
</tr>
</tbody>
</table>

## Read-Aloud


## Materials

- History copybooks (student notebooks or folders to keep all assignments in), KWL chart, Appendix A (one per student), Appendix P (one copy as an example for the teacher), Appendix Q (one per student), Appendix R (one copy as an example for the teacher), overhead projector or document camera

## Procedure and Activities

1. As a review of yesterday’s lesson, allow the students who want to share read their paragraphs on figures from the Wild West out loud to the class.
2. Check the KWL chart to see if any information should be added to the learned column. (Note – this will vary by class, as some may have had more prior knowledge at the beginning of the unit than others.)
3. List today’s vocabulary words on the board or overhead. Tell the students that these are words you will be focusing on during today’s lesson, as they will contribute to their overall understanding of Westward Expansion. (As an optional activity, you may pass out Appendix B to your students. If you choose, you can assign vocabulary words as homework each evening and have students define each one in their own words and draw a corresponding picture to help them better remember the definitions.)
4. As you are reading, make sure to present the vocabulary words in the context of the stories, when first encountered on subsequent encounters. Use the following word work technique when introducing key vocabulary from the text (see example in lesson one):
   a. Provide the context in which the word was used in the story.
   b. Ask the students if anyone knows the definition of the word.
   c. Have the students repeat the word.
   d. Define the word in terms familiar to your students.
   e. Provide examples of the word in contexts other than the one used in the story.
   f. Ask the children to provide their own examples of the word.
   g. Have the students repeat the word once again.
   As you will continue to encounter these words in throughout the domain, come up with a fun signal kids can use when they hear these words in subsequent reading, such as a thumbs up, tapping the top of their head, or touching their noses.
5. Introduce the Read Aloud, *Black Frontiers – A History of African American Heroes in the Old West*. Explain that the purpose for listening to this text is to learn as much as they can about the role Buffalo Soldiers played in protecting the American West.

6. Read pages 54-59 in *Black Frontiers – A History of African American Heroes in the Old West*. Use the pictures and graphics in the text to build background knowledge, explain key concepts, and reinforce key vocabulary as you read. In addition, occasionally pause to comment or ask questions to promote critical thinking.

7. Discuss the read aloud through a series of direct and open-ended questions that use rich, complex vocabulary from the text. Be sure to ask literal questions to ensure students understood the read aloud as well as inferential questions to promote critical thinking. Encourage the students to use vocabulary in their responses.

8. Introduce the Read Aloud, *Buffalo Soldiers: The Story of Emmanuel Stance*. Explain that the purpose for listening to this text is to learn as much as they can about Emmanuel Stance and his career as a Buffalo Soldier.

9. Read the book *Buffalo Soldiers: The Story of Emmanuel Stance*. Use the pictures and graphics in the text to build background knowledge, explain key concepts, and reinforce key vocabulary as you read. In addition, occasionally pause to comment or ask questions to promote critical thinking.

10. Discuss the read aloud through a series of direct and open-ended questions that use rich, complex vocabulary from the text. Be sure to ask literal questions to ensure students understood the read aloud as well as inferential questions to promote critical thinking. Encourage the students to use vocabulary in their response.

11. Have students draw a picture of Emmanuel Stance in their copybooks and web facts around him that they learned in today's lesson (see Appendix P as an example). The students should list at least seven facts. The facts need to be written in complete sentences, with a subject and predicate. For at least three of the sentences they students need to use a pronoun in place of a proper noun. Depending on your class and their abilities, this assignment can be done individually, in partners, or as a whole class. If you are doing this as a class, draw the web on the overhead or the board. This web should be neat and the picture of Emmanuel should be colored. This can be homework if not finished in class. Some facts about Emmanuel Stance may include:
   a. Emmanuel Stance lived in Charleston, South Carolina.
   b. He joined the Buffalo Soldiers at age nineteen.
   c. Emmanuel was a member of the 9th Cavalry.
   d. Emmanuel served near Fort Clark, Texas.
   e. He fought the Kiowa Indians.
   f. Sergeant Stance saved other soldiers and horses from the Comanche Indians.
   g. He rose to the rank of sergeant.
   h. Emmanuel Stance was the first black man to be awarded the Congressional Medal of Honor.
   i. Sergeant Emmanuel Stance received his Medal of Honor on July 24th, 1870.

12. Guide students in completing the word work activity. Explain to them they are going to complete the four-fold vocabulary sheet (Appendix Q) for their vocabulary words. After completing the worksheet, students can cut up the sections and put the pieces in an envelope. They can then trade envelopes with a partner who will reassemble the rows for each vocabulary words. Once this in completed correctly, they can glue them into their copybooks in the correct order. See Appendix R as an example.

13. Optional: For homework, have the students fill in the chart on Appendix B for the days' vocabulary words. They need to define each one in their own words and draw a corresponding picture to help them better remember the definitions.

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### Comprehension Questions

From *Black Frontiers – A History of African American Heroes in the Old West*:

1. Who were the Buffalo Soldiers? (Regiments of black cavalry and infantry formed after the Civil War)
2. Who gave them the name Buffalo Soldiers? (The Indians)
3. What did they do? (They served on the frontier and helped to protect the mail, guard stagecoach travelers, and fight outlaws and Indians)
4. How many Buffalo Soldiers earned the Congressional Medal of Honor? (Thirteen)
5. What unique challenges do you think the Buffalo Soldiers may have faced that white soldiers did not? (there was still lingering prejudice from the Civil War; they were not seen as “equal” to the white soldiers)
6. What characteristics did the Buffalo Soldiers share with the cowboys of the Wild West? (answers will vary; make sure the students can support their ideas)
7. What relationships do you see between Buffalo Soldiers and the Wild West figures? (answers will vary; make sure the students can support their ideas)

From *Buffalo Soldiers: The Story of Emmanuel Stance*:

1. How old was Emmanuel when he joined the Buffalo Soldiers? (Nineteen)
2. What regiment did he serve with? (The Ninth Cavalry)
3. Who did the Ninth Cavalry fight in their first battle? (The Kiowa Indians)
4. What did Emmanuel do to earn the Medal of Honor? (He led his men to rescue soldiers and Army horses from the Comanche Indians)
5. What emotions do you think Emmanuel experienced when he was fighting with the Ninth Cavalry? (answers will vary – pride, nervousness, fear, courage – ask students to explain why they believe he would have felt those emotions or explain how they would have felt if they were in his place)
6. When did Emmanuel receive his Medal of Honor? (July 24th, 1870)

Extension (optional)

Have students do research on other Buffalo Soldiers who were recipients of the Congressional Medal of Honor specifically the ones in the 9th Cavalry (they can search online or at the library; see the Bibliography for a great website students can use). Once students have chosen a Buffalo Soldier to learn more about, have them present the information to the rest of the class in a creative way. Students can make a poster, create a flyer, write a short essay, make a power point, or write a song or poem. Allow them to be creative in this assignment, as long as they can accurately present the facts.

Scaffolding and Support (differentiation)

Activating students prior knowledge and connecting it to lesson content and vocabulary (English Language Learners and students with Learning Disabilities)

Defining vocabulary and providing visual aids prior to the read aloud (English Language Learners and students with Learning Disabilities)

Encouraging students to clarify and defend their thinking when answering questions (English Language Learners and students with Learning Disabilities)

Allowing students with writing difficulties to use a laptop or scribe their assignments (Students with Learning Disabilities and Processing Disorders)

Assessment and Evaluation

Ongoing Assessment (discussion questions)

Students’ understanding will be assessed through their responses/questions during discussion, word work, and extension activities. Prior to reading new material review previous learning; students’ responses demonstrate their understanding of these concepts. Such questions may include – *What are some facts you learned about the four figures of the Wild West? Why do you think the legends of these four figures have survived and grown over the years?* During the discussion following the read aloud, students will be asked questions such as: *Who were the Buffalo Soldiers? Who gave them the name Buffalo Soldiers? What did they do? How many Buffalo Soldiers earned the Congressional Medal of Honor? How old was Emmanuel when he joined the Buffalo Soldiers? What regiment did he serve with? Who did the Ninth Cavalry fight in their first battle? What did Emmanuel do to earn the Medal of Honor? When did Emmanuel receive his Medal of Honor?* Student responses will indicate their understanding about Buffalo Soldiers in general and Emmanuel Stance in particular. During the word work exercise, students will define and the vocabulary words, draw a picture, and use them in sentences. Their responses will confirm their understanding of the word.

Summative Evaluation (mini assessment)

Students will be assessed on their completed webs of Emmanuel Stance (use Appendices A and P to grade)

Bibliography

### The Big Idea (concept)
Throughout the 1800s, Americans moved west, settling lands previously occupied by Native Americans.

### Prior Knowledge

#### Previously Learned Content

**Grade One**

IV. Early Exploration of the American West

**Grade Five**

I. Westward Expansion
   A. Westward Expansion Before the Civil War
      - Gold Rush
      - Manifest Destiny
   B. Westward Expansion After the Civil War
      - "Buffalo Soldiers." African American troops in the West

### Prerequisite Skills

**Grade Four**

I. Writing, Grammar, and Research
   A. Writing and Research
      - Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters— with a coherent structure or story line
   B. Grammar and Usage
      - Understand and write using complete sentences, with subject and predicate; correct fragments and run-ons
      - Write sentences containing a subject and verb and make sure they agree
      - Know and correctly use the following parts of speech in writing: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections

**Grade Five**

I. Writing, Grammar, and Usage
   B. Grammar and Usage
      - Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender and use correctly in writing.
      - Correctly use punctuation studied in earlier grades, as well as the colon before a list; commas with an appositive
   C. Vocabulary
      - Know how suffixes affect word meaning

### Lesson Objectives

#### Content Objectives

Analyze the purchase of Alaska in order to determine whether or not it was a folly.

#### Language Art Objectives (from stories)

Use the following parts of speech in writing: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections

Correctly use punctuation studied in earlier grades, as well as the colon before a list; commas with an appositive

Write a persuasive letter providing facts to support the author's point of view

Write using complete sentences, with subject and predicate; correct fragments and run-ons
Write sentences containing a subject and verb and make sure they agree
Demonstrate through writing pronoun agreement with corresponding antecedents in case (nominative, objective, possessive), number, and gender
Demonstrate that adding the suffix –tion to a base word affects its meaning

Cross-curricular Connections
None in this lesson

Sayings and Phrases (optional)
None in this lesson

Core Vocabulary (3-5 words)

Tier 2 Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>folly</td>
<td>To lack sense or behave foolishly</td>
<td>After Tom was caught lying to his mother and grounded for a week, he realized the folly of his actions.</td>
</tr>
<tr>
<td>icebox</td>
<td>A chilled box or cupboard for keeping food cold</td>
<td>Before they had electricity, my great-grandmother used to keep her milk and eggs in an icebox.</td>
</tr>
<tr>
<td>negotiate</td>
<td>To arrange for or bring about by discussion and settlement of terms</td>
<td>The class tried to negotiate with their teacher for an extra recess on Friday.</td>
</tr>
</tbody>
</table>

Tier 3 Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>treaty</td>
<td>A formally concluded and ratified agreement between countries</td>
<td>The United States and Russia negotiated a treaty for the sale of Alaska.</td>
</tr>
<tr>
<td>migrate</td>
<td>To move from one place to another; to leave one’s country and settle in another</td>
<td>Maria and her family migrated to the United States from Mexico.</td>
</tr>
</tbody>
</table>

Read-Aloud

*Seward’s Folly* by Melissa Whitcraft (ISBN 0-516-22525-1)

Materials

History copybooks (student notebooks or folders to keep all assignments in), KWL chart, Appendix A (one per student), Appendix S (one copy per student and one made into an overhead for the teacher), Appendix T (one copy as an example for the teacher), overhead projector or document camera

Procedure and Activities

1. As a review of yesterday’s lesson, allow the students to share some of the facts learned about Emmanuel Stance, Buffalo Soldier.
2. Check the KWL chart to see if any information should be added to the learned column. (Note – this will vary by class, as some may have had more prior knowledge at the beginning of the unit than others.)
3. List today’s vocabulary words on the board or overhead. Tell the students that these are words you will be focusing on during today’s lesson, as they will contribute to their overall understanding of Westward Expansion. (As an optional activity, you may pass out Appendix B to your students. If you choose, you can assign vocabulary words as homework each evening and have students define each one in their own words and draw a corresponding picture to help them better remember the definitions.)
4. As you are reading, make sure to present the vocabulary words in the context of the stories, when first encountered on subsequent encounters. Use the following word work technique when introducing key vocabulary from the text (see example in lesson one):
   a. Provide the context in which the word was used in the story.
b. Ask the students if anyone knows the definition of the word.
c. Have the students repeat the word.
d. Define the word in terms familiar to your students.
e. Provide examples of the word in contexts other than the one used in the story.
f. Ask the children to provide their own examples of the word.
g. Have the students repeat the word once again.

As you will continue to encounter these words in subsequent reading, such as a thumbs up, tapping the top of their head, or touching their noses.

5. Introduce the Read Aloud, Seward’s Folly. Explain that the purpose for listening to this text is to learn as how and why the United States purchased Alaska from Russia.

6. Read pages 1-22 (until the section entitled “The Second Organic Act) in Seward’s Folly. Use the pictures and graphics in the text to build background knowledge, explain key concepts, and reinforce key vocabulary as you read. In addition, occasionally pause to comment or ask questions to promote critical thinking.

7. Discuss the read aloud through a series of direct and open-ended questions that use rich, complex vocabulary from the text. Be sure to ask literal questions to ensure students understood the read aloud as well as inferential questions to promote critical thinking. Encourage the students to use vocabulary in their responses.

8. Have students pretend to be the Russian representative to the United States, Baron Edouard de Stockl. Their job is to convince William Seward (and the Congress of the United States) to purchase Alaska. Have them write a persuasive letter to Seward to talk him into purchasing Alaska. This letter should be written in their copybooks. They will be graded on content and mechanics. It needs to be at least eight sentences long and should contain a position sentence, three or more persuasive sentences, three or more supporting sentences (one or more for each persuasive sentence) and a concluding sentence. This can be homework if not finished in class. Students may also refer to chapter 7, “The United States Gains Alaska” in Pearson Learning Core Knowledge History and Geography Level Five by E.D. Hirsch, Jr. for more information.

9. For today’s word work, let students know they are going to be working with root words and suffixes. Review with them what a suffix is (a word part added to the end of the word that changes its meaning). Today the class will be working with the suffix, -tion. Tell students this suffix means the action or process. Hand out Appendix S, Suffix Work, to the students, and also put a copy on the overhead projector. Show the first example (the word create). When adding the suffix –tion to the root word create to for the word creation, it means the act or process or creating or making something. Complete the next two words (“negotiate and migrate”) as a class. Talk with the students about the part of speech for each word. What do they notice when –tion is added? (it becomes a noun). Allow students to complete the rest of the worksheet on their own. When they have finished, they may add this page to their copybooks. Allow the students to share with the class the words came up with on their own. See Appendix T as an example.

10. Optional: For homework, have the students fill in the chart on Appendix B for the days’ vocabulary words. They need to define each one in their own words and draw a corresponding picture to help them better remember the definitions.

**Comprehension Questions**

1. Who owned Alaska prior to 1867? (Russia)
2. Why did Russia want to sell Alaska? (it had become a burden; the fur-trade had dropped it was no longer a profitable business)
3. Who was William Seward? (Secretary of State)
4. What was Seward’s hope for the United States? (to become the “Power of the Pacific Ocean”) What did this mean? (Seward wanted the US to become a mighty power and expand its territory as far as possible)
5. Do you agree with Seward’s belief that the US should become the “Power of the Pacific Ocean”? Why or why not? (answers will vary – students need to be able to defend and support their answers)
6. How much did the US pay Russia for Alaska? ($7.2 million)
7. What was Alaska called by those who thought buying it was a big mistake? (Seward’s Folly) Why do you think the people called the purchase of Alaska a ‘folly’? (they believed it was a mistake to purchase Alaska – it was seen as a wasteland and was far away from the rest of the United States)
8. What changed the tide of opinion about Alaska? (gold was discovered, Alaska had salmon canneries, trading companies, mines, railroads, and steamship corporations)
9. How would the physical environment of Alaska affect settlement there? (answers will vary; make sure the students can support their ideas)

10. There are lots of factors that can influence why people move to new places and establish new communities. Some of these can be social, economic, physical, or cultural. Which of these factors do you think most strongly affected the settlers who moved to Alaska? (answers will vary; make sure the students can support their ideas)

**Extension (optional)**

Allow students to make a “travel brochure” for the state of Alaska. This brochure should be designed to encourage settlers to migrate to the new addition to the United States (Alaska was not a territory or a state at this time, but a district). Students need to include facts learned about the state of Alaska, as well as use the vocabulary and saying and phrases learned in this domain. Students should be encouraged to read books listed in the bibliography or do research online to gather facts about Alaska.

**Scaffolding and Support (differentiation)**

- Activating students prior knowledge and connecting it to lesson content and vocabulary (English Language Learners and students with Learning Disabilities)
- Defining vocabulary and providing visual aids prior to the read aloud (English Language Learners and students with Learning Disabilities)
- Encouraging students to clarify and defend their thinking when answering questions (English Language Learners and students with Learning Disabilities)
- Allowing students with writing difficulties to use a laptop or scribe their assignments (Students with Learning Disabilities and Processing Disorders)

**Assessment and Evaluation**

**Ongoing Assessment (discussion questions)**

Students’ understanding will be assessed through their responses/questions during discussion, word work, and extension activities. Prior to reading new material review previous learning; students’ responses demonstrate their understanding of these concepts. Such questions may include – Who were the Buffalo Soldiers? Why was Emmanuel Stance awarded the Congressional Medal of Honor? During the discussion following the read aloud, students will be asked questions such as: Who owned Alaska prior to 1867? Why did Russia want to sell Alaska? Who was William Seward? What was Seward’s hope for the United States? What did this mean? How much did the US pay Russia for Alaska? What was Alaska called by those who thought buying it was a big mistake? What changed the tide of opinion about Alaska? Student responses will indicate their understanding about why the purchase of Alaska was an important step in Westward Expansion. During the word work exercise, students will define and contrast the word and come up with examples of the word. Their responses will confirm their understanding of the word.

**Summative Evaluation (mini assessment)**

Students will be assessed on the persuasive letter written to Seward (use Appendix A to grade)

**Bibliography**

### The Big Idea (concept)
Throughout the 1800s, Americans moved west, settling lands previously occupied by Native Americans.

### Prior Knowledge

#### Previously Learned Content

#### Grade One
- IV. Early Exploration of the American West
  - The Louisiana Purchase

#### Grade Five
- I. Westward Expansion
  - A. Westward Expansion Before the Civil War
    - Early Exploration of the West
    - Daniel Boone, Cumberland Gap
  - B. Westward Expansion After the Civil War
    - Homestead Act (1862), many thousands of immigrants start homes in the West
    - Railroads, Transcontinental Railroad links east and west, immigrant labor
    - U.S. purchases Alaska from Russia, “Seward’s Folly”

### Prerequisite Skills

#### Grade Four
- I. Writing, Grammar, and Research
  - A. Writing and Research
    - Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters– with a coherent structure or story line
  - B. Grammar and Usage
    - Understand and write using complete sentences, with subject and predicate; correct fragments and run-ons
    - Write sentences containing a subject and verb and make sure they agree
    - Know and correctly use the following parts of speech in writing: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections

#### Grade Five
- I. Writing, Grammar, and Usage
  - B. Grammar and Usage
    - Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender and use correctly in writing.
    - Correctly use punctuation studied in earlier grades, as well as the colon before a list; commas with an appositive

### Lesson Objectives

#### Content Objectives
Cite events or facts that support or refute Horace Greeley’s statement “Go West, young man”.
Explain what the closing of the frontier meant.

#### Language Art Objectives (from stories)
Use the following parts of speech in writing: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections
Correctly use punctuation studied in earlier grades, as well as the colon before a list; commas with an appositive
Write a persuasive letter providing facts to support the author’s point of view
Write using complete sentences, with subject and predicate; correct fragments and run-ons
Write sentences containing a subject and verb and make sure they agree
Demonstrate through writing pronoun agreement with corresponding antecedents in case (nominative, objective, possessive), number, and gender
Write a letter that identifies an opinion and includes supporting evidence.

Cross-curricular Connections

Visual Arts: II. American Art:
Nineteenth Century United States Albert Bierstadt, Rocky Mountains, Lander's Peak

Language Arts V. Sayings and Phrases

Sayings and Phrases (optional)

Lock, stock, and barrel
Ask the students what they think this saying means (total; the whole; everything). Tell students the phrase originates from the parts of a musket, a gun similar to the rifle used in the 1800s. The musket was made up of three parts. Ask the students if they can guess the names of the three parts (the lock, the stock, and the barrel). Collectively they make up the musket; and are therefore, everything. Ask students how they think this phrase may apply to settlers moving west (remind the not to take this saying literally – although they did use muskets in the 1800’s, this phrase has come to mean more than the actual parts of a gun.) What would it mean if a family packed up “lock, stock, and barrel” and moved west? (they packed all the possessions they owned and moved to a new home). Ask students to come up with other ways to use this saying. Have them share their example with the class. If the students believe it is used appropriately, they can give a thumbs-up; if not they will give a thumbs-down.

Core Vocabulary  (3-5 words)

Tier 2 Words

<table>
<thead>
<tr>
<th>word</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>editor</td>
<td>The person who is in charge of a newspaper</td>
</tr>
<tr>
<td></td>
<td>As editor of the New York Tribune, Horace Greeley decided which stories would be published.</td>
</tr>
</tbody>
</table>

Tier 3 Words

<table>
<thead>
<tr>
<th>word</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>census</td>
<td>A count by the government of the number of people living in its’ country</td>
</tr>
<tr>
<td></td>
<td>The 2010 census found there are over 300 million people living in the United States of America.</td>
</tr>
<tr>
<td>irrigation</td>
<td>Supplying dry land with water by means of ditches, pipes, or streams</td>
</tr>
<tr>
<td></td>
<td>Farmers living in areas where there is not much rain need to rely on irrigation methods to water their crops.</td>
</tr>
</tbody>
</table>

Read-Aloud

None for this lesson.

Materials

History copybooks (student notebooks or folders to keep all assignments in), KWL chart, Art Resource Print of Rocky Mountains, Lander’s Peak, Appendix A (one per student), Appendix U (one copy for the teacher), Appendix V (one copy for each student) overhead projector or document camera

Procedure and Activities

1. As a review from yesterday’s lesson, allow student to share the letters they wrote to William Seward with the class.
2. Check the KWL chart to see if any information should be added to the learned column. (Note – this will vary by class, as some may have had more prior knowledge at the beginning of the unit than others.)
3. List today’s vocabulary words on the board or overhead. Tell the students that these are words you will be focusing on during today’s lesson, as they will contribute to their overall understanding of Westward Expansion. (As an optional activity, you may pass out Appendix B to your students. If you choose, you can assign vocabulary words as homework each evening and have students define each one in their own words and draw a corresponding picture to help them better remember the definitions.)

4. As you are reading, make sure to present the vocabulary words in the context of the stories, when first encountered on subsequent encounters. Use the following word work technique when introducing key vocabulary from the text (see example in lesson one):
   a. Provide the context in which the word was used in the story.
   b. Ask the students if anyone knows the definition of the word.
   c. Have the students repeat the word.
   d. Define the word in terms familiar to your students.
   e. Provide examples of the word in contexts other than the one used in the story.
   f. Ask the children to provide their own examples of the word.
   g. Have the students repeat the word once again.

As you will continue to encounter these words throughout the domain, come up with a fun signal kids can use when they hear these words in subsequent reading, such as a thumbs up, tapping the top of their head, or touching their noses.

5. Show the painting, *Rocky Mountains. Lander’s Peak* to the class. Share some basic information about this painting with them. It is an oil painting by Albert Bierstadt. He painted it in 1863 on his first trip West. In addition, ask students some or all of the “looking questions” that appear on the back of the print. Ask students to imagine they are a settler who has just migrated to the West. They are glimpsing Lander’s Peak and the Rocky Mountains for the first time. What are they thinking? What emotions might they be feeling upon seeing these majestic mountains? What signs of civilization in the painting? Does it look like the land has been settled or does it still appear to be the “Wild West?”

6. Tell the students that today they are going to learn about the closing of the frontier. In the painting, the frontier still looks like it is wild and open. Yet in less than 30 years it will be closed. Ask then what they think that means. How can a frontier be “closed?” (The answers will vary, but students may state that a frontier can be closed once the land has been settled, once there is no more land to “discover” or explore.)

7. Draw a horizontal line on the board and put the following dates on it:
   
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1789</td>
<td>(Daniel Boone crosses Cumberland Gap)</td>
</tr>
<tr>
<td>1803</td>
<td>(The Louisiana Purchase)</td>
</tr>
<tr>
<td>1862</td>
<td>(The Homestead Act)</td>
</tr>
<tr>
<td>1863</td>
<td>(Albert Bierstadt journeys west and paints Rocky Mountains, Lander's Peak)</td>
</tr>
<tr>
<td>1867</td>
<td>(The US purchases Alaska)</td>
</tr>
<tr>
<td>1869</td>
<td>(The Transcontinental Railroad is completed)</td>
</tr>
<tr>
<td>1889</td>
<td>(The Oklahoma Land Rush)</td>
</tr>
<tr>
<td>1890</td>
<td>(The Closing of the Frontier)</td>
</tr>
</tbody>
</table>

Have the students copy the dates down in their copybooks. They will fill in the timeline in their copybooks as you fill it in on the board.

Ask students if they remember what happened during the first six years listed. Fill in the timeline as you review the events of Westward Expansion with them. Tell students you will fill in the last two years (1889 and 1890) today.

8. As a class read pages 313-315 “Moving West,” “Oklahoma Land Rush,” and “The Closing of the Frontier” in the *Pearson Learning Core Knowledge History and Geography Level Five* books. As you read, use the pictures and graphics in the text to build background knowledge, explain key concepts, and reinforce key vocabulary as you read. In addition, occasionally pause to comment or ask questions to promote critical thinking. After you read the section entitled, “Oklahoma Land Rush,” add that to the timeline. After you read the section entitled, “The Closing of the Frontier,” add that to the timeline.

9. Discuss the text series of direct and open-ended questions that use rich, complex vocabulary from the text. Be sure to ask literal questions to ensure students understood the read aloud as well as inferential questions to promote critical thinking. Encourage the students to use vocabulary in their responses.

10. Examine the timeline. How long was the frontier “open?” (Just over 100 years). That may seem like a long time to them, but have them think about all that happened and how much the country expanded in that time. Lead a discussion about was meant by the closing of the frontier closed? Does it mean there is no land left to be settled?
(The students should understand that there was still open land to be settled, and people were still homesteading; but the land that could reasonably be farmed had already been “discovered.” This land was inhabited, although not densely populated. The land from the Atlantic to the Pacific Ocean had been “discovered” and was developed into states and territories. There was no land left to be explored.). Refer again to the painting, Rocky Mountains. Lander’s Peak. Ask students who they see depicted in this painting? (Native Americans). Ask them if they think the Native Americans were included in the 1890 Census (Surprisingly, they were! For more information see “As Simple as One Two, Three: Census Underenumeration among the American Indians and Alaskan Natives,” as cited in the Bibliography)

11. Have the students write a letter to Horace Greeley, editor of the New York Tribune. This letter should express their opinion about Westward Expansion and should either support or refute the “Go West, Young Man” statement made by Greeley. Have them write this letter in their copybooks. It will be graded for grammar and mechanics, as well as how well they supported their opinion about Westward Expansion.

12. Place the students into five teams. Tell them you are going to play a game to review all the vocabulary words learned in this domain. Have the words on Appendix U cut up into small slips of paper, folded in half, and put inside a bowl or container. Start with team one. One student will come up and draw out a vocabulary word. They need to either act out the word (as in charades) or draw it on the board (as in Pictionary). Their team needs to try and guess the word. If they guess it correctly, they get one point. They then need to give the definition. If they get the definition correct, they earn an additional two points. If they miss the word or the definition, the other teams can steal their points. The other teams will all have 60 seconds to discuss the word with their team, and write down the word and/or definition. The same points apply as above. Move on the team two next and repeat the same procedures until all the words have been reviewed. If none of the teams gets the word and/or definition correct, have them look it up in their copybooks. NOTE – there are 31 words to review. If you as the teacher pull one out and draw or act it out as a sample for the class, then there will be 30 words, and each team will be able to have six turns.

13. Pass out Appendix V, the study guide, to the students (this may be passed out earlier in the unit if desired). Tell them they will have a short test tomorrow, and will need to use the study guide and their copybooks to prepare for the test.

14. Optional: For homework, have the students fill in the chart on Appendix B for the days’ vocabulary words. They need to define each one in their own words and draw a corresponding picture to help them better remember the definitions.

Comprehension Questions

1. Who crossed the Cumberland Gap in 1789? (Daniel Boone)
2. Explain how the West or the frontier kept moving. First “the West” meant the land up to the Mississippi River, than the Rocky Mountains, than the West Coast. The land did not change, so why did the “frontier” keep changing? (the “frontier” referred to the line that marked the farthest edge of western settlement – several things kept this line steadily moving westward, including exploration, the railroad, the purchase of land from other countries, the discovery of gold, the Homestead Act, etc.)
3. What did Horace Greeley predict would happen to 90% of those who had set out across the Great Plains to Oregon? (They would die of starvation or in attacks by angry Native American)
4. What made Horace Greeley change his opinion about Westward Expansion? (When the people traveling to Oregon sent back positive reports and when he himself traveled out West) How was he able to communicate his opinions? (he was the editor of the New York Times and wrote editorials that influenced his readers to move out West)
5. Explain what the Oklahoma Land Rush was. (The United States forced the Indians to sell back 2 million acres in Oklahoma. This land was divided up into homesteads of 160 acres. On April 22nd, 1889, this land was given away to settlers, first come, first serve)
6. What do you think the settlers who participated in the Oklahoma Land Rush were looking for when they staked their claim on the land? (answers will vary; make sure the students can support their ideas)
7. What physical environmental factors would have affected where settlers decided to set up their homesteads? (answers will vary; make sure the students can support their ideas)
8. How do you believe settlers decided where to live? What made them decide to move rather that stay where they were? (answers will vary; make sure the students can support their ideas)
9. When did the frontier “close?” (In 1890)
Extension (optional)

As a class, publish a special edition of the *New York Tribune* that celebrates Westward Expansion. Include the work and artifacts students have already created in this domain (such as the flyers advertising the Homestead Act, the journal entries the cowboys wrote on the cattle drive, the paragraphs on the figures of the Wild West, the web of Emmanuel Stance the letter written to the editor, etc. They can add advertisements, pictures, and even crossword puzzles that incorporate the vocabulary words. Encourage them to also incorporate the sayings and phrases learned in this domain. Students can “publish” the paper on the computer. After they have finished, make copies and distribute them to their parents, as well as the other students and teachers in your school.

Scaffolding and Support (differentiation)

Activating students prior knowledge and connecting it to lesson content and vocabulary (English Language Learners and students with Learning Disabilities)

Defining vocabulary and providing visual aids prior to the read aloud (English Language Learners and students with Learning Disabilities)

Encouraging students to clarify and defend their thinking when answering questions (English Language Learners and students with Learning Disabilities)

Allowing students with writing difficulties to use a laptop or scribe their assignments (Students with Learning Disabilities and Processing Disorders)

Assessment and Evaluation

Ongoing Assessment (discussion questions)

Students’ understanding will be assessed through their responses/questions during discussion, word work, and extension activities. Prior to reading new material review previous learning; students’ responses demonstrate their understanding of these concepts. Such questions may include – Who crossed the Cumberland Gap in 1789? What did Horace Greeley predict would happen to 90% of those who had set out across the Great Plains to Oregon? What made Horace Greeley change his opinion about Westward Expansion? Explain what the Oklahoma Land Rush was. When did the frontier “close”? Student responses will indicate their understanding about what Horace Greeley meant by “Go West, young man,” as well as what was meant by the closing of the frontier. During the vocabulary review, students will recall the definitions of all words studied in this domain. Their responses will confirm their understanding of the words.

Summative Evaluation (mini assessment)

Use an exit card to assess students understanding of the closing of the frontier. At the end of class, before students are allowed to leave, have them write out an answer to the following question on a notecard: What did it mean that the frontier was “closed?” (The Census Bureau was saying that the edge of settlements had reached the end of the land that could be farmed with normal rainfall)

Students will be assessed by the letter to the editor written to Horace Greeley (use Appendix A to grade)

Bibliography


### The Big Idea (concept)
Throughout the 1800s, Americans moved west, settling lands previously occupied by Native Americans.

### Prior Knowledge

#### Previously Learned Content

**Grade Five**

<table>
<thead>
<tr>
<th>I. Westward Expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Westward Expansion After the Civil War</td>
</tr>
<tr>
<td>Homestead Act (1862), many thousands of immigrants start homes in the West</td>
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<tr>
<td>Railroads, Transcontinental Railroad links east and west, immigrant labor</td>
</tr>
<tr>
<td>Cowboys, cattle drives</td>
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<tr>
<td>The “wild west,” reality versus legend, Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill</td>
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<tr>
<td>“Buffalo Soldiers.” African American troops in the West</td>
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<tr>
<td>U.S. purchases Alaska from Russia, “Seward’s Folly”</td>
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<tr>
<td>“Go West, young man” (Horace Greeley’s advice</td>
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<tr>
<td>1890: the closing of the frontier (as acknowledged in the U.S. Census), the symbolic significance of the frontier</td>
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### Prerequisite Skills

**Grade Four**

B. Grammar and Usage
- Understand and write using complete sentences, with subject and predicate; correct fragments and run-ons
- Write sentences containing a subject and verb and make sure they agree
- Know and correctly use the following parts of speech in writing: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections

**Grade Five**

I. Writing, Grammar, and Usage

B. Grammar and Usage
- Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender and use correctly in writing.
- Correctly use punctuation studied in earlier grades, as well as the colon before a list; commas with an appositive

### Lesson Objectives

**Content Objectives**

Demonstrate knowledge of Westward Expansion, identifying people and events that shaped the American frontier in the 1800’s.

**Language Art Objectives (from stories)**

Use the following parts of speech in writing: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections
- Correctly use punctuation studied in earlier grades, as well as the colon before a list; commas with an appositive
- Write a persuasive letter providing facts to support the author’s point of view
- Write using complete sentences, with subject and predicate; correct fragments and run-ons
- Write sentences containing a subject and verb and make sure they agree

### Cross-curricular Connections

None for this lesson
<table>
<thead>
<tr>
<th>Sayings and Phrases (optional)</th>
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<tbody>
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<table>
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<td>There are no new vocabulary words for this lesson.</td>
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<td>History copybooks (student notebooks or folders to keep all assignments in), KWL chart, Appendix W (one per student), Appendix X (one copy for the teacher), Appendix Y (for Extension Activity; two copies per student), Appendix Z (for Extension Activity; one copy per student), colored pencils</td>
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<table>
<thead>
<tr>
<th>Procedure and Activities</th>
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</thead>
<tbody>
<tr>
<td>1. As a review of yesterday’s lesson, allow the students who want to share their letters to the editor to read them out loud to the class.</td>
<td></td>
</tr>
<tr>
<td>2. Check the KWL chart to see if any information should be added to the learned column. (Note – this will vary by class, as some may have had more prior knowledge at the beginning of the unit than others.) Discuss all the information students have learned about Westward Expansion.</td>
<td></td>
</tr>
<tr>
<td>3. Pass out the tests to the students (Appendix W).</td>
<td></td>
</tr>
<tr>
<td>4. Review directions and answer any questions the students may have.</td>
<td></td>
</tr>
<tr>
<td>5. Collect the tests at the end of the class period.</td>
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</table>

<table>
<thead>
<tr>
<th>Comprehension Questions</th>
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</tr>
</thead>
<tbody>
<tr>
<td>All questions are addressed in the written assessment.</td>
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</table>

<table>
<thead>
<tr>
<th>Extension (optional)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the students make two maps comparing the USA before and after Westward Expansion. Make two copies of Appendix Y to pass out to each student. On the first one, have them color all the areas that were states before the Homestead Act of 1862 in one color, and the areas that were territories before 1862 in another color. Have them repeat this process for the second map, only this time have them color the states and territories that existed when the frontier closed in 1890 (again, use two different colors – one for the states and one for the territories). See Appendix Z for a list of states and territories before 1862 and in 1890. Note – the Census took place in the summer of 1890, but I am including all the states that were admitted through the end of that year. Depending on your students, you can give them this project as an individual assignment, let them work in partners, or do it as a whole class activity. You may also want to copy Appendix Z for all of your students, or refer them to the websites listed in the bibliography: <a href="http://en.wikipedia.org">http://en.wikipedia.org</a>. Use Appendix Z to grade this assignment.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Scaffolding and Support (differentiation)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Chunk the test into smaller sections (English Language Learners and students with Learning Disabilities)</td>
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<tr>
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<td>Allow student to take the test orally (English Language Learners and students with Learning Disabilities)</td>
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<tr>
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<tr>
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<td></td>
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</tbody>
</table>
## Summative Evaluation (mini assessment)

Students will be assessed by the correct responses on the test (use Appendix X to grade).

## Bibliography

“Statehood Dates.” 50 States.com. [http://www.youtube.com/watch?v=Q2cFji4CmHE](http://www.youtube.com/watch?v=Q2cFji4CmHE) (accessed July 24, 2011)

**Homestead Poster or Flyer**

Name: __________________________  Dare: __________________________

<table>
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<tr>
<th>Criteria</th>
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<td>Work has one or two areas</td>
<td></td>
</tr>
<tr>
<td>that are sloppy.</td>
<td>1</td>
</tr>
<tr>
<td>The poster or flyer is</td>
<td></td>
</tr>
<tr>
<td>colored.</td>
<td></td>
</tr>
<tr>
<td>Work has three or four</td>
<td></td>
</tr>
<tr>
<td>areas that are sloppy.</td>
<td></td>
</tr>
<tr>
<td>The poster or flyer is</td>
<td></td>
</tr>
<tr>
<td>not completely colored.</td>
<td></td>
</tr>
<tr>
<td>Work is Illegible, the</td>
<td></td>
</tr>
<tr>
<td>poster or flyer is not</td>
<td></td>
</tr>
<tr>
<td>colored.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total----&gt;</strong></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Comments:
Appendix A
Assessment Tools (2)
Lesson 2

Two Column Notes Checklist

1. The two column notes were neatly drawn in their copybooks
   Yes  No
   ______  ______

2. The three correct headings were written in the left hand column
   Yes  No
   ______  ______

3. The notes were written in the right hand column
   Yes  No
   ______  ______

4. Correct spelling was used
   Yes  No
   ______  ______

5. Notes contained at least three facts each about the transcontinental railroad, railroad workers, and the development of the West.
   Yes  No
   ______  ______
# Appendix A

**Assessment Tool (3)**

Lesson 3

<table>
<thead>
<tr>
<th>Venn Diagram Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Venn Diagram is neatly drawn in copybook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. There are at least five different facts listed under the Cowboy of the 1870’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. There are at least five different facts listed under the TV/movie Cowboy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There are at least five similarities between cowboys of the 1870s and TV/movie cowboys.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix A
### Assessment Tool 4
#### Lesson 3

**Journal Entry**

Name: ___________________________  
Teacher: __________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>Student includes 5 facts about the role of cowboys in the 19th century West.</td>
<td>4</td>
</tr>
<tr>
<td>Student is at ease with content, but fails to elaborate.</td>
<td>3</td>
</tr>
<tr>
<td>Student is uncomfortable with content and is able to demonstrate basic concepts.</td>
<td>2</td>
</tr>
<tr>
<td>Student does not have grasp of information.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td></td>
</tr>
<tr>
<td>Journal entry has no errors in mechanics.</td>
<td>4</td>
</tr>
<tr>
<td>- Writes in complete sentences</td>
<td>3</td>
</tr>
<tr>
<td>- Uses correct punctuation</td>
<td>2</td>
</tr>
<tr>
<td>- Correct subject/ verb agreement</td>
<td>1</td>
</tr>
<tr>
<td>- Uses correct parts of speech</td>
<td>1</td>
</tr>
<tr>
<td>- Agreement between pronoun and antecedent</td>
<td>1</td>
</tr>
<tr>
<td>Journal entry has one or two errors in mechanics.</td>
<td>4</td>
</tr>
<tr>
<td>Journal entry has three to five errors in mechanics.</td>
<td>3</td>
</tr>
<tr>
<td>Journal entry has more than five errors in mechanics.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Neatness</strong></td>
<td></td>
</tr>
<tr>
<td>Work is neatly done.</td>
<td>4</td>
</tr>
<tr>
<td>Work has one or two areas that are sloppy.</td>
<td>3</td>
</tr>
<tr>
<td>Work has three or four areas that are sloppy.</td>
<td>2</td>
</tr>
<tr>
<td>Work is Illegible.</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total-----> |        |

**Teacher Comments:**

---

2011 Core Knowledge® National Conference, Grade 5, *Go West Young Man*, Krystal Hearne

45
Appendix A

Assessment Tool 5
Lesson 4

Chart of the Four Figures from the Wild West Checklist

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The page is divided into four parts</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Each section has the name of one of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the four figures from the Wild West</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The section on Jesse James has 7 facts</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The section on Billy the Kid has 7 facts</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The section on Annie Oakley has 7 facts</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The section on Buffalo Bill has 7 facts</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The notes are neatly written</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The notes are spelled correctly</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix A
## Assessment Tool 6
### Lesson 4
#### Figure from the Wild West Paragraph

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Sentence</strong></td>
<td>Topic sentence is clear, correctly placed, and is restated in the closing sentence.</td>
<td>Topic sentence is either unclear or incorrectly placed, and is restated in the closing sentence.</td>
<td>Topic sentence is unclear and incorrectly placed, and is restated in the closing sentence.</td>
<td>Topic idea is unclear and incorrectly placed, and is not restated in the closing sentence.</td>
</tr>
<tr>
<td><strong>Fact or Detail Sentences</strong></td>
<td>Paragraph has three or more fact or detail sentences that give accurate information on a figure from the Wild West.</td>
<td>Paragraph has two fact or detail sentences that give accurate information.</td>
<td>Paragraph has one fact or detail sentence that gives accurate information.</td>
<td>Paragraph has no sentences that give accurate information.</td>
</tr>
<tr>
<td><strong>Supporting Sentences</strong></td>
<td>Each fact or detail sentence has a supporting sentence.</td>
<td>Two of the fact or detail sentences have a supporting sentence.</td>
<td>One of the fact or detail sentences has a supporting sentence.</td>
<td>None of the fact or detail sentences has a supporting sentence.</td>
</tr>
<tr>
<td><strong>Legibility</strong></td>
<td>Legible handwriting.</td>
<td>Marginally legible handwriting.</td>
<td>Writing is not legible in places.</td>
<td>Writing is not legible.</td>
</tr>
<tr>
<td><strong>Concluding Sentence</strong></td>
<td>Concluding sentence is clear, correctly placed, and restates the topic sentence.</td>
<td>Concluding sentence is either unclear or incorrectly placed, and restates the topic sentence.</td>
<td>Concluding sentence is unclear and incorrectly placed, and does not restate the topic sentence.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Paragraph has no errors in punctuation, capitalization, and spelling</td>
<td>Paragraph has one or two punctuation, capitalization, and spelling errors.</td>
<td>Paragraph has three to five punctuation, capitalization, and spelling errors.</td>
<td>Paragraph has six or more punctuation, capitalization, and spelling errors.</td>
</tr>
</tbody>
</table>

Teacher Comments:

---

2011 Core Knowledge® National Conference, Grade 5, Go West Young Man, Krystal Hearne
### Appendix A

**Assessment Tool 7**

**Lesson 5**

**Web on Emmanuel Stance**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Picture and Neatness</strong></td>
<td></td>
</tr>
<tr>
<td>Picture is neatly colored</td>
<td>4</td>
</tr>
<tr>
<td>Picture is colored, but</td>
<td>3</td>
</tr>
<tr>
<td>is slightly messy.</td>
<td></td>
</tr>
<tr>
<td>Picture is not completely</td>
<td></td>
</tr>
<tr>
<td>colored, and is very</td>
<td>2</td>
</tr>
<tr>
<td>messy.</td>
<td></td>
</tr>
<tr>
<td>Picture is not colored.</td>
<td>1</td>
</tr>
<tr>
<td>Work is illegible.</td>
<td></td>
</tr>
</tbody>
</table>

| **Content**                |        |
| Seven accurate facts about|        |
| Emmanuel Stance are       |        |
| listed.                   |        |
| Five or six accurate facts|        |
| are listed.               |        |
| Two to four accurate facts|        |
| are listed.               |        |
| There are no accurate facts|        |
| listed, or there is only  |        |
| one accurate fact is      |        |
| listed.                   |        |

| **Sentences**              |        |
| All seven facts are        |        |
| written as complete        |        |
| sentences.                 |        |
| Five or six facts are      |        |
| written as complete        |        |
| sentences.                 |        |
| Two to four facts are      |        |
| written as complete        |        |
| sentences.                 |        |
| One or none of the facts   |        |
| are written in complete    |        |
| sentences.                 |        |

| **Pronouns**               |        |
| At least three of the      |        |
| sentences contain a        |        |
| pronoun.                   |        |
| Two of the sentences       |        |
| contain a pronoun.         |        |
| One of the sentences       |        |
| contains a pronoun.        |        |
| None of the sentences      |        |
| contains a pronoun.        |        |

**Total**

**Teacher Comments**
## Appendix A
### Assessment Tool (8)
#### Lesson 6
**Persuasive Letter to William Seward**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes at least 3 facts supporting the purchase of Alaska.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes two facts supporting the purchase of Alaska.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes one fact supporting the purchase of Alaska.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not include any facts supporting the purchase of Alaska</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position Sentence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position sentence is clear, correctly placed, and is restated in the closing sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position sentence is either unclear or incorrectly placed, and is restated in the closing sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position sentence is unclear and incorrectly placed, and is not restated in the closing sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persuasive Sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences clearly support the position; evidence is sufficient.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences clearly support the position, but there is not enough evidence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position statement is supported by limited evidence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position statement is not supported; evidence does not relate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each persuasive sentence has a supporting sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only two of the persuasive sentences have a supporting sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only one of the persuasive sentences has a supporting sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are no supporting sentences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legible handwriting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marginally legible handwriting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing is not legible in places.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing is not legible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concluding Sentence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concluding sentence is clear, correctly placed, and restates the topic sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concluding sentence is either unclear or incorrectly placed, and restates the topic sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concluding sentence is unclear and incorrectly placed, and does not restate the topic sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter has no errors in punctuation, capitalization, and spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Writes in complete sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses correct punctuation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Correct subject/verb agreement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses correct parts of speech</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Agreement between pronoun and antecedent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter has one or two punctuation, capitalization, and spelling errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter has three to five punctuation, capitalization, and spelling errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter has six or more punctuation, capitalization, and spelling errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Comments:

2011 Core Knowledge® National Conference, Grade 5, *Go West Young Man*, Krystal Hearne

Page 49
**Appendix A**  
Assessment Tool (9)  
Lesson 7

**Letter to Horace Greeley**

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Date ______________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total---&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position Sentence</strong></td>
<td>Position is clearly stated and is consistently maintained. Clear reference to the issue is stated.</td>
<td>Position is clearly stated and is consistently maintained. References to the issue are not stated.</td>
<td>Position is stated, but it is not consistently maintained throughout the letter.</td>
<td>Statement of position cannot be determined.</td>
<td>____</td>
</tr>
<tr>
<td><strong>Supporting Evidence</strong></td>
<td>Include 5 supporting facts supporting Westward Expansion or 5 supporting facts exemplifying the failure of Westward Expansion.</td>
<td>Evidence clearly supports the position; but there is not enough evidence.</td>
<td>Position is supported by limited evidence.</td>
<td>Position is not supported; evidence does not relate.</td>
<td>____</td>
</tr>
<tr>
<td><strong>Legibility</strong></td>
<td>Legible handwriting.</td>
<td>Marginally legible handwriting.</td>
<td>Writing is not legible in places.</td>
<td>Writing is not legible.</td>
<td>____</td>
</tr>
</tbody>
</table>
| **Mechanics** | Letter has no errors in punctuation, capitalization, and spelling  
- Writes in complete sentences  
- Uses correct punctuation  
- Correct subject/verb agreement  
- Uses correct parts of speech  
- Agreement between pronoun and antecedent | Letter has one or two punctuation, capitalization, and spelling errors. | Letter has three to five punctuation, capitalization, and spelling errors. | Letter has six or more punctuation, capitalization, and spelling errors. | ____ |

**Teacher Comments:**

2011 Core Knowledge® National Conference, Grade 5, *Go West Young Man*, Krystal Hearne
### Appendix B
**Vocabulary Page (1)**
(Lessons 1&2)

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exodus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homestead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Settler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prodigious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supercilious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omnipotent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcontinental railroad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immigrants</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Appendix B

## Vocabulary Page (2)

Lessons 3 & 4

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cowboy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cattle drive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vaquero</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fugitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outlaw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharpshooter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Westward Expansion after the Civil War
Appendices
Grade 5

2011 Core Knowledge® National Conference, Grade 5, Go West Young Man, Krystal Hearne
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## Appendix B
### Vocabulary Page (3)
#### Lessons 5 & 6

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congressional Medal of Honor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>infantry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>regiment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>folly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>icebox</td>
<td></td>
<td></td>
</tr>
<tr>
<td>negotiate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>treaty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>migrate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>editor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>census</td>
<td></td>
<td></td>
</tr>
<tr>
<td>irrigation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C
Lesson 1
Word Questioning
(adapted from Janet Allen in Words, Words, Words)

Are there parts of the word I recognize?

I think this word means...

It is...

remembering

analyzing

creating

What makes this an important word for me to know?

understanding

When, where, and under what conditions might I find this word?

How does this word fit with other words and concepts I know?

applying (example)

applying (non-example)

evaluating

It is not...
Appendix D
Lesson 1
Word Questioning Example
(adapted from Janet Allen in Words: Words, Words)

Are there parts of the word I recognize?
- Settle
- -er

I think this word means...
A person who stays in one place

It is...
Someone who settles in a permanent home; who takes up residence in an area

settler

remembering
applying (example)

It is not...
Someone who is a migrant or a wanderer, or only lives in a place for a very short amount of time

applying (non-example)

What makes this an important word for me to know?
It will help my understanding of Westward Expansion – to realize how pioneers who were looking to move west in search of a better life for themselves and their families settled our country.

understanding

When, where, and under what conditions might I find this word?
When studying Westward Expansion; when learning about people who move to settle a new land or town; in my own life if I move to another town to settle down and set up a new life there

evaluating

How does this word fit with other words and concepts I know?
This fits in with the idea of pioneers moving west to settle into a new home

creating

analyzing
Appendix E
Lesson 2
Two Column Notes

The Railroad

The Workers

Developing the West
Appendix F
Lesson 2
Two Column Notes Example

The Railroad

- 1,800 miles of new line was to be built
- Two companies were involved
  - the Union Pacific Railroad Company
  - the Central Pacific
- Started in two different cities
  - Omaha, NE
  - Sacramento, CA
- Finished in Promontory Point, UT on May 10, 1869

The Workers

- Irish immigrants
- Mexican Americans
- African Americans
- Native Americans
- Army veterans
- Worked in gangs of 30
- Worked 12 hours a day
- Worked six days a week

Developing the West

- Railroads made the trip out West easier and faster
- The railroad companies encouraged people to move West
- The railroads helped cities grow
**Definition**

People who settle in a new country.

**Synonyms/Antonyms**

Synonyms - colonist, foreigner, incomer, migrant, newcomer, outsider, pioneer, settler

Antonyms – local, national, native

**Meaningful Sentence**

The immigrants who worked on the railroad had come to American from several different countries, including China and Ireland.
Appendix I
Lesson 3

Questions from Student Text
Chapter Three, “The Cattle Frontier”
(Optional)

Why were the cattle that roamed the plains called longhorns?

Why did ranchers come up with the idea of the “long drive?”

What was the route that ended in Abilene, Kansas called?

Why did the great age of the cowboy end?
Appendix J
Lesson 3

Venn Diagram

Cowboys of the 1870's

TV/Movie Cowboys
Appendix K
Lesson 3
Venn Diagram Example

Cowboys of the 1870’s

- All different nationalities
- Young men or teens
- Few carried any guns
- A life of dull routine
- Hired hand
- Rarely fought Native Americans

TV/Movie Cowboys

- Rode horses,
- Herded cattle
- Gambled
- Drank
- Got into gunfights

- White
- Grown men
- Carried two six shooters
- Chased outlaws
- Rescued women in distress
- Fought Native Americans
Appendix L
Lesson 4
Chart of the Four Figures from the Wild West
## Appendix M
### Lesson 4

### Chart of the Four Figures from the Wild West Example

<table>
<thead>
<tr>
<th>Jesse James</th>
<th>Billy the Kid</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sided with the South in the Civil War</td>
<td>• Real name was William H. Bonney Jr.</td>
</tr>
<tr>
<td>• Joined with William Quantrill to fight against the North</td>
<td>• Born in New York</td>
</tr>
<tr>
<td>• One of the most feared outlaws of his time</td>
<td>• Mother dies when he was 15</td>
</tr>
<tr>
<td>• Had an older brother named Frank</td>
<td>• Worked on John Turnstall’s ranch</td>
</tr>
<tr>
<td>• Formed the James-Younger Gang</td>
<td>• Vowed to avenge Turnstall’s death</td>
</tr>
<tr>
<td>• Robbed banks and trains</td>
<td>• Was a cattle rustler and horse thief,</td>
</tr>
<tr>
<td>• Killed many innocent people</td>
<td>• Found guilty of murder and sentenced to hang</td>
</tr>
<tr>
<td>• Shot by a gang member in 1882</td>
<td>• Killed by Pat Garrett</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annie Oakley</th>
<th>Buffalo Bill</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Married to Frank Butler</td>
<td>• Real name was William Frederick Cody</td>
</tr>
<tr>
<td>• Was a stage partner with her husband</td>
<td>• Was a pony express rider</td>
</tr>
<tr>
<td>• Was an expert marksman or sharpshooter</td>
<td>• Scout</td>
</tr>
<tr>
<td>• Had a poodle named George who performed in the show with her</td>
<td>• Cowboy</td>
</tr>
<tr>
<td>• Star of Buffalo Bill’s Wild West show</td>
<td>• Buffalo hunter</td>
</tr>
<tr>
<td>• Called “Little Sure Shot”</td>
<td>• Born in 1846</td>
</tr>
<tr>
<td>• Shot ashes off a cigarette being held in Butler’s mouth</td>
<td>• Character in several dime novels</td>
</tr>
<tr>
<td>• Five feet tall</td>
<td>• Acted in several melodramas</td>
</tr>
<tr>
<td>• Close friends with Sitting Bull</td>
<td>• Started the Wild West show</td>
</tr>
</tbody>
</table>
Appendix N
Lesson 4

Word Analysis
Appendix O
Lesson 4
Word Analysis Example

Definition (like) -

a person who flees or tries to escape

A person who flees or tries to escape

Contrast (unlike) -

A law-abiding citizen, the law, the police

is for:

fugitive

Example –
Jesse James was a fugitive from the law. He committed several crimes and was being hunted by the police.

Example –
Osama bin Laden was a fugitive. He committed many acts of terror and was finally captured and killed by the United States of America.

Example –
Billy the Kid was wanted for the murder of Sheriff Brady. After turning himself in, he escaped and became a man on the run, or a fugitive.
Emmanuel Stance lived in Charleston, South Carolina,

Emmanuel was a member of the 9th Cavalry

He fought the Kiowa Indians.

He rose to the rank of sergeant.

He joined the Buffalo Soldiers at age nineteen.

Emmanuel served near Fort Clark, Texas.

Sergeant Stance saved other soldiers and horses from the Comanche Indians.

Emmanuel Stance was the first black man to be awarded the Congressional Medal of Honor.

Sergeant Emmanuel Stance received his Medal of Honor on July 24th, 1870.
Appendix Q  
Lesson 5  
Four-Fold Vocabulary

In the first column, the student writes the word. In the second column, the student writes a definition of the word in his or her own words. In the third column, the student draws a picture or symbol to represent the word. In the fourth column, the student writes a sentence with the word based on their definition.

After completing the page, the students cut apart the sections and put them in an envelope. The words are review by having student reassemble the word rows. Students can trade rows/envelopes with others.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Picture</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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### Appendix R

#### Lesson 5

**Four-Fold Vocabulary Example**

In the first column, the student writes the word. In the second column, the student writes a definition of the word in his or her own words. In the third column, the student draws a picture or symbol to represent the word. In the fourth column, the student writes a sentence with the word based on their definition.

After completing the page, the students cut apart the sections and put them in an envelope. The words are review by having student reassemble the word rows. Students can trade rows/envelopes with others.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Picture</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congressional Medal of Honor</td>
<td>The highest U.S. military honor, awarded in the name of Congress to members of the armed forces for bravery beyond the call of duty.</td>
<td>The young soldier received the Congressional Medal of honor for rescuing his fellow soldiers from behind enemy lines.</td>
<td>The soldiers were losing the battle until they heard the sound of hooves and knew the cavalry had arrived!</td>
</tr>
<tr>
<td>Cavalry</td>
<td>Troops who fight mounted on horseback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infantry</td>
<td>Soldiers who were trained to fight on foot.</td>
<td></td>
<td>The soldiers in the infantry unit suffered heavy injuries when they marched into battle.</td>
</tr>
<tr>
<td>Regiments</td>
<td>Units of the military.</td>
<td></td>
<td>All the soldiers in the Ninth Cavalry regiment were African American.</td>
</tr>
</tbody>
</table>

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Appendix S  
Lesson 6  

Suffix Work

Complete the chart below. The last two rows are for words of the student’s choice.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Part of Speech</th>
<th>Definition</th>
<th>Sentence</th>
<th>Root word+tion (the action or process of)</th>
<th>Part of speech</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create</td>
<td>V</td>
<td>To make or bring something into existence</td>
<td>My nephew likes to create trains with his Lego set.</td>
<td>Creation</td>
<td>N</td>
<td>The act or process of making something</td>
<td>Creating Lego trains is fun for my nephew.</td>
</tr>
<tr>
<td>Negotiate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migrate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribute</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Adopt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix T
Lesson 7
Suffix Work Example

Complete the chart below. The last two rows are for words of the student’s choice.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Part of Speech</th>
<th>Definition</th>
<th>Sentence</th>
<th>Root word + tion (the action or process of)</th>
<th>Part of speech</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create</td>
<td>V</td>
<td>To make or bring something into existence</td>
<td>My nephew likes to create trains with his Lego set.</td>
<td>Creation</td>
<td>N</td>
<td>The act or process of making something</td>
<td>Creating Lego trains is fun for my nephew.</td>
</tr>
<tr>
<td>Negotiate</td>
<td>V</td>
<td>To arrange for or bring about by discussion and settlement of terms</td>
<td>The class tried to negotiate with their teacher for an extra recess on Friday.</td>
<td>Negotiation</td>
<td>N</td>
<td>The process by which groups resolve matters by holding discussions and coming to an agreement</td>
<td>The negotiations for an extra recess failed because the teacher was so strict.</td>
</tr>
<tr>
<td>Migrate</td>
<td>V</td>
<td>To move from one place to another; to leave one’s country and settle in another</td>
<td>Maria and her family migrated to the United States from Mexico.</td>
<td>Migration</td>
<td>N</td>
<td>The act or instance of moving</td>
<td>The Homestead Act encouraged the migration of families to the West.</td>
</tr>
<tr>
<td>Contribute</td>
<td>V</td>
<td>Give something in order to help provide something</td>
<td>I will contribute five pounds of canned goods to the food bank.</td>
<td>Contribution</td>
<td>N</td>
<td>The act of giving something in order to help or provide</td>
<td>My contribution to the food bank was small, but appreciated by the families who received it.</td>
</tr>
<tr>
<td>Adopt</td>
<td>V</td>
<td>To legally take another’s child and raise it as your own</td>
<td>My mother was adopted as a small baby.</td>
<td>Adoption</td>
<td>N</td>
<td>The act of taking a child into one’s own family</td>
<td>Adoption is a wonderful alternative for couples who cannot have children of their own.</td>
</tr>
</tbody>
</table>
Cut the following words up into small slips of paper, folded in half, and put inside a bowl or container. Divide your class into five teams. Start with team one. One student will come up and draw out a vocabulary word. They need to either act out the word (as in charades) or draw it on the board (as in Pictionary). Their team needs to try and guess the word. If they guess it correctly, they get one point. They then need to give the definition. If they get the definition correct, they earn an additional two points. If they miss the word or the definition, the other teams can steal their points. The other teams will all have 60 seconds to discuss the word with their team, and write down the word and/or definition. The same points apply as above. Move on the team two next and repeat the same procedures until all the words have been reviewed. If none of the teams gets the word and/or definition correct, have them look it up in their copybooks. NOTE – there are 31 words to review. If you as the teacher pull one out and draw or act it out as a sample for the class, then there will be 30 words, and each team will be able to have six turns.

<table>
<thead>
<tr>
<th>harvest</th>
<th>exodus</th>
<th>homestead</th>
<th>settler</th>
<th>prodigious</th>
<th>supercilious</th>
</tr>
</thead>
<tbody>
<tr>
<td>omnipotent</td>
<td>Transcontinental Railroad</td>
<td>immigrants</td>
<td>myth</td>
<td>cowboy</td>
<td>cattle drive</td>
</tr>
<tr>
<td>vaquero</td>
<td>graze</td>
<td>legend</td>
<td>fugitive</td>
<td>outlaw</td>
<td>sharpshooter</td>
</tr>
<tr>
<td>posse</td>
<td>Congressional Medal of Honor</td>
<td>cavalry</td>
<td>infantry</td>
<td>regiment</td>
<td>folly</td>
</tr>
<tr>
<td>icebox</td>
<td>negotiate</td>
<td>treaty</td>
<td>migrate</td>
<td>editor</td>
<td>census</td>
</tr>
<tr>
<td>irrigation</td>
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</tbody>
</table>

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Appendix V
Lesson 7
Study Guide

Review all vocabulary words to make sure you know their meaning and how they are connected with Westward Expansion.

Study and know the following pages in your copybook:
- The chart on the four figures of the Wild West
- The two column notes on the railroad
- The letter to William Seward
- The letter to Horace Greeley
- The Venn Diagram comparing and contrasting the cowboy of the 1870’s to the cowboy of TV and movies
- The web of Emmanuel Stance
- Timeline of events leading up to the closing of the frontier

***All this information is in your copybooks!!***
Appendix W, page 1

Test
Lesson 8

Name

Vocabulary (1 point for spelling the word correctly; 1 points for the correct definition; 2 points for an explanation that is well thought out and supported)

Think of the many vocabulary words learned in this domain. Choose five words that you feel best represent Westward Expansion, or best increased your understanding of Westward Expansion. In the chart below, list each word, write the definition in your own words, and then explain how the word is connected with Westward Expansion, or how it helped you gain a better understanding of this domain.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Multiple Choice (one point each): Choose the best answer by writing the correct letter in the blank.

_____ The railroad was built by:
   a. Army veterans
   b. African Americans
   c. Native Americans
   d. All of the above

_____ The cowboys of the 1870’s
   a. Were mostly white
   b. Were mostly young men or teenagers
   c. Chased outlaws
   d. Carried two six-shooters
Appendix W, page 2

Test
Lesson 8

___ William Seward was persuaded to:
   a. Buy Alaska from Mexico
   b. Take the place of Edouard de Stoeckl as the Russian representative to the United States
   c. Buy Alaska from Russia
   d. Buy Texas from Russia

___ Who said, “Go West, young man?”
   a. Horace Greeley
   b. Emmanuel Stance
   c. William Seward
   d. Buffalo Bill

___ Immigrants:
   a. Are people who settle in a new country
   b. Helped build the railroad
   c. Were called Buffalo Soldiers by the Indians
   d. Both a and b

Short Answer (five points each): Answer the following questions as thoroughly as possible. Be sure to use complete sentences and correct mechanics. You may use the back of the test or a separate sheet of paper if needed.

Explain what the transcontinental railroad was and how it was instrumental in developing the West.

Write a paragraph describing Emmanuel Stance. Be sure to include a topic sentence, three factual sentences, and a concluding sentence.

Think of the timeline of events that contributed to Westward Expansion (both before and after the Civil War). Choose one event and write a paragraph explaining its significance in the development of the West.
**Venn Diagram** (10 points total)
Choose any two of the following to compare and contrast:
- Cowboys
- Buffalo Soldiers
- Annie Oakley
- Billy the Kid
- Jesse James
- Buffalo Bill

Use the Venn Diagram below. Put the name or title of one of the figures you are comparing above the left circle and the other above the left circle. In the left and right circles, list the ways each figure was different from the other. List their similarities in the middle section where the circles overlap. You must include at
Appendix X, page 1
Test Answer Key (50 possible points)
Lesson 8

Name ____________________________________________________________

Vocabulary (1 point for spelling the word correctly; 1 points for the correct definition; 2 points for an explanation that is well thought out and supported. 20 points possible)

Make sure the words are spelled and defined correctly. Student reasons for why they chose the words will vary, but do not award a point unless the explanation is well thought out and supported.

Multiple Choice (one point each): Choose the best answer by writing the correct letter in the blank.

___ D ___ The railroad was built by:
   a. Army veterans
   b. African Americans
   c. Native Americans
   d. All of the above

___ B ___ The cowboys of the 1870’s
   a. Were mostly white
   b. Were mostly young men or teenagers
   c. Chased outlaws
   d. Carried two six-shooters

___ C ___ William Seward was persuaded to:
   a. Buy Alaska from Mexico
   b. Take the place of Edouard de Stoeckl as the Russian representative to the United States
   c. Buy Alaska from Russia
   d. Buy Texas from Russia

___ A ___ Who said, “Go West, young man?”
   a. Horace Greeley
   b. Emmanuel Stance
   c. William Seward
   d. Buffalo Bill

___ D ___ Immigrants:
   a. Are people who settle in a new country
   b. Helped build the railroad
   c. Were called Buffalo Soldiers by the Indians
   d. Both a and b

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Appendix X, page 2
Test Answer Key (50 possible points)
Lesson 8

**Short Answer** (five points each): Answer the following questions as thoroughly as possible. Be sure to use complete sentences and correct mechanics. You may use the back of the test or a separate sheet of paper if needed.

Explain what the transcontinental railroad was and how it was instrumental in developing the West.  
**Give students 2 points for using complete sentences and having correct mechanics, and 3 points for the content of their paragraph. See below for a sample paragraph.**

The transcontinental railroad crossed the entire continent from East to West. It helped the development of the West in several ways. First, it made it easier and faster for people to travel to the West. Secondly, the railroad companies encouraged families to move to the West. Finally, the railroad helped cities to grow. These are reasons why the railroad helped with Westward Expansion.

Write a paragraph describing Emmanuel Stance. Be sure to include a topic sentence, three factual sentences, and a concluding sentence.  
**Give students 2 points for using complete sentences and having correct mechanics, and 3 points for the content of their paragraph (some of the facts they may include are: he lived in Charleston, South Carolina, joined the Buffalo Soldiers at age 19, was a member of the 9th Cavalry, served near Fort Clark, Texas, fought the Kiowa Indians, saved other soldiers and horses from the Comanche Indians, rose to the rank of sergeant, was the first black man to win the Congressional Medal of Honor, and received his Medal of Honor on July 24th, 1870)**

Think of the timeline of events that contributed to Westward Expansion (both before and after the Civil War). Choose one event and write a paragraph explaining its significance in the development of the West.  
**Give students 2 points for using complete sentences and having correct mechanics, and 3 points for the content of their paragraph. The paragraph needs to explain why the event they chose was important to Westward Expansion. Make sure students can thoroughly defend their choice.**

**Venn Diagram** (10 points total)  
Choose any two of the following to compare and contrast:  
- Cowboys  
- Buffalo Soldiers  
- Annie Oakley  
- Billy the Kid  
- Jesse James  
- Buffalo Bill

Use the Venn Diagram below. Put the name or title of one of the figures you are comparing above the left circle and the other above the left circle. In the left and right circles, list the ways each figure was different from the other. List their similarities in the middle section where the circles overlap. You must include at least 4 total similarities and 3 differences for each figure.

**Award students one point for each accurate similarity (up to four points) and one for each accurate difference (up to three points for each figure).**

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Appendix Z  
Lesson 8  
States and Territories

### States before 1862:
- Delaware
- Pennsylvania
- New Jersey
- Georgia
- Connecticut
- Massachusetts
- Maryland
- South Carolina
- New Hampshire
- Virginia
- New York
- North Carolina
- Rhode Island
- Vermont
- Kentucky
- Tennessee
- Ohio
- Louisiana
- Indiana
- Mississippi
- Illinois
- Alabama
- Maine
- Missouri
- Arkansas
- Michigan
- Florida
- Texas
- Iowa
- Wisconsin
- California
- Minnesota
- Oregon
- Kansas

### States that joined the Union between 1862 and 1890:
- West Virginia
- Nevada
- Nebraska
- Colorado
- North Dakota
- South Dakota
- Montana
- Washington
- Idaho
- Wyoming
- Arizona

### Territories before 1862:
- Nevada
- Colorado
- North Dakota (Dakota territory)
- South Dakota (Dakota territory)
- Utah
- New Mexico
- Nebraska
- Washington

### Territories admitted to the Union between 1862 and 1890:
- Oklahoma
- Montana
- Idaho (became a territory and then a state during this time)
- Wyoming (became a territory and then a state during this time)
- Arizona (became a territory and then a state during this time)
- Alaska – this was technically a district until 1912