

Westward Expansion: A Writer's Perspective

Grade Level: 2nd Grade

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Length of Unit: Six lessons in 10 days plus assessment (45 minute lessons)

I. ABSTRACT

Students will gain an understanding of how maps are changed by historical events, how technology changes lives, and how North America changed during the time of the Westward Expansion. They will make a notebook and write what they learn about: the Erie Canal, the invention of the steamboat, the Oregon Trail, the Pony Express, the Railroad, the Cherokee Nation, Sequoyah, and the Trail of Tears.

II. OVERVIEW

A. Concept Objectives

1. Students will understand that maps change due to historical events. (Colorado State Geography Content Standard I)
2. Students will understand the changes made in the West during the time of the Westward Expansion, 1840-1880. (Colorado State History Content Standard II)
3. Students will understand how technology developed, changed, and affected societies during the Westward Expansion. (Colorado State History Content Standard III)

B. Content from the *Core Knowledge Sequence* (page 49)

1. Pioneers Head West
2. New means of travel
 - a. Steamboat, invented by Robert Fulton
 - b. Erie Canal
 - c. Railroads: the Transcontinental Railroad
3. Routes West: wagon trains on the Oregon Trail
4. The Pony Express
5. Native Americans
 - a. Sequoyah and the Cherokee Alphabet
 - b. Forced removal to reservations: Trail of Tears
 - c. Some Native Americans displaced from their homes and ways of life by railroads (the "iron horse")
 - d. Effect of near extermination of buffalo on Native Americans of the Plains
6. Daily life during the time of the Westward Expansion (not from the *Core Knowledge Sequence*)

C. Skill Objectives

1. Students will be able to locate and trace on a map: rivers, trails, and areas having to do with the Westward Expansion.
2. Students will write about what they learned in the introduction to the Westward Expansion.
3. Student will locate and trace on a map: Hudson River, Lake Erie, and the Erie Canal.
4. Students will be able to write about how the technology of the Westward Expansion affected the Pioneers, Native Americans, and development of the West.
5. The student will be able to explain the historical significance of the Pioneers.

6. The student will be able to listen, write and speak to gain knowledge of the life of the Pioneers.
7. Students use the correct forms of grammar/usage, mechanics/punctuation, and spelling in their writing. (Colorado State Language Arts Content Standard I)
8. Students write for a variety of purposes and audiences. (Colorado State Language Arts Content Standard II)
9. Students will learn and write about the pony express.
10. Students will write using Morse code.
11. Students will locate on a map, trace, and identify in the legend the Transcontinental Railroad.
12. Students will learn and write about the Transcontinental Railroad, how it affected the societies of both the pioneer and the Native American.
13. The student will be able to explain the historical significance of the Cherokee Indians.
14. The student will be able to listen, write and speak to gain knowledge of Indian culture.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *What Your 2nd Grader Needs To Know*, pages 140-154 (read thoroughly)
 2. *Bridging the Continent: A Sourcebook On The American West*, pages 8-15, 17-24, 30-34, 38-40, 44-46, and 64-92
 3. *The Cherokees*, pages 6, 7, and 18-24
- B. For Students
 1. Students should have basic mapping skills: an understanding of legends, cardinal directions, and compass rose.
 2. Students should know these geographical terms: plain, prairie, coast, valley, mountain, desert.
 3. Students should have understanding of basic mechanics of writing: format for writing a sentence and paragraph.
 4. Students should have an understanding of what a notebook is.

IV. RESOURCES

- A. *The Trail of Tears*, by J. Bruchac
- B. *Going West*, by Jean van Leeuwen
- C. *The Quilt Block History of Pioneer Days: With Projects Kids Can Make*, by Mary Cobb
- D. *Robert Fulton*, by Elaine Landau
- E. *What Your 2nd Grader Needs To Know*, by E.D. Hirsch, Jr.
- F. *Frontier American: Activity Book*, by Linda Milliken
- G. *Sequoyah: Cherokee Hero*, by J. Oppenheim
- H. *The Oregon Trail*, by L.E. Fisher
- I. *Food and Recipes of the Westward Expansion*
- J. *Daily Life in a Covered Wagon*
- K. *Growing Up in the Old West*
- L. *Pioneers*
- M. *The Cherokees: A First American Book*, by V. Sneve
- N. *Indians of North America*
- O. *If You Lived with the Cherokee*, by C. and P. Roop
- P. *The Trail of Tears*, by J. Bruchac
- Q. *Sequoyah: Father of the Cherokee Alphabet*, by D. Petersen

V. LESSONS

Lesson One: Introduction of Westward Expansion (two days)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand that maps change due to historical events.
 - b. Students will understand the changes made in the West during the time of the Westward Expansion, 1840-1880.
2. Lesson Content
 - a. Pioneers Head West
3. Skill Objective(s)
 - a. Students will be able to locate and trace on a map: rivers, trails, and areas having to do with the Westward Expansion.
 - b. Students will write about what they learned in the introduction to the Westward Expansion.

B. Materials

1. For teachers
 - a. *Frontier American Activity Book*, by Linda Milliken
 - b. *The Quilt Block History of Pioneer Days: With Projects Kids Can Make* by Mary Cobb
 - c. Copy of Appendix A1
 - d. *Going West*, by Jean van Leeuwen
 - e. Classroom map of U. S. or overhead overlay
 - f. Directions for making covered wagon folder (see Appendix A)
2. For students
 - a. 12" x 18" inch white construction paper
 - b. 9" x 12" inch brown construction
 - c. Two four-inch brown construction paper wheels
 - d. Scissors
 - e. Glue
 - f. Crayons, colored pencils, or markers
 - g. Two sheets 11" x 8 ½" penmanship paper
 - h. 1 inch grid graph paper
 - i. 1 inch squares of multi colored construction paper (prepared ahead of class time)
 - j. Activity sheet with U.S. map (from *Frontier American Activity Book*)
 - k. Activity sheet with covered wagon/items to go inside covered wagon (from *Frontier American Activity Book* pages 7 and 12 or suitable picture of a covered wagon)

C. Key Vocabulary

1. Westward Expansion: during the years of 1780-1890 many people moved steadily over the Great Plains and Rocky Mountains toward the Pacific Ocean (adapted from: *The Wild West*, by Tim Wood)
2. Covered wagon: a wagon with four big wooden wheels covered by a big canvas cloth pulled by oxen, horses, or mules (adapted from: *What Every 2nd Grader Should Know*, by E.D. Hirsch Jr.)
3. Quilt: a blanket made by sewing geometrical squares together and stitching them through a warm layer and a backing
4. Pioneer: common term for the settlers of the American Frontier (adapted from: *The New York Public Library Book of Popular Americana*, by Tad Tuleja)

D. *Procedures/Activities*

DAY ONE

1. Display U.S. map and discuss the area of the West (point out Rocky Mountains, Pacific Ocean, plains, and area of Westward Expansion).
2. Define and discuss vocabulary words.
3. Read the book, *Going West*.
4. Discuss book: What did the children think? Can anyone come show me on the map where the west is, and to where the pioneers began to move? Where is the Pacific Coast?
5. Pass out worksheet on U.S. map. Direct students to:
 - a. Label and color area of Westward Expansion.
 - b. Label and color Pacific Ocean.
6. Let children know they will be creating a notebook that looks like a covered wagon. In this notebook they will be writing about the ideas they learn about Westward Expansion. Hand out material: demonstrate and assist children in making their covered wagon folders. See Appendix A.

DAY TWO

1. Discuss topics from Lesson One: What is the area of the west that was expanded? Define pioneer.
2. Have children make the title page of their notebook. On second sheet of paper, they write what they learned in the introduction.
3. Discuss with the students that they will be making a quilt, which was something that the pioneers were known for making. The only difference is that the class will be making a paper quilt.
4. Bring out book, *The Quilt-Block History of Pioneer Days With Projects That Kids Can Make*, by Mary Cobb and use Appendix A1.
5. Allow children to collect their materials and pick out designs for their quilt.
6. Allow children some time to get started on quilt.
7. Announce to children that every day after they have finished writing in their covered wagon notebook and in their free time, they may work on their paper quilts.

E. *Assessment/Evaluation*

1. Teacher will observe class participation.
2. Teacher will grade map and notebook cover.

Lesson Two: Reformation of Waterways

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand that maps change due to historical events.
 - b. Students will understand the changes made in the West during the time of Westward Expansion, 1840-1880.
 - c. Students will understand how technology developed, change, and affected societies during the Westward Expansion.
2. Lesson Content
 - a. Robert Fulton, inventor of the steamboat
 - b. Erie Canal
3. Skill Objective(s)
 - a. Student will locate and trace on a map: Hudson River, Lake Erie, and the Erie Canal.
 - b. Students will be able to write about how the technology of the Westward Expansion affected the Pioneers, Native Americans, and development of the West.

B. *Materials*

1. For teacher (see pages 26-29 of *Going West* or Appendix B)
 - a. Three half-gallon juice cartons with pouring hole
 - b. Two binder clips
 - c. Waterproof tape
 - d. Toy boat or other floatable item
 - e. Scissors
 - f. *Robert Fulton*, by Elaine Landau
2. For Students
 - a. Picture of a steamboat (Appendix B1)
 - b. Two sheets of penmanship paper
 - c. Map from Lesson One
 - d. Quilt from Lesson One

C. *Key Vocabulary*

1. Lock: a waterway built in a stair-step fashion so boats can be floated up and down the mountains
2. Steamboat: a boat, which is run by machines and powered by steam rather than sails or oars
3. Canal: man-made waterway for boats

D. *Procedures/Activities*

1. Tell children that Robert Fulton was an artist and an inventor who invented the steamboat.
2. Discuss how the steamboat would change water travel:
 - a. Why would a steamboat be more reliable than a sailboat?
 - b. What risks are there if there is no wind?
 - c. Why would a steamboat be easier to use than a rowboat?
 - d. What happens when the rowers get tired?
3. Discuss vocabulary words and meanings.
4. Hand out picture of a steamboat. Have children color it and glue it to their handwriting paper. On same paper, write that Robert Fulton invented the steamboat.
5. Teach children about canals, that it is a man-made ditch that is made where there is no river. In New York, a canal was dug to connect the Hudson River to Lake Erie. Have children find, label, and color Lake Erie and the Hudson River. Have them trace the location of the Erie Canal with a crayon and mark the same color on the legend.
6. The canal had to cross the Appalachian Mountains. So, locks were built to float the boats up, over, and down the rugged terrain. Demonstrate by making a lock. (See Appendix B for directions – some prior preparation are necessary.)
 - a. Make a lock from half-gallon juice cartons.
 - b. Demonstrate with water and a toy boat how the locks work.

E. *Assessment/Evaluation*

1. Teacher will check maps.

Lesson Three: Daily Life During the Time of the Westward Expansion

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand the changes made in the West during the time of Westward Expansion.
2. Lesson Content
 - a. Daily life during the time of the Westward Expansion
3. Skill Objective(s)

- a. The student will be able to explain the historical significance of the Pioneers.
 - b. The student will be able to listen, write and speak to gain knowledge of the life of the Pioneers.
- B. *Materials*
- 1. *The Oregon Trail*, by L.E. Fisher
 - 2. *Food and Recipes of the Westward Expansion*
 - 3. *Daily Life in a Covered Wagon*
 - 4. *Growing Up in the Old West*
 - 5. *Pioneers*
- C. *Key Vocabulary*
- 1. Oregon Trail: crossed the Great Plains, breached the Rocky Mountains, and reached the Pacific Northwest
 - 2. Pioneers: people who are among the first to move into a new place
 - 3. Missouri, Oklahoma, Nebraska and Oregon: states traveled during the Westward Expansion
 - 4. Wagon Trains: wagons-Families who traveled west together in long lines of wagons going in the same direction
 - 5. Campfire Supper: food eaten around the campfire during dinnertime
 - 6. Hardships: difficult experiences Pioneers encountered during the Westward Expansion
 - 7. Chores: work assigned
 - 8. Recipes: ingredient and procedures need for cooking
- D. *Procedures/Activities*
- 1. The teacher will present vocabulary and definitions on the board.
 - 2. The students will write words and definitions on paper.
 - 3. Using several books, (see list of Materials) the students will listen to stories about the Pioneers.
 - 4. After listening to the stories about the pioneers, the students will write a brief summary about the Pioneer life.
 - 5. Using the activity book titled *Westward Ho!* the students will choose one to three activities to work on for culminating activities.
- E. *Assessment/Evaluation*
- 1. The teacher will check written work for grammar, spelling and punctuation.
 - 2. The teacher will check for understanding through the class discussions.
 - 3. The teacher will check for sequence of events on all written summaries.

Lesson Four: Pony Express

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students will understand the changes made in the West during the time of the Westward Expansion, 1840-1880.
 - b. Students will understand how technology developed, changed, and affected societies during the Westward Expansion.
 - 2. Lesson Content
 - a. How the pony express operated.
 - b. Extinction of the pony express.
 - 3. Skill Objective(s)
 - a. Students use the correct forms of grammar/usage, mechanics/punctuation, and spelling in their writing.
 - b. Students write for a variety of purposes and audiences.
 - c. Students will learn and write about the pony express.

- d. Students will write using Morse code.
- B. *Materials*
 - 1. For each child
 - a. Picture of a pony express rider
 - b. Page of Morse Code (see Appendix C)
 - c. Penmanship paper, one sheet per child
 - d. Pencil
 - e. Crayons or colored pencils
 - f. Folders and quilt from Lesson One
- C. *Key Vocabulary*
 - 1. Relay station: a building located every 10 to 15 miles where riders can change to a fresh horse
 - 2. Station master: a man who took care of the horses at the station and had a fresh mount (horse) ready for the next rider
 - 3. Home station: station where a rider could rest and eat before returning the way he came
 - 4. Express: very fast
 - 5. Telegraph: a communication system sending signals through electric wires
 - 6. Morse code: an alphabetic code of dots and dashes to form messages to send through electric wires
- D. *Procedures/Activities*
 - 1. Involve children in a class discussion.
 - 2. How would you feel if you had to move away from all your friends? How could you keep in touch with each other? How could pioneers keep in touch? Remember, they had no television, radio, telephone, or e-mail.
 - 3. Introduce the pony express:
 - a. A series of relay stations were located every 10-15 miles. Several horses and riding equipment were kept there. It was stocked with food and water for the station master for the horses. Teenage boys and young men were hired to carry the mail in a pouch on their saddle and gallop to the next station, put the mail pouch on a fresh horse, and ride to the next relay station. After changing horses at 6 to 8 stations, a rider could eat and rest at a home station before the mail from the opposite direction and he would return with it. His route would cover 75 to 100 miles. By moving the mail pouch day and night, mail could go from Missouri to California in only 10 days! The pony express lasted only 18 months (April 1860 to October 1861) and ended when telegraph lines were put up across the nation.
 - 4. Have students write a paragraph about what they learned.
 - 5. Have students color, and paste the Pony Express rider on their paragraph paper and add it to their covered wagon folder. Work on quilt as time allows.
 - 6. Hand out Morse Code Worksheet (Appendix C). Have students write their name or the name of their school in Morse code and add it to their folder.
- E. *Assessment/Evaluation*
 - 1. The teacher will grade paragraphs.

Lesson Five: The Railroads

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand that maps change due to historical events.
 - b. Students will understand the changes made in the West during the time of the Westward Expansion, 1840-1880.

- c. Students will understand how technology developed, changed, and affected societies during the Westward Expansion.
 - 2. Lesson Content
 - a. Transcontinental Railroad
 - b. Improvements brought about by the railroad
 - c. Problems brought about by the railroad
 - 3. Skill Objective(s)
 - a. Students use the correct forms of grammar/usage, mechanics/punctuation, and spelling in their writing
 - b. Students write for a variety of purposes and audiences.
 - c. Students will locate on a map, trace, and identify in the legend the Transcontinental Railroad.
 - d. Students will learn and write about the Transcontinental Railroad, how it affected the societies of both the pioneer and the Native American.
- B. *Materials*
 - 1. For students
 - a. Two sheets penmanship paper
 - b. One dozen flat toothpicks
 - c. ½ gold toothpick (spray painted before the lesson)
 - d. Two pieces black licorice (one rope cut in half lengthwise – prepared before the lesson)
 - e. Glue
 - f. Pencil
 - g. Map from notebook in Lesson One
 - h. Covered Wagon notebook and paper quilt from Lesson One
- C. *Key Vocabulary*
 - 1. Iron horse: nickname for trains
 - 2. Pemmican: a food made of meat and berries ground together and dried to be eaten later
 - 3. Jerky: a way to preserve meat by cutting it into thin strips and hanging it to dry
 - 4. “Buffalo chips”: dung, or the dried droppings left by the buffalo
 - 5. Carcass: body of a dead animal
- D. *Procedures/Activities*
 - DAY ONE
 - 1. Discuss how difficult it was to travel by covered wagon.
 - 2. How long did it take the go the 2,000 miles from Independence, Missouri to Oregon City? How long would it take to get there now? What was it like to go across rivers, hot, dry plains, and mountains? Could the pioneers go when they wanted to or did they have to wait for a certain time of year? Why? What could they take with them? Why did they have to leave so much behind?
 - 3. Teach that the two railroads were started, one from the east and one from the west. The laborers worked very hard to get the most trails laid. The two were joined together with a gold spike in a big celebration at Promontory, Utah in 1869.
 - 4. Discuss how the railroad improved travel:
 - a. It was faster
 - b. It was more comfortable
 - c. It was easier
 - d. People could leave in any month they wanted to
 - e. They could take more of their belongings with them
 - f. It connected the East and West

5. Students write one paragraph about the improvements trains made and put it in their folder. Work on quilt as time allows.

DAY TWO

1. Discuss the hardships brought about by the railroad.
 2. Who lived on the land before the pioneers came? If you and your families had lived in an area for a very long time – for as long as anyone could remember – how would you feel about strangers coming in without asking and just started building whatever and wherever they wanted to? How would you feel if the major source for your food, clothing, and shelter was suddenly gone? (What if, all of a sudden, there were no more stores?) What would it be like to suddenly have your life style changed?
 3. Explain how the Native Americans relied on the buffalo for their livelihood.
 - a. The buffalo was a main food source: fresh meat, pemmican, jerky.
 - b. The buffalo was a major source of shelter, furniture, and so on. The hides were tanned and sewn together to stretch over poles to make their homes. Hides could also be formed into cradles and boats.
 - c. The buffalo was source of clothing: shoes, dresses, shirts, leggings winter robes, blankets, rugs.
 - d. This shaggy creature provided many implements: bones for – shovels, sled runners, scrapers, knives, clubs, needles; tail for – fly swatter, whips; hooves for – glue and rattles; horns for – cups and spoons; brain for- tanning hides; dung – fuel.
 4. Riders on the train would often shoot buffalo just for the sport of it. Sometimes only the hide was taken and shipped to the east, leaving the carcass to rot. Battles were fought and lives lost when the railroad was being built.
 5. Have students add a paragraph to their railroad page about the negative effects of the railroad (a second page may be needed).
 6. At the bottom of the page, glue toothpicks vertically and parallel to each other to represent railroad ties. Glue two black licorice ropes across these as the rails. One gold half toothpick may be placed at an angle next to one of the ties to represent the gold spike. Add this page to covered wagon folder.
- E. *Assessment/Evaluation*
1. Teacher will grade railroad paragraphs for content and mechanics.

Lesson Six: Sequoyah and the Cherokee Story

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the changes made in the West during the time of the Westward Expansion, 1840-1880.
 - b. Students will understand how technology developed, changed, and affected societies during the Westward Expansion.
 2. Lesson Content
 - a. Cherokee Nation
 - b. Sequoyah invents the Cherokee alphabet
 - c. The Trail of Tears
 3. Skill Objective(s)
 - a. The student will be able to explain the historical significance of the Cherokee Indians.

- b. The student will be able to listen, write and speak to gain knowledge of Indian culture.
- c. Students use the correct forms of grammar/usage, mechanics/punctuation, and spelling in their writing.
- d. Students write for a variety of purposes and audiences.

B. *Materials*

- 1. *The Cherokees: A First American Book*, by V. Sneve
- 2. *Indians of North America*
- 3. *If You Lived with the Cherokee*, by C. and P. Roop
- 4. *The Trail of Tears*, by J. Bruchac
- 5. *Sequoyah: Father of the Cherokee Alphabet*, by D. Petersen
- 6. My Own Alphabet Symbol Worksheet (see Appendix D)
- 7. Talking Leaf worksheet (see Appendix E)
- 8. Covered Wagon (see Lesson One)
- 9. Quilt Materials (see Lesson One)

C. *Key Vocabulary*

- 1. Extermination-to get rid of by destroying completely
- 2. Cherokee Nation-Cherokee Indian tribes
- 3. Sequoyah-father of Sequoyah Alphabet
- 4. Cherokee Alphabet-alphabet invented by Sequoyah
- 5. Silversmith-a person who makes and repairs articles from silver
- 6. Writing Systems-to form letters or words in a multitude of ways
- 7. Boundaries-a line or limit where something such as a country comes to an end
- 8. Ceremony-a formal act or series of acts performed in honor of an event
- 9. Homeland-a country in which one was born or has lived for a long time

D. *Procedures/Activities*

- 1. The teacher will present vocabulary and definitions on the board.
- 2. The students will write words and definitions on paper.
- 3. Using several books, (see list of Materials) the students will listen to stories about the Cherokee Indians and Sequoyah the Father of the Cherokee Alphabet.
- 4. After listening to stories about the Cherokee Indians, the students will write a brief summary on each one.
- 5. Students will invent their own symbols using symbols worksheet (see Appendix D).
- 6. Using the symbol worksheet, the students will develop their own writing symbols to write their name (see directions on worksheet Appendix D).
- 7. Using the Talking Leaf Worksheet, the students will write a story about Sequoyah.

E. *Assessment/Evaluation*

- 1. Teacher will check for content, grammar, and mechanics on written activities.
- 2. Teacher will check for understanding of listening activities (random oral responses).
- 3. Teacher will check students' vocabulary words.

VI. CULMINATING ACTIVITIES

- A. Finish folders.
 - 1. Add finished quilt as last page.
 - 2. Open top cover of notebook. With a long arm stapler attach pages at top.
- B. Administer test (see Appendix F).

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Making the Covered Wagon Folder
- B. Appendix A1: Directions for Quilt
- C. Appendix B: Directions for Making Lock
- D. Appendix B1: Picture of Steamboat
- E. Appendix C: International Morse Code
- F. Appendix D: My Own Alphabet Symbol Worksheet
- G. Appendix E: Talking Leaf worksheet
- H. Appendix F: Westward Expansion Test

VIII. BIBLIOGRAPHY

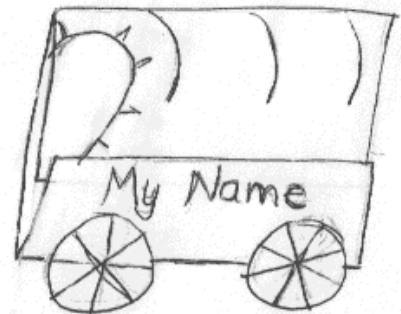
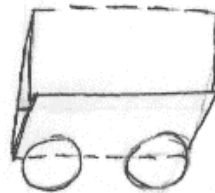
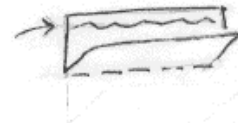
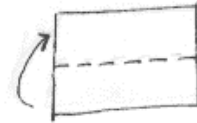
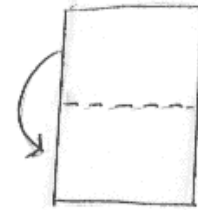
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Appendix A: Westward Expansion

Making the Covered Wagon Folder

1. Holding the white 12" by 18" construction paper vertically, fold top to bottom (to 12" by 9").
2. Holding brown 12" by 9" horizontally, fold bottom to top (to 12" by 4 ½).
3. On inside of top ½" edge of brown, put a thin bead of glue.
4. Put bottom of outside edge of white folder on this glue to make wagon.
5. Fold brown over white.
Glue two wagon wheels on fold.
6. With black crayon, make simple lines for wagon cover and spokes on wheels.
7. Put name clearly on wagon.
Papers will be stored here after each lesson and stapled at the end of the unit.



Appendix A1: Westward Expansion

Many children may be able to handle more complex quilt making right from the outset; these directions are given for teachers with no quilting experience and for children who need more guidance.

The directions, later on, will refer to a block, which means a set of geometric shapes sewn together to form a basic pattern. It is these blocks which, when all sewn together, make the quilt top. In a real quilt, the quilting begins after the top is pieced together. The top is laid over the batting - the insides and whose thickness and composition determines the warmth of the quilt. Under the batting is a whole piece of fabric, which is the back. The three layers together are stretched over and attached to a wooden frame. Then the blanket is "quilted" by stitching around the designs through all three layers.

A simple quilt with which to begin is the Nine Patch.

Materials needed are:

Glue

-1 9"x12" sheet of 1" grid graph paper

-54 1" squares of construction paper -any color is fine, or for more advanced work, choose only 2 colors per block (see direction 1) and different sets of two colors for each block

-54 1" squares all the same color with which to connect the blocks
OR 45 squares and 9 squares of contrast color for the intersections

1. Students need nine squares of their choice to glue in a 3x3 array (see diagram a).

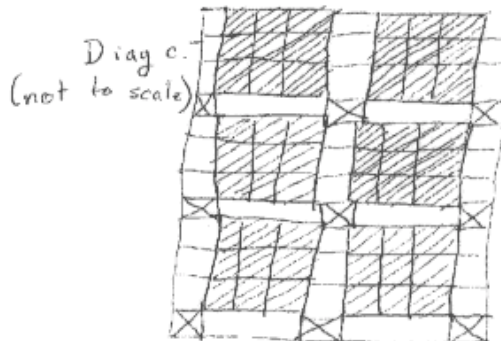


They may wish to choose 5 and 4 squares of differing colors, arranging the five at the four corners and center to form an X and fill in the middle of each side with the second color (see diagram b).



2. Each block should be separated by a one-inch square on all four sides (see diagram c). (The 12-inch side will be missing a row, as the over-all design needs 13 rows.)

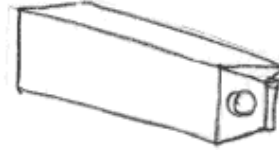
A single color needs to be chosen to connect the blocks by filling in the spaces between. If using two colors, use 9 squares of the second color for the intersections. ☒



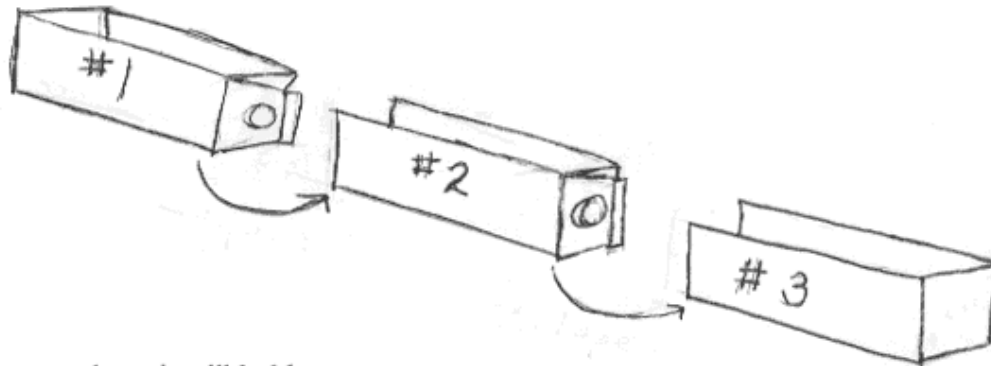
Happy quilting!

Appendix B: Westward Expansion Directions for Making a Lock

1. Lay all three cartons on their side:
 - On one carton, cut off the rectangular side facing up. Label this #1.
 - Cut off rectangular side and bottom of next one and label it #2.
 - Cut off rectangular side of lid of last one and label it #3.



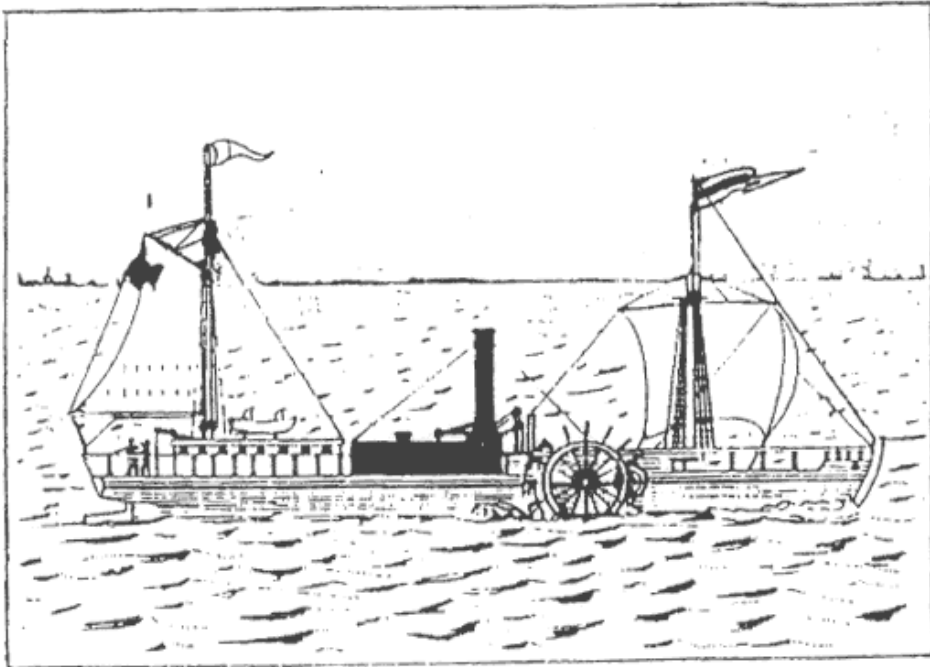
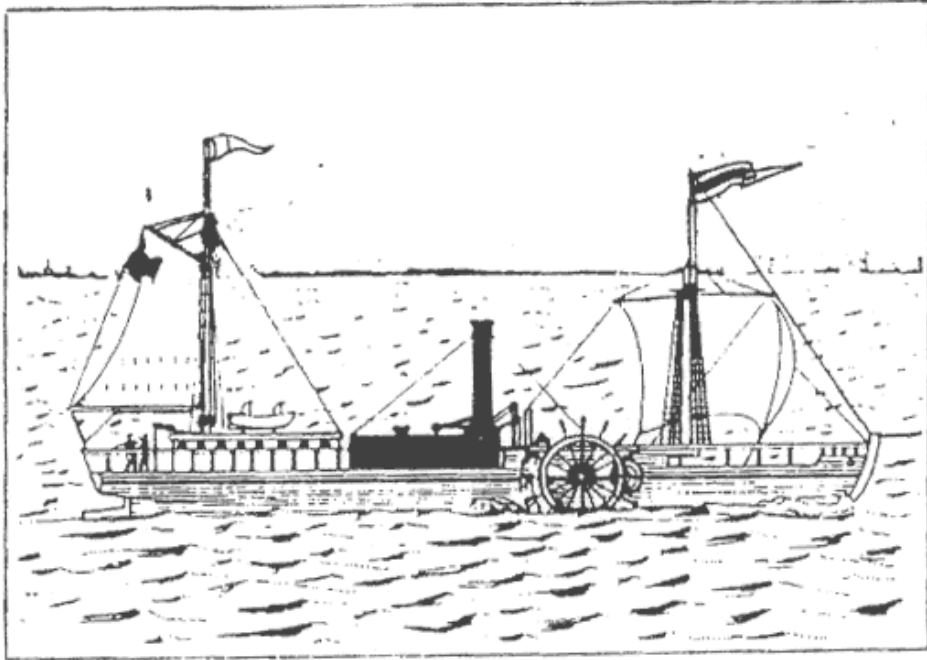
2. Completely open tops of cartons 1 and 2. Re-close the tightly using the binder clips.
3. Tape top of #1 to open bottom of #2; tape top of #2 to open top of #3, so now you have a long “trough”.



Tape securely so it will hold water.

4. Fill carton 3 with water, and only enough water in the other two that will allow your boat to float.
5. Put boat in “lock #1”. Unclip binder clip of next lock and float the boat through to “lock #2”. Tightly lock the gate behind it (with binder clip). Open the sluice gate (pouring spout) of the next set of doors. Watch water fill lock #2! Close sluice gate and (unclip) open lock gate to float boat into next section.

Appendix B1: Westward Expansion



Appendix D: Westward Expansion

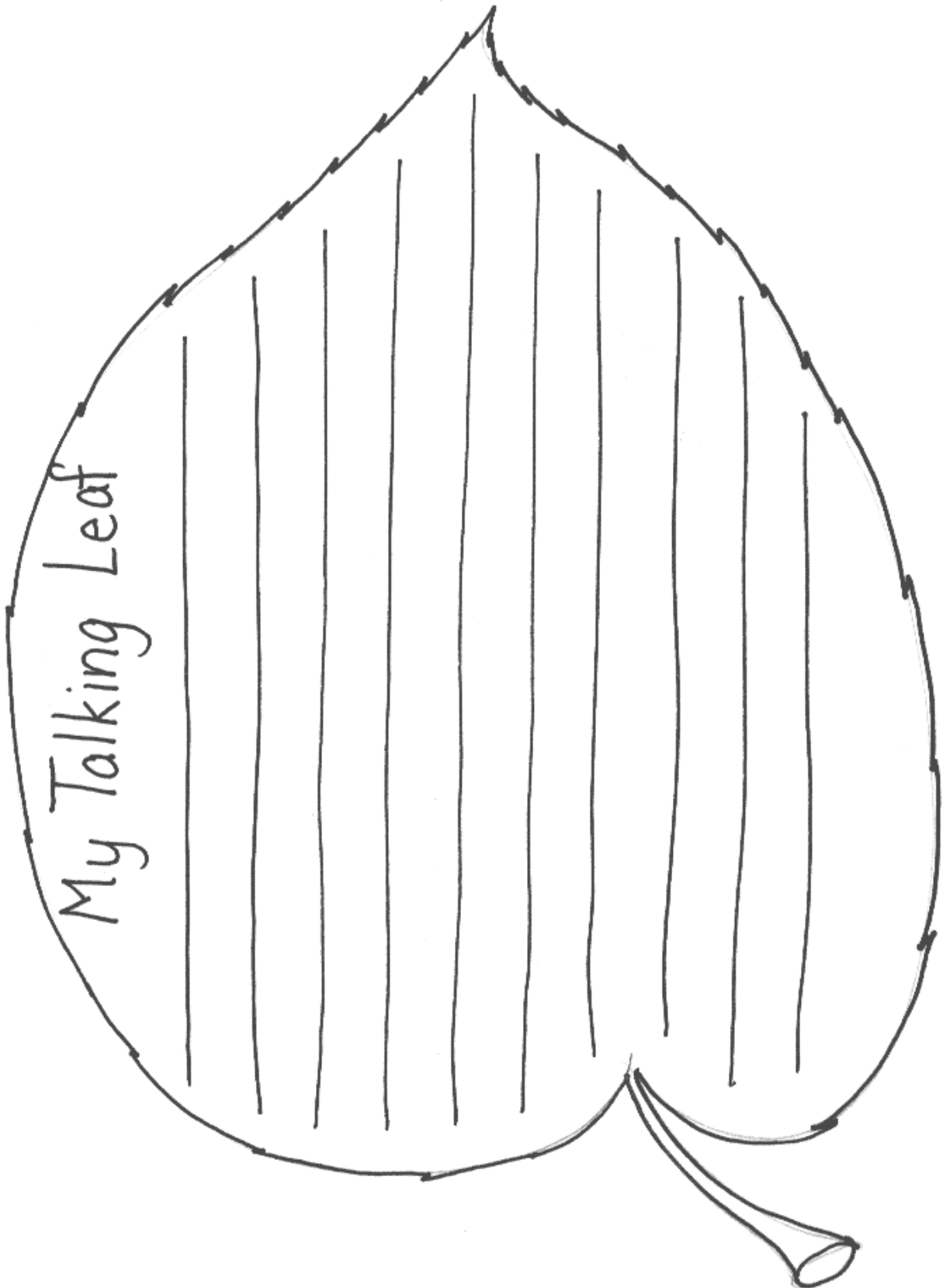
Name _____

A man named Sequoia, of the Cherokee Nation, had to invent a new alphabet so his people could read in their own language. He had to make 86 symbols to represent the sounds of his language. Now you try making new symbols for our alphabet.

A	B	C	D	E	F	G	H	I	—
—	—	—	—	—	—	—	—	—	—
J	K	L	M	N	O	P	Q	R	—
—	—	—	—	—	—	—	—	—	—
S	T	U	V	W	X	Y	Z	—	—
—	—	—	—	—	—	—	—	—	—

Was that difficult? Think what is was like for Sequoia who did not have to just change 26 letters into new symbols but had to come up with the whole sound system. Now write a message on the "talking leaf" using your new symbols.

Appendix E: Westward Expansion



Appendix F: Westward Expansion

Westward Expansion Test

NAME _____

1. The Erie Canal was built to connect the Hudson River and the Atlantic Ocean to
 - the Mississippi River.
 - the Pacific Ocean.
 - Lake Erie.

2. The steamboat was invented by
 - Robert Fulton.
 - Abraham Lincoln.
 - James Madison.

3. People who were the first ones to move west in the 1800's were called
 - colonists.
 - Indians.
 - pioneers.

4. The Pioneers traveled west in
 - cars.
 - covered wagons.
 - stagecoaches.

5. The route that some pioneers took west was called
 - the Colorado Trail.
 - the Pioneer Trail.
 - the Oregon Trail.

6. In a covered wagon, the pioneers would take
 - a piano.
 - tools.
 - a microwave.

7. The mail was carried by
 - the Pony Express.
 - Indians.
 - the pioneers.

8. A route that white man made the Indians follow to reservations was the
 - Oregon Trail.
 - Wilderness Trail.
 - Trail of Tears.

Appendix F, page 2: Westward Expansion

9. Who made up the Cherokee Alphabet?
O Buffalo Bill
O Sequoyah
O Squanto
10. The Transcontinental Railroad made it possible for travelers to get from
O the north to the south.
O the east to the west.
O the east to the south.
11. The nickname for the railroad was
O the "Iron Horse."
O the "Titanic."
O the steamboat.
12. The completion of the railroad began the end of
O wagon trains.
O the steamboat.
O the War of 1812.
13. The Pioneers traveled in wagon trains for safety. T F
14. The pioneers could take everything they owned in their covered wagon. T F
15. The invention of the telegraph ended the Pony Express. T F
16. The Buffalo were important to the Indians. T F
17. The Indians lost their homes and land because of the railroad. T F
18. List at least three dangers that could have been met on the Oregon Trail.

19. Why did people move west?

20. What were the advantages to moving by railroad rather than by covered wagon?
