

Teaching Guide for Cobblestone: *Into the West*

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Objectives:

- * Students will gain an understanding of the character traits, struggles and accomplishments of people that went west and helped to settle the area for a new nation.
- * Students will learn how the push west impacted the native Americans.
- * Students will be able to explain how the westward movement gave opportunities to African Americans and Chinese immigrants.

Prior Knowledge:

- Before reading the articles, ask the students to share what they know about pioneers and the westward movement.
- * Ask the students to brainstorm personality traits of people that went west and reasons that people went west.

A Day on the Trail(pages 5-7):

Possible Vocabulary Words: cholera, steady, infectious, dehydration.. scare, monotony

- *What would you pack to take on a trip out west?
- * What emotions might you be experiencing as you begin your journey?
- * Make a chart listing the different chores of women "on the trail". list the different chores of men "on the trail".
- *Make a postcard to send back home. Include three facts learned from the reading.

Mormon Migration(pages 8-11):

Possible Vocabulary Words:emigrants, daguerreotype, ransomed

- * Write a journal entry pretending to be on the Mormon Migration. Include three-five specific facts learned from the reading.
- * How did the first Mormon travelers help those who'd come after them(made special camps, improved the trails,etc.)
- * Compare and contrast how Mormon travelers were different from pioneers(possible answers: didn't have a guide, usually poorer, believed they were doing God's will, many were forced to leave their homes, only killed animals for food and not sport, mindful of environment, tried to treat the native Americans they met fairly,etc.)

Forced Removal (pages 12- 13):

Possible Vocabulary Words: exposure, decimated, reservations, migration, treaties

- *Describe your emotions as you read about the treatment of native Americans during the forced removal.
- * What was the cause of so many native American deaths?(lack of immunity from the diseases of those settlers that they came into contact)

- Describe the Indian Removal Act and the treatment the Native Americans received as more settlers pushed west. (moved to poor land, forced from their homes, imprisoned in forts, etc.)
- Write a paragraph on being an Indian on the Trail of Tears. Include your emotions as to how you felt.
- * After reading the article, do you feel some of the natives who resisted the U.S. government were justified in their attacks? Why or why not? How could the U.S. government of the time have done things differently which might have not caused danger to those moving westward?

Frontier Forts (pages 14- 16):

Possible Vocabulary words: hazardous, encampments, navigation, bluffs, ordeal, miserable, malaria,

* After reading the article, have the students make a cluster map (mind map) and write Frontier Forts in the center. Write five facts learned from the reading.

A Soldier's Life (page 17): Possible Vocabulary Words: routine, majority, sutlers, slumgullions, emigrants, ambushes, conflict,

Joe Meek, Mountain Man (pages 3-4): Possible Vocabulary words: diplomat, risks, socialize, rendezvous, accommodate

Orphans Preferred (pages 18-19):

* On a piece of paper have the headings **FACTS** and **Opinion**. Discuss with the students what the difference is between the two terms. In groups have the students list 3-5 facts and 3-5 opinions found in the different readings.

* List characteristics of the typical mountain man. (ie: good at being self-reliant, a loner, brave, good hunting skills, etc.)

* What were some dangers that mountain men faced? (wild animals, getting lost and running out of water, unfriendly native Americans) Could you have been a mountain man? Explain your answer.

* What were some things that soldiers at a fort did in their spare time? (horseshoes, poker, performed dances, placed baseball, etc.)

* Draw a picture of a fort. List the different people that lived at a fort and a fact about each group.

* Write a daily entry pretending to be a Pony Express rider (including 5 facts learned from the reading)

* Have students do oral speaking and offer to give a mini lesson on the different readings (including 4 facts learned for one particular reading).

* Divide into groups and have students find 7 facts from the readings in this section. Have the groups take turns asking other groups questions. If answered correctly, the team gets a smiley face. If wrong, an unhappy face. Teams can opt to give one of their unhappy faces to another team instead of getting a smiley face if they answer a question correctly. Team with the most comprehension questions correct (smiley faces), wins the game.

The Celestial's Railroad (pages 20-22):

Possible Vocabulary Words: Celestial, yanked, brackish, tormented,

* Describe what it was like to be a Chinese immigrant working on the railroad.

* Draw a picture of a Chinese person working on the railroad. Write 4 facts about their life as a worker.

* What kinds of dangerous jobs did the Chinese workers do? (got the dynamite set, blasted tunnels, and chopped trees)

*Brainstorm the different emotions you think the Chinese workers felt on April 27, 1869, with the golden spikes put in the rail tracks ending its construction.(relief, pride, anger at the lack of recognition)

Exodusters (pages 28-31):

Possible Vocabulary Words: ridgepole, soggy, discrimination, oppression, persuaded, prairie marble, recruited

*Describe how a sod house was built. Could you have lived in a sod house? Explain your answer.

* What were the requirements of the Homestead Act?(21 year old, head of a household, 160 acres of uninhabited federal land, six months after claim you had to start a permanent house, after five years, the land would be the homesteader)

* Write a paragraph on living in a sod house and include three problems or negatives about the type of structure.(animals, cold, mud falling into food, rain coming in(

* Why do you think many black families went to live on the prairie?(freedom, a chance for a better life, etc.)

Trivia Safari:

Readings: A Higher Call(page 11),Following the Herd (pages 32- 34), and Voices from the Prairie (pages 38- 39).

Use the following readings to have students to a trivia safari.

1. Bose Ikard was born a slave and who went on to help on a cattle drive along this trail(answer: Goodnight Loving Trail)
2. Find three words which come from Mexican Indian vaqueros which are still used today.(answers: corral, ranch, rodeo, lariat, bronco)
3. Which city became the first cattle town in Kansas(answer: Abilene)
4. Why did many cowboys not like crossing rivers with their cattle(answer: many couldn't swim)
5. How did the Cather family travel differently than the Ingalls?(answer:took a train not covered wagon)
6. How was Willa Cather's honored for her work as an author(answer: stamp issued)
7. What particular disease spread to the Cayuse Indians from the white settlers?(measles)
8. Why did the Whitman's go west?(wanted to bring Christianity to the Native Americans)
9. What did the Whitman's teach the Cayuse Indians which changed the way they did things?(taught to plow and plant and not wander searching for food).

Have students read Future Frontiers,(page 40), Far Out and Move Over, Little Mermaid(page 41),Dressed for the Occasion(pages 36-37), Boontown (page 35) and Causes of War(page 47). Discuss who what, where, where, why and how and have students do a news broadcast on these stories.