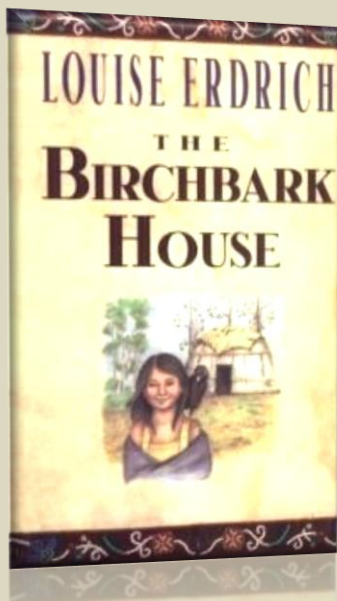


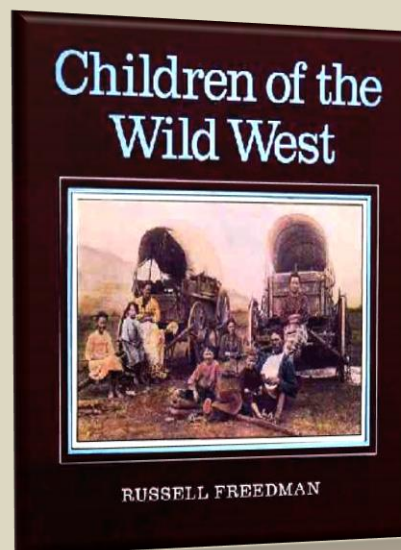


"Death, the visitor, had stayed long that year  
and taken many to the next world...  
the bitter cold deepened, the game hid,  
and the fish sank deeper into the lake."

-From *The Birchbark House* by Louise Erdrich



*The Birchbark House*  
by: Louise Erdrich



*Children of the Wild West*  
by: Russell Freedman

# American Westward Expansion

## Packet Outline

### A. Before Reading Activities

#### 1. Westward Expansion Unit Website Adventure (small group)

- <http://www.movewest.wordpress.com>

#### 2. Book Exploration (individual)

- Front and Back covers of each book
- Author's Note (The Birchbark House) – page 241
- Glossary/Pronunciation Guide of Ojibwa terms (The Birchbark House) – page 243
- Prediction Paragraph

#### 3. Oregon Trail Internet Workshop (small group)

- <http://movewest.wordpress.com/before-reading/>

### B. While Reading Activities – *The Birchbark House*

#### Section 1: Neebin (Summer) – pages 5–70

##### 1. Define Vocabulary words (individual)

- Classroom/Library Hard Copy Dictionary or Electronic Dictionary

nimble      fragrant      abruptly  
disdain      dappled      cringing

##### 2. Vocabulary Activity (individual)

- Vocabulary worksheet

##### 3. Character Sketcher (individual)

- Omakayas
- Angeline
- Nokomis

#### Section 2: Dagwaging (Fall) – pages 73–117

##### 1. Define Vocabulary words (individual)

- Classroom/Library Hard Copy Dictionary or Electronic Dictionary

harsh      scarce      intricate  
wary      agility      remarkable

##### 2. Vocabulary Activity (individual)

- Vocabulary worksheet

### 3. Double Entry Diary (individual)

## Section 3: Biboon (Winter) – pages 119–186

### 1. Define Vocabulary words (individual)

Classroom/Library Hard Copy Dictionary or Electronic Dictionary

gloating      inevitable      taut  
tentative      intrigue

### 2. Vocabulary Activity (individual)

- Vocabulary worksheet

### 3. Discussion Director (small group)

## Section 4: Zeegwun (Spring) – pages 189–239

### 1. Define Vocabulary words (individual)

Classroom/Library Hard Copy Dictionary or Electronic Dictionary

sallow      poised      harbored  
indistinguishable      refrain

### 2. Vocabulary Activity (individual)

- Vocabulary worksheet

### 3. Discussion Director (small group)

## C. After Reading Activities – *The Birchbark House* & *Children of the Wild West*

### 1. Draft an I-Poem (individual)

- Either Native American or frontier settler perspective

### 2. Compare/Contrast Essay (individual)

- Similarities/differences between the schools of the frontier children and your current school
- Information about frontier schools is found on pages 59–69 of *Children of the Wild West*

### 3. Vocabulary Summative Assessment

- Final vocabulary quiz

Name \_\_\_\_\_

Date \_\_\_\_\_

Westward Expansion (Oregon Trail) Internet Workshop Worksheet (DRS)

**WEBSITE ONE**

1. Approximately what year did pioneers begin traveling the Oregon Trail? \_\_\_\_\_

2. About how many miles was the Oregon Trail? \_\_\_\_\_

3. Which two cities did the Oregon Trail link? \_\_\_\_\_

4. Write two reasons why the pioneers wanted to travel the Oregon Trail. \_\_\_\_\_

5. Give three (3) examples of what made the Oregon Trail challenging to its travelers. \_\_\_\_\_

6. The pioneers brought enough supplies with them on the Oregon Trail for how long of an expected journey? \_\_\_\_\_

**WEBSITE TWO**

1. Approximately how many settlers made it across the Oregon Trail? \_\_\_\_\_

2. What were the pioneers' wagons pulled with across the trail? \_\_\_\_\_

3. Name the other American settler trails and briefly describe two with a short sentence. \_\_\_\_\_

## Multi Text Vocabulary Activities

### Set 1: Neebin (Summer)

#### Examples and Non-Examples

Name \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_ **nimble**

Which of the following would be nimble?

- a. a mouse
- b. a sloth

\_\_\_\_\_ **fragrant**

Which one would be fragrant?

- a. water
- b. perfume

\_\_\_\_\_ **abruptly**

Which of the following shows something ending abruptly?

- a. Students quietly packing up their backpacks after a lesson
- b. Students rushing out the door to catch their bus

\_\_\_\_\_ **disdain**

Which shows disdain?

- a. a lively child playing on the swings
- b. a student who is upset with making a poor grade

\_\_\_\_\_ **dappled**

Which of the following is dappled?

- a. a Dalmatian dog
- b. a white horse

\_\_\_\_\_ **cringing**

Which of the following shows cringing?

- a. an embarrassed student
- b. a student who made an A on his paper

# Character Sketcher (Section 1)

## Option 1: Omakayas – The Birchbark House

You are invited to learn more about and explore the character of **Omakayas**. Take notes about how **Omakayas** looks and behaves.

First, reread the following passages, choose some **juicy** *descriptive* words that illustrate Omakayas' appearance and behavior and then please explain why these particular words describe Omakayas. Remember, always try to paint an image with your words.

Reread all of page 5. Which words and phrases describe **Omakayas**?

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After you have written which words from the text describe Omakayas, find passages in Chapter 1 that show how Omakayas is acting. Think about why or how these words describe Omakayas in the passages. These traits will be implied traits. Use the traits in the chart below to help guide you to your answers.

Choose 3 of the following traits and find passages in Chapter 1 that show Omakayas demonstrating these traits:

Remember, always cite the page and paragraph number ☺

Energetic	Helpful	Obedient
Angry	Frightened	Annoyed

Possible Answers:

1. On page 10 paragraph 3 Omakayas acts **annoyed** when her little brother gets all of her mother's attention.
2. On page 12 paragraph 4 Omakayas acts **frightened** when she heard footsteps while she was lying in the bed with her grandmother.
3. On page 5 paragraph 1 Omakayas acts **energetic** when she is bouncing and jumping around, down by the pond.

Use a passage from the story to create a artistic impression of Omakayas.

(On page 5 the 1<sup>st</sup> paragraph gives you the appropriate information about the appearance of Omakayas.)

# Character Sketcher (Section 1)

## Option 2: Angeline – The Birchbark House

You are invited to learn more about and explore the character of **Angeline**.

Take notes about how **Angeline** looks and behaves.

First, reread the following passages, choose some **juicy** *descriptive* words that illustrate Angeline's appearance and behavior and then please explain why these particular words describe Angeline. Remember; always try to paint an image with your words.

Reread page 10, paragraph 2. Which words and phrases describe **Angeline**?

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Read page 10. What kind thing does **Angeline** do for Oma-kayas? What does this say about her personality?

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On page 10, Angeline is described as coldhearted. What actions that are described that would make her coldhearted?

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Oma-kayas is \_\_\_\_\_ of Angeline. Why do you think this is so? Please list several examples from our reading.

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Use a passage from the story to create a artistic impression of Angeline.

# Character Sketcher (Section 1)

## Option 3: Nokomis – The Birchbark House

As the Character Sketcher, your goal is to identify a specific character's actions (traits) and explain these traits, and determine the goal of the character (what the character wants to do or achieve). Tell what the problem and solutions are in the reading, then create an artistic impression of the character.

The traits used in a character sketcher are "implied" traits. They are not stated in a direct manner. Use strong descriptive words in your explanations.

If the solution to your character's problem is not in the section you are reading, you may think of a possible solution for the character's problem.

Artistic representation

- Use physical descriptions from the book.
- The artistic representation should be another sheet.

-- The following is an example of how your character sketcher assignment may look. --

While reading chapter 3, you will be reading more and more about Nokomis, Omakayas' grandmother. Think about the following traits as you read Chapter 3, *The Return*:

Imaginative	Diligent	Thoughtful
Insightful	Excited	Exhausted

### Implied character traits

**Trait:** Excited (page 36-37 paragraph 2)

Explain why you chose this trait:

Grandma was excited that Omakayas worked so hard on the hide. She was acting like a grown woman.

**Trait:** Imaginative (page 37 paragraph 2)

Explain why you chose this trait:

Grandma used her imagination to make up a reason why Omakayas should be so careful with Neewo. She made Omakayas think that if she was not careful enough with the baby that he would have to go to a new family.

**Trait:** Insightful (page 39 paragraph 1)

Explain why you chose this trait:

Grandma seemed to know her granddaughter from the inside out; she told her she was too young to have charcoal markings on her face. Omakayas would have to fast to do this and grandma knew she could not handle it yet.



**Character's Goal:**

Grandma's goal is to help take care of the new baby Neewo.

**Character's problem:**

Grandma must help take care of the baby, and make sure that Omapayas does not get carried away with him. Omapayas constantly wants to play with the baby, but grandma knows that Omapayas is too young to handle him too much.

**Solution or possible solution:**

Grandma finds alternative things for Omapayas to do instead of focusing on the baby. She gives her a doll to play with, and gives her jobs to do.

## Set 2: Dagwaging (Fall)

### Word Lines

Name \_\_\_\_\_

Date \_\_\_\_\_

#### harsh

How harsh are each of the following?

- a suspension for incomplete homework
- working lunch to finish incomplete homework
- a verbal warning to finish incomplete work

**not harsh** ----- **very harsh**

#### wary

How wary would you be if:

- The teacher said you would get an A without doing any work
- Volunteering helping the needy
- A stranger gives you a thousand dollars in an unmarked envelope

**not wary** ----- **very wary**

#### scarce

How scarce are each of the following?

- The world's oil supply
- Drinkable water
- McDonalds restaurants

**not scarce** ----- **very scarce**

#### agility (agile)

How agile are each of the following? (Which demonstrates the most agility?)

- Deer
- Swan
- Donkey

**not agile** ----- **very agile**

#### intricate

How intricate are each of the following?

- A Leonardo Da'vinci painting
- Blueprints for a bridge
- A child's finger painting

**not intricate** ----- **very intricate**

#### remarkable

Categorize the following based on how remarkable they are to you.

- Christopher Columbus' voyage to America
- The creation of the Blue Ridge Parkway
- Going to Burger King for lunch

**not remarkable** ----- **very remarkable**

# Double Entry Diary (DED)

## Section 2 – The Birchbark House

I invite you to join our class on a trip through the American Westward Expansion. You will gain knowledge about Native American family lives and the struggles that they faced. As your teacher, I would like for you to keep a “special” diary.

The diary you will use is called a DED, also known as Double Entry Diary. You will read, write, reread, and discuss throughout your reading of section 2 of The Birchbark House.

You will write a total of 6 entries in your DED. You will do two entries per chapter for chapters 5, 6, and 7. To achieve this you will find important words, quotes, or passages from the book. You will then explain why those words, quotes, or passages are important.

Example: What do these words mean to you when you read them?

You should have an entry table that should resemble this:

Text from our reading (words, quotes, passages) Cited page and paragraph	What it means to me

An example of what your DED may look like is as follows:

She didn't like the work any better than she ever had, but Andeg's lively company helped <b>(Chapter 5, Page 74, paragraph 1)</b>	I think that the crow was like a best friend to her. It's like a cat or a dog us.
“Not until they have it all,” said Fishtail. “All of our lands.” <b>(Chapter 5 page 80, paragraph 2)</b>	This quote shows the biggest issue with the Westward Movement, lands were taken from the Indians, whether it belonged to them or not.
There is a picture of a little boy eating berries off a piece of wood. <b>(Chapter 6 page 84 bottom of the page)</b>	I think that the berries are supposed to be for everyone, and the little boy is being greedy and hungry.
“Wait until you hear what Mukwah, the bear, says, or Grandfather Owl! Think of that!” Nokomis scolded. <b>(Chapter 6 page 94 2<sup>nd</sup> paragraph)</b>	I wonder if the bear and owl are viewed as “Godly” creatures. It seems that the children should be very respectful to these two animals.
“We'll go together,” said Nokomis, watching with interest as Omakayas touched a particular root, sniffed a tiny packet and sneezed, rubbed a powder with her finger. <b>(Chapter 7 page 103 paragraph 3.)</b>	I wonder what kind of power is in the package. Is it a root or something us to make medicines.
There a long-legged racing dog, a face of an old woman, a raccoon's face, a frog, Omakayas' namesake. She greeted them drowsily... <b>(Chapter 7 page 105 paragraph 3)</b>	I think that Omakayas is close to falling asleep and seeing these images. There is some kind of connection with what she seeing

**Set 3: Biboon (Winter)**

**Making Choices**

Name \_\_\_\_\_

Date \_\_\_\_\_

**gloating**

If any of the following would involve someone gloating, write *gloating* beside of the phrase.

- a. Making a 100 on a test that you studied very hard for \_\_\_\_\_
- b. Turning in an incomplete homework assignment \_\_\_\_\_
- c. Meeting your Accelerated Reader goal every 9 weeks \_\_\_\_\_

**tentative**

Write *tentative* next to the phrase(s) that would be or involve something being tentative.

- a. A schedule for a party on a day where it might rain \_\_\_\_\_
- b. Valentine's Day on February 14 \_\_\_\_\_
- c. Plans to build a house before the builders have money \_\_\_\_\_

**inevitable**

Write *inevitable* next to the phrase(s) that are something that would be inevitable.

- a. Thanksgiving happens every November. \_\_\_\_\_
- b. You will get an A on a test that you did not study for. \_\_\_\_\_
- c. Performing poorly on an exam that you have not studied for \_\_\_\_\_

**intrigue**

Write *intrigue* next to the phrase(s) that represents something that intrigues you.

- a. Space exploration \_\_\_\_\_
- b. Deep sea diving \_\_\_\_\_
- c. EOG test preparations \_\_\_\_\_

**taut**

Write *taut* next to something that represents the word taut.

- a. A rubber band stretched to its max \_\_\_\_\_
- b. A tight rope walk line \_\_\_\_\_
- c. Baggy clothes \_\_\_\_\_

## Discussion Director – Section 3

### The Birchbark House

I invite you to participate in a rousing discussion about our readings! You have a very important job! Your job is to be the discussion director of your group. In your group you will lead a discussion about The Birchbark House. As the discussion director, you will use meaningful questions to discuss every group member's interpretations of the text. While having your discussion, your goal is to get every group member to connect their background experiences and knowledge with the story. It is your responsibility to have everyone in your group involved with the questions that are being asked.

Your job includes: Sharing five thinking questions to ask your group about the text. Guide your group members to go back in the text and find the correct answers if they are unsure or unclear about a response. It is very important to write down the questions, answers, and page numbers that you plan on using so that your job runs smoothly. **It is important to try to focus on main events that happen in the story.**

*Also, you are invited to write down the possible answers that you are looking for out of your group members. This will help guide your discussion. ☺*

-- Your Discussion Director Questions/Possible Answers may look like the following: --

#### Discussion Director – Section 3 – The Birchbark House (pages 119-186)

What is important about the Makazins in the chapter 9? What kind of connection does Omaqayas have with the makazins? Page 128-129

Omaqayas has a very close relationship with her little brother Neewo. She receives some beads and wants to create something very special with them. She decides that she will use the beads to help make Neewo some special Makazins. She daydreamed in her head and planned out how nice the Makazins would be and what kind of materials she would need for them.

Who was the visitor that entered the village that changed Omaqayas life forever? What affect do you think this person will have on her family? Pages 142-143

The visitor was an older gentleman who looked very sick. The actual visitor that they discuss in the book is the disease small pox. He had traveled from the mainland to their village. The man looked very odd to the people sitting around the fire. The next day the man died of the small pox. The small pox disease could potentially spread all over the village and kill many people.

Why did Omaqayas mother make them build a separate lodge beside of their regular home? Did she want to run some of her family away? Pages 143-144

Angeline became very ill with the disease that the man brought into the village. Omaqayas discovered her ill one morning and informed her mother. Her mother made the decision to separate her family so it would hopefully keep everyone from being infected. Her mother obviously did not want to separate her family but she had to save as many as she could by seclusion.

What was one type of animal that the tribe was losing and it was causing hunger? What happened to this animal?

Pages 166-167

The rabbit started becoming very sparse. The rabbits were dying from a disease that would tear up their insides. Rabbit was one of the animals that the tribe used as food, so it became very hard for them and hunger started becoming a big factor.

Omakayas has a bad experience with a specific animal. What is that animal, and what happens between them?

Omakayas is on her way to Old Tallow's home when she bumps into the yellow dog. The summer before the dog had threatened her and told her that, "he would get her when nobody was around." Because Omakayas was sick she suddenly faints and falls to the ground. The yellow dog leaps towards her, and sinks his teeth into her arm and leg. Omakayas wakes up in Old Tallow's arms and Old Tallow punishes the dog severely for hurting Omakayas.

**Set 4: Zeegwun (Spring)**

**Sentence Stems/Idea Completions**

Name \_\_\_\_\_

Date \_\_\_\_\_

Please complete the sentences below with meaningful thoughts that apply to our vocabulary words.

**sallow**

The woman's face was sallow because

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**indistinguishable**

The two puppies were indistinguishable to the new owners because

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**poised**

The crow was poised on its perch looking over

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**refrain**

The girl refrained from speaking because

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---

**harbored**

The boy harbored ill feelings because

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---

---

## Discussion Director – Section 4

### The Birchbark House

I invite you to participate in a rousing discussion about our readings! You have a very important job! Your job is to be the discussion director of your group. In your group you will lead a discussion about The Birchbark House. As the discussion director, you will use meaningful questions to discuss every group member's interpretations of the text. While having your discussion, your goal is to get every group member to connect their background experiences and knowledge with the story. It is your responsibility to have everyone in your group involved with the questions that are being asked.

Your job includes: Sharing five thinking questions to ask your group about the text. Guide your group members to go back in the text and find the correct answers if they are unsure or unclear about a response. It is very important to write down the questions, answers, and page numbers that you plan on using so that your job runs smoothly. **It is important to try to focus on main events that happen in the story.**

*Also, you are invited to write down the possible answers that you are looking for out of your group members. This will help guide your discussion. ☺*

-- Your Discussion Director Questions/Possible Answers may look like the following: --

#### Discussion Director – Section 4 – The Birchbark House (pages 189–239)

In the beginning of chapter 12 everyone hears a distinct sound that brings happiness to all of them? What sound is it they hear, and what does it mean? Pages 189–190

The sound that everyone hears is the cracking of the lake water. The lake is thawing out. Everyone knew that spring would be coming soon, and so would plants and foods. The spring would start their new lives.

What did the family bring with them on their travels to the family sugaring place? Did the family make the best of their situation? Pages 196–197

When they arrive the mother starts unpacking and gathering tools that are in the house. They then start taking out all of the foods that they brought with them to have a large feast. The family had: dried fish, special powdered fish, moose meat, and even pumpkin flowers to help make soup. The family had all of the makings to have a huge feast. To us all of these different types of foods do not sound to appealing but to this family they greatly appreciated what they had and made the best of it.

Omakayas runs into some very large creatures when she runs out of the camp. What did Omakayas feel that she should warn the creatures about, and what were the creatures? Pages 201–202

She ran into bears. The bears watched her very closely. Omakayas was very unsure of what to give to the bears or even say to them. She spoke from the heart and decided to warn them about "other humans". She mainly warned the bears about her aunt Old Tallow, and how there were traps set out in the woods.



Pinch became very excited when he made his first kill, but something very bad happens to him when he gets to intense. What happened to Pinch and who helps him? Pages 212-213

Pinch was so excited that he bumped into Deydey who was pouring hot boiling syrup into a trough. Pinch began to scream loudly and everyone stared at him. Omakayas began to use the pouch she had to work on Pinch's foot. She uses her senses and decides to use horse mint on Pinch's foot by creating a paste. Omakayas did a great job at comforting Pinch and taking care of his injury.

Omakayas hears sweet music playing so she goes to follow the sound. She lays in a think grassy area where she hears it the best. What is Omakayas reminded of while she is lying in the grassy area? Pages 238-239

Omakayas was reminded of her baby brother Neewo. She felt like she could still here is voice which told her to be happy and live life. Her brother's voice comforted Omakayas and helped heal the wounds of her broken heart.

**Final Assessment for Vocabulary**

**The Birchbark House**

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Write a brief paragraph about *The Birchbark House* that includes at least four of our vocabulary words from the unit.

The words must make sense in your paragraph. Our vocabulary words are:

- |          |            |            |                   |
|----------|------------|------------|-------------------|
| nimble   | harsh      | gloating   | sallow            |
| fragrant | wary       | tentative  | indistinguishable |
| abruptly | scarce     | inevitable | poised            |
| disdain  | agility    | intrigue   | refrain           |
| dappled  | intricate  | taut       | harbored          |
| cringing | remarkable |            |                   |

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2. Which of the following would be the most fragrant?

- a. water
- b. corn
- c. perfume

3. Write a sentence about something that intrigues you or is remarkable to you. Be sure to explain **why** it is remarkable to you.

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4. List three things (they may be from our story) that can be taut.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

5. Finish this sentence:

The boy was gloating because \_\_\_\_\_

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---

6. Write an example of something that would be tentative.

---

---

7. Which of the following shows cringing?

- a. an embarrassed student
- b. a student who made an A on his or her exam

8. How harsh are each of the following?

- a. a suspension for incomplete homework
- b. working lunch to finish incomplete homework
- c. a verbal warning to finish incomplete work

not harsh ----- very harsh

9. Write an example (this may be from our story) of something that is scarce.

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10. Finish this sentence:

The girl harbored ill feelings because \_\_\_\_\_

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### Rubric for Student Performance

	<b>Developing (1 pt)</b>	<b>Meets Standard (2 pts)</b>	<b>Goal (3pts)</b>
<b>Prediction Paragraph</b>	Paragraph addresses two or less items listed in prompt; Many grammatical errors present; Conventions of writing (paragraph indentation, capitalization of proper nouns, etc.) are not demonstrated	Paragraph addresses most items listed in prompt. Few grammatical errors present; Conventions of writing are present, but need improvement	Paragraph addresses all items listed: main characters, purpose for reading, what content will be presented.  No grammatical errors; Clear understanding of conventions of writing demonstrated
<b>Internet Workshop DRS</b>	DRS is incomplete and contains inaccurate information. Spelling and grammar errors are present. The overall appearance is unorganized and attention was not paid to neatness.	DRS is complete and mostly accurate, with notable attention to neatness. Few spelling and grammatical errors present.	DRS is complete and accurate; DRS contains no grammatical or spelling errors. Careful attention was paid to overall neatness and legibility
<b>Vocabulary Activities</b>	All worksheets are not completed and contain several spelling and grammatical errors. The overall neatness of the work was not paid special attention	All worksheets are complete and mostly accurate. Work contains few spelling and grammatical errors.	All worksheets are complete and accurate. Careful thought was demonstrated to produce work that is neat and free of grammatical or spelling errors.
<b>I-Poem</b>	Student did not follow the correct I-Poem format and lacked descriptive words in their work. Spelling and grammatical errors are present.	Student followed the correct I-poem format, and used descriptive words throughout. Few spelling and grammatical errors are present.	Student followed the correct I-Poem format with special attention to detail. Descriptive words from the text are included. Work is free of spelling and grammatical errors.
<b>Compare/Contrast Essay</b>	Student noted one similarity/difference between the two subjects. No specific example was used from the text. Spelling and grammatical errors are present.	Student noted at least two similarities and/or differences between the two subjects; one specific example was used from the text, and few spelling and grammatical errors are present.	Student noted at least three similarities and/or differences between the two subjects; specific examples were cited from the text, and no spelling or grammatical errors are present. The overall neatness and quality of the work is outstanding.
<b>Summative Vocabulary Assessment</b>	Student either did not complete the final vocabulary test or had 3+ errors. The work that was produced had spelling and grammatical errors.	Student completed the final vocabulary test with 1-3 questions inaccurate. The work that was produced had few spelling and grammatical errors.	Student completed the final vocabulary test with complete accuracy. The work that was produced was free of spelling and grammatical errors.

**Total (Of a possible 18 pts) \_\_\_\_\_**

## Reference List for Additional Books

### **1. *Little House on the Prairie*- written by Laura Ingalls Wilder; illustrated by Garth Williams**

©1935 Harper Collins (Harper Trophy) Publishers, INC [First Harper Trophy edition: ©1971]

This is an excellent book of nonfiction for students to read *critically*. The book explains the trials and tribulations of the American westward expansion through the eyes of young Laura Ingalls. The students can read critically to see if the book provides a narrow outlook on the overall concept of westward movement. This book was not chosen as our main novel because it consistently refers to Native Americans as “savages”.

### **2. *American Indian Children of the Past*- written by Victoria Sherrow**

© 1997 Millbrook Press

This is a nonfiction book that ties in the character of Omakayas in *The Birchbark House*. This book also has a wide span of content, with information about several types of Native American tribes, as well as covering a wide range of dates and places. Of these places include: The American Northeast, Southeast, Northwest, and Southwest.

### **3. *Westward To Home: Joshua's Oregon Trail Diary*- written by Patricia Hermes**

©2003 San Val, INC

This is a great work of fiction to include in a multi-text unit that addresses readers of different independent reading levels. This particular book is a grade 3 text, which allows for fifth graders who are below grade level to still get much needed content out of this unit. This text also fits in with our unit because it takes on the topic of the Oregon Trail in a format similar to that of *Little House on the Prairie* or *The Birchbark House*.

### **4. *Next Spring An Oriole*- written by Gloria Whelan**

© 1987 Random House Books for Young Readers

This particular book keeps with the theme of using multi-level books throughout the unit. This is a fiction book that is a beginning chapter book, suitable for readers with a 1-3 grade reading level. The book is not a picture book, which would keep students' morale high while reading this book as part of our westward expansion unit. This book is a great tie-in to our current unit because it takes place in Virginia (close to our current residence), but most importantly Michigan, which is a northern state along the American great lakes, as well as Minnesota, the setting of our main novel *The Birchbark House*.

### **5. *Girl of the Shining Mountains: Sacagawea's Story*- written by Peter and Connie Roop; illustrated by Harry Bliss**

©1999 Hyperion Books

This is an excellent novel that discusses Sacagawea and her exploration with Lewis and Clark. This book is a perfect addition to our current unit for many reasons, the major of which being that it discusses American history, which is a huge strand in the North Carolina Social Studies Standard Course of Study for fifth grade (our target grade level for this unit).

### **6. *The American West: Native Americans, Pioneers and Settlers*- written by Christine Hatt**

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This work of non-fiction is a great tool to use with our unit. The book is very similar to our current main non-fiction book *Children of the Wild West*. This book contains photographs and maps and the text has a certain level of brevity that is appealing to students. The overall quality of this book is excellent would be a great asset to the approach of American Westward Expansion in our classroom.

**7. AMERICAN INDIANS: Stereotypes & Realities- written by Devon A. Mihesuah**

©1996 Clarity Press, INC

Although this book is not a grade level book for fifth graders (it was written for adults), I think that it would be a very good tool to use within this unit. This book addresses stereotypes that are often placed on Native Americans. However, this book does not just explain the stereotypes, it provides information about the Native American culture so that the people who may be guilty of such stereotyping may read and rid themselves of the ignorance for which the stereotype originated. One review of this book suggests that it should be a required reading in elementary and upper grades. I would agree that this work can be a vital part of the current elementary classroom.

**8. *Prairie Songs*- written by Pam Conrad**

©1993 Harper Collins Publishers

This work of historical fiction is very similar to that of *Little House on the Prairie* in many ways, but the most relevance is the idea that this book is in a narrow perspective of a young girl living on the American Prairie. However, this would be a good accompaniment to our unit for the student who was very interested in the topic of westward expansion, and wanted to broaden their horizons with another tale of prairie life. This book would not necessarily be a good whole-group novel, but could certainly play a role in the classroom library, or if a student wanted to learn more about the topic with a home-reading experience outside of the classroom.

# North Carolina Standard Course of Study

Objectives covered throughout this unit

UNIT ACTIVITY	NC SCOS OBJECTIVE; GRADE 5
<p><b>Oregon Trail Internet Workshop</b> and accompanying Data Retrieval Sheet (DRS)</p>	<p>Social Studies: <b>3.02</b> Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.</p>
<p><b>Vocabulary Activities</b> Students use dictionaries to research and define vocabulary terms from the unit texts.</p>	<p>Language Arts <b>1.04</b> Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.</p>
<p><b>I-Poem</b> Students create an I-Poem in the perspective of either a Native American or a frontier settler (based on information from their texts)</p>	<p>Language Arts <b>3.01</b> Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"><li>• analyzing word choice and content.</li><li>• examining reasons for a character's actions, taking into account the situation and basic motivation of the character.</li><li>• creating and presenting a product that effectively demonstrates a personal response to a selection or experience.</li><li>• examining alternative perspectives.</li><li>• evaluating the differences among genres.</li><li>• examining relationships among characters.</li><li>• making and evaluating inferences and conclusions about characters, events, and themes.</li></ul>
<p><b>Compare/Contrast Essay</b> Students create an essay that both compares and contrasts the similarities and differences between the schools of the frontier children noted in the non-fiction text and their current school.</p>	<p>Language Arts <b>5.08</b> Create readable documents through legible handwriting (cursive) and word processing.</p>