**The Wild West**

**In this second six-week unit of second grade, students read literature set in the “Wild West”: chapter books, informational texts, songs, tall tales, and fairy tales.**

* [Show All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_2_unit_2/#top)

**Overview**

* + Building on the shared research in the first unit, students research an interesting person from the 1800s’ “Wild West” and write an informational essay. Students read tall tales, and then discuss where the fiction is stretched beyond belief, and why the tale has been told through the years. Students also read their choice of fantasy and chapter books set in different time periods of life in the west. Finally students will study the art of George Catlin to understand his role in creating historic images of Native Americans.
* [Show All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_2_unit_2/#top)

**Focus Standards**

* + These Focus Standards have been selected for the unit from the Common Core State Standards.
    - **RL.2.9:**Compare and contrast two or more versions of the same story by different authors or from different cultures.
    - **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
    - **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
    - **W.2.2:**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

[Common Core State Standards, ELA](http://commoncore.org/free/resources/CCSSI_ELA_Standards.pdf) (1.5 MB)

* [Show All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_2_unit_2/#top)

**Suggested Student Objectives**

* + - Create a list of collective nouns (e.g., herd, flock) related to life in the West.
    - Read tall tales and learn the distinct characteristics of this type of tale.
    - Compare and contrast an original fairy tale with one that has been rewritten in a western setting.
    - Read about life in the west from multiple perspectives.
    - Research a real person from the 1800s.
    - Write an informational essay based on research about a real person in the 1800s.
    - Read informational texts to answer the questions “who, what, where, when, why, and how.”
    - Consider the contribution made by the artist George Catlin, who captured the way of life of Native Americans of the plains.
    - Read chapter books in the fantasy genre, paying careful attention to the varied voices of the characters.
* [Show All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_2_unit_2/#top)

**Suggested Works**

* + (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

**Literary Texts**

**Stories**

* + - *Cowgirl Kate and Cocoa* (Erica Silverman and Betsy Lewin) (E)
    - *Cowgirl Kate and Cocoa: Partners* (Erica Silverman and Betsy Lewin) (EA)
    - *Ghost Town at Sundown*(Mary Pope Osborne) (EA)
    - *Buffalo Before Breakfast*(Mary Pope Osborne and Sal Murdocca) (EA)
    - *Little Red Riding Hood* (Trina Schart Hyman)
    - *Little Red Cowboy Hat* (Susan Lowell and Randy Cecil)
    - *Little Red Riding Hood: A Newfangled Prairie Tale*(Lisa Campbell Ernst)
    - “The Princess and the Pea”in *Fairy Tales from Hans Christian Anderson* (Hans Christian Anderson)
    - *The Gingerbread Man*(Karen Lee Schmidt)
    - *Justin and the Best Biscuits in the World*(Mildred Pitts Walter and Cathrine Stock)
    - *Dancing with the Indians*(Angela Shelf Medearis)

**Poems**

* + - *How I Spent My Summer Vacation*(Mark Teague)

**Stories (Read Aloud)**

* + - *The Cowboy and the Black-Eyed Pea*(Tony Johnston)
    - *The Gingerbread Cowboy*(Janet Squires and Holly Berry)
    - *The Tortoise and the Jackrabbit*(Susan Lowell)
    - *The Toughest Cowboy: or How the Wild West Was Tamed*(John Frank and Zachary Pullen)

**Native American Stories**

* + - *Gift Horse: A Lakota Story*(S.D. Nelson)
    - *Crazy Horse’s Vision*(Joseph Bruchac, S.D. Nelson, Curtis Zunigha, and Robert Tree Cody)
    - *A Boy Called Slow*(Joseph Bruchac)

**Tall Tales**

* + - *Paul Bunyan*(Steven Kellogg)
    - *John Henry*(Julius Lester and Jerry Pinkney)
    - *Pecos Bill*(Steven Kellogg and Laura Robb)
    - *Johnny Appleseed*(Steven Kellogg)

**Poems (Read Aloud)**

* + - “Buffalo Dusk” (Carl Sandburg)
    - “Home on the Range” (Brewster Higley)

**Songs**

* + - “Git Along, Little Dogies” (Traditional Cowboy Ballad)

**Informational Texts**

**Informational Text**

* + - *Cowboys and Cowgirls: Yippee-Yay* (Gail Gibbons) (EA)
    - *Cowboys*(Lucille Recht Penner)
    - *I Want to Be a Cowboy*(Dan Liebman)
    - *The Very First Americans*(Cara Ashrose)

**Informational Text (Read Aloud)**

* + - *Black Cowboy, Wild Horses: A True Story*(Julius Lester and Jerry Pinkney)
    - *Bill Pickett: Rodeo-Ridin’Cowboy*(Andrea D. and Brian Pinkney)
    - *Wild Tracks! A Guide to Nature’s Footprints*(Jim Arnosky) (E)
    - *B is for Buckaroo: A Cowboy Alphabet* (Louise Doak Whitney and Sue Guy)
    - *Cactus Hotel*(Brenda Z. Guiberson)
    - *Wild West* (DK Eyewitness Books)(Stuart Murray)
    - *You Wouldn’t Want to Live in a Wild West Town!*(Peter Hicks, David Salariya, and David Antram)

Online biographical sources for:

* + - Annie Oakley
    - Buffalo Bill
    - Wild Bill Hickock
    - Will Rogers
    - Kit Carson

**Art, Music, and Media**

**Art**

* + - George Catlin, [*The White Cloud, Head Chief of the Iowas*](http://en.wikipedia.org/wiki/File:George_Catlin_001.jpg) (1830-1870)
    - George Catlin, [*A Comanche Family Outside Their Teepee*](http://www.georgecatlin.org/A-Comanche-family-outside-their-teepee,-1841.html) (1841)
    - Edward S. Curtis, [*Cheyenne Maiden*](http://en.wikipedia.org/wiki/File:Edward_S._Curtis_Collection_People_084.jpg) (1930)
    - Edward S. Curtis,[*A Smoky Day at the Sugar Bowl-Hupa*](http://en.wikipedia.org/wiki/File:A_smoky_day_at_the_Sugar_Bowl--Hupa.jpg) (1923)
    - Frederic Remington,[*Fight For The Water Hole*](http://www.frederic-remington.org/Fight-For-The-Water-Hole.html) (1903)
    - Frederic Remington, [*A Dash for the Timber*](http://en.wikipedia.org/wiki/File:MVI_2809_Remington%27s_A_Dash_for_the_Timber.jpg) (1899)
* [Show All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_2_unit_2/#top)

**Sample Activities and Assessments**

* + **Language / Informational Text**

Create a running list of collective nouns in this unit (e.g., a herd or drove of cows; a herd or band of horses; a flock of sheep; and a band, tribe, or nation of Native Americans).  Keep a growing word bank of people, vocabulary, and phrases that come up in this unit. These might be used in later student writing. (L.2.1b, RI.2.4, L.2.4, L.2.4e)

**Class Discussion / Literature**

Introduce the genre of tall tales by explaining how they are stories about a special kind of hero that is bigger than life. Even though the story is based on a real person, the person is exaggerated to be stronger or bigger than any real hero can ever be. Read about a hero from the 1800s named John Henry. As you read the story, challenge the students to think about the part of the story that is so amazing we know it is not really true. After the children have enjoyed the story, go back through the story and have the students write down one thing that might be real and one thing they think is fantasy. Ask questions such as, “Why do you think we have this tall tale? Why do you think the story has a race between a machine and a human? Why do you think the man beats the machine?” (RL.2.2, SL.2.2)

**Graphic Organizer / Literature**

After reading the fairy tale *The Princess and the Pea,* introduce another version of the story, *The Cowboy and the Black-Eyed Pea.* Before reading the book, challenge the students to think about how the two stories are the same and how they are different. Create a Venn diagram or other graphic organizer to compare and contrast the two stories. Have the children use Post-Its to add their ideas to the Venn diagram. When finished, ask students to use the graphic organizer to construct sentences that describe two ways in which the stories are the same and two ways in which they are different. Continue this activity with other traditional stories and their alternative versions. (RL.2.9, SL.2.2)

**Class Discussion / Informational Text**

*Bill Pickett: Rodeo-Ridin’ Cowboy*(Andrea Davis Pinkney) is a true story of an African-American cowboy. After the story is read, display the same kind of chart from the unit one segment on fiction (see below). Again, remind the students that these are only question stems and must be amplified to focus on the story. Ask students to choose two questions to answer and write on their white boards. Share the responses from the students and add to the class chart. (RI.2.1, SL.2.2)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Who?** | **What?** | **Where?** | **When?** | **Why?** | **How?** |
|  |  |  |  |  |  |

**Class Discussion / Informational Text**

Remind students that when they are doing research in the classroom, they start with a question. Similarly, authors of informational books also begin their work with a question or the desire to explain something. Have the students read an informational book such as *Cowboys and Cowgirls: Yippee-Yay* (Gail Gibbons). After they finish the book, ask students to think about what question the author wanted to answer or what she wanted to explain in this book. When they are finished reading and writing down their questions, begin a discussion on how authors base research in asking and answering questions. (RI.2.6)

**Informational Writing Prompt**

By reading the informational books during this unit, students learn about Native Americans, African Americans, and Caucasians during the 1800s in the “Wild West.” Give the students this prompt: “Write about the person most interesting to you from the Wild West days. Be sure to tell to answer the questions ‘who, what, where, when, why, and how’ as you write about your person. Use online sources and books to do your research.”When students are finished with their research, pair them according to related choices to allow sharing of information. After the first draft is written, have them spend time revising the work with peers or the teacher. (W.2.8, W.2.2, W.2.5, L.2.3)

**Class Discussion / Art Appreciation**

Explain to the students that George Catlin was a famous artist who traveled out west on horseback during the 1800s to paint pictures of Native Americans. Display several of his works. Ask questions such as these:

* + - What do you notice in the paintings?
    - What can you learn about Native Americans by studying these paintings closely?
    - Why do you think these paintings are very important to history? (SL.2.2)

**Dramatization / Fluency**

Introduce the story about a modern day cowgirl, *Cowgirl Kate and Cocoa* (Erica Silverman). Ask students to think, as they read the first chapter, about whether this story could really happen or if it is a fantasy. Ask students to choose one or the other, real or fantasy, and find evidence in the text to support their choice. Use a white board or Post-Its to record their thinking. As they finish reading and writing, pair students to discuss their ideas. After they are finished discussing, ask them to remain partners and to experiment with reading using different voices for different characters in the book. Monitor the reading by listening for reading with expression and character voices. (RL.2.6, RF.2.4)

**Writing / Art Connection**

Select one Curtis and one Catlin work to study. Have the students compare Curtis and Catlin’s approaches to depicting Native Americans. How does Curtis’ use of the environment inform what we learn about the Native Americans shown?

**Contextual Research Project / Art Connection**

Select two works to study. As a class, create a list of questions about the subjects of the works or about the artist.  Select questions for research as a class. Choose books and Internet resources for the students to use for conducting their research. Have the students compile and share their findings with the class.

* [Show All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_2_unit_2/#top)

**Additional Resources**

* + - [Cowboys and Fairy Tales: Interacting With Fractured Texas Tales](http://www.readwritethink.org/classroom-resources/lesson-plans/cowboys-castles-interacting-with-156.html) (ReadWriteThink) (RL.2.9, W.2.3)  
      Note: This lesson explores the way versions of fairy tales are created and challenges the students to create one of their own
    - [An Interactive Biographical Dictionary Profiling Men and Women Portrayed in "The West"](http://www.pbs.org/weta/thewest/people/) (PBS) (W.2.8)
    - George Catlin, [Various paintings of Native Americans](http://www.georgecatlin.org/) (1796-1872)
* [Show All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_2_unit_2/#top)

**Terminology**

* + - biography
    - characters
    - collective nouns
    - compare
    - contrast
    - expression
    - fantasy
    - fluency
    - point of view
    - real
    - tall tale
    - Venn diagram
* [Show All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_2_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_2_unit_2/#top)

**Making Interdisciplinary Connections**

* + **This unit teaches:**
    - **Art**: George Catlin
    - **Geography**: the western U.S.
    - **History**: American westward expansion (e.g., the role of the railroad) and Native Americans (e.g., Plains Indians and the effect of the railroad on Native American communities)

**This unit could be extended to teach:**

* + - **History**: American westward expansion (e.g., the steamboat, wagon trains, the Pony Express) and Native Americans (e.g., Sequoyah and the “Trail of Tears”)
    - **Science**: Simple Machines, as used by the Native Americans, and technology related to westward movement (e.g., arrows and wagon wheels)

[Previous](http://commoncore.org/free/index.php/maps/grade_2_unit_1/) [Next](http://commoncore.org/free/index.php/maps/grade_2_unit_3/)