

Westward Expansion

Tell It Again!™ Read-Aloud Anthology



Core Knowledge Language Arts® • New York Edition • Listening & Learning™ Strand



Core Knowledge®

GRADE 2



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Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Westward Expansion

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Westward Expansion

	Lesson								
	1	2	3	4	5	6	7	8	9
Core Content Objectives									
Describe a pioneer family's journey westward	✓					✓			
Describe family life on the frontier	✓								
Explain the significance of the steamboat		✓							
Identify Robert Fulton as the developer of the steamboat		✓							
Identify steamboats, canals, and trains as new means of travel that increased the movement of people west		✓	✓					✓	
Describe the importance of canals			✓						
Identify the Erie Canal as the most famous canal built during the Canal Era			✓						
Demonstrate familiarity with the song "The Erie Canal"			✓						
Explain the significance of Sequoyah's invention of the Cherokee writing system				✓					
Explain why writing was important to Sequoyah and the Cherokee				✓					
Describe the Cherokee writing system in basic terms				✓					
Explain that the U.S. government forced Native Americans from their lands					✓				✓
Identify the Trail of Tears as a forced march of the Cherokee					✓				
Identify the Oregon Trail as a difficult trail traveled by wagon trains						✓			
Identify the Pony Express as a horseback mail delivery system							✓		
Identify steamboats, canals, and trains as new means of travel that increased the movement of people west								✓	
Identify the transcontinental railroad as a link between the East and the West								✓	

**Alignment Chart for
Westward Expansion**

Lesson

	1	2	3	4	5	6	7	8	9
Identify “iron horse” as the nickname given to the first trains in America								✓	✓
Explain the advantages of rail travel								✓	
Demonstrate familiarity with the song “I’ve Been Working on the Railroad”								✓	
Explain that westward expansion meant displacement of Native Americans									✓
Explain that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land									✓
Describe the effect of diminishing buffalo on the life of Plains Native Americans									✓

Reading Standards for Literature: Grade 2

Key Ideas and Details

STD RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.								
CKLA Goal(s)	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song			✓					✓

Reading Standards for Informational Text: Grade 2

Key Ideas and Details

STD RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.								
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud					✓			
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships					✓			
STD RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.								
CKLA Goal(s)	Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text		✓	✓	✓	✓	✓	✓	✓

**Alignment Chart for
Westward Expansion**

Lesson

		1	2	3	4	5	6	7	8	9
STD RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.									
CKLA Goal(s)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud	✓	✓	✓	✓	✓	✓	✓	✓	
Craft and Structure										
STD RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.									
CKLA Goal(s)	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions						✓			
Integration of Knowledge and Ideas										
STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.									
CKLA Goal(s)	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud	✓	✓	✓	✓	✓	✓	✓	✓	
STD RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.									
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds			✓		✓			✓	
Range of Reading and Level of Text Complexity										
STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.									
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4						✓			
Writing Standards: Grade 2										
Text Types and Purposes										
STD 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.									
CKLA Goal(s)	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section	✓	✓	✓	✓	✓			✓	✓

**Alignment Chart for
Westward Expansion**

Lesson

		1	2	3	4	5	6	7	8	9
Research to Build and Present Knowledge										
STD W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).									
CKLA Goal(s)	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)						✓			
STD W.2.8	Recall information from experiences or gather information from provided sources to answer a question.									
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds	✓		✓			✓	✓	✓	✓
	With assistance, categorize and organize facts and information within a given domain to answer questions	✓					✓			
	Generate questions and gather information from multiple sources to answer questions						✓			
Speaking and Listening Standards: Grade 2										
Comprehension and Collaboration										
STD SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.									
STD SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).									
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.						✓			
STD SL.2.1b	Build on others’ talk in conversations by linking their comments to the remarks of others.									
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age						✓			
STD SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.									
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud						✓			
STD SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.									
CKLA Goal(s)	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud						✓			

**Alignment Chart for
Westward Expansion**

Lesson

		1	2	3	4	5	6	7	8	9
STD SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.									
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue	✓	✓		✓		✓			✓
Presentation of Knowledge and Ideas										
STD SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.									
CKLA Goal(s)	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences				✓					
STD SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.									
CKLA Goal(s)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	✓	✓	✓	✓	✓		✓	✓	✓
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)									
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification									

Language Standards: Grade 2

Vocabulary Acquisition and Use

STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.									
STD L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).									
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/ informational read-alouds and discussions								✓	

**Alignment Chart for
Westward Expansion**

Lesson

		1	2	3	4	5	6	7	8	9
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.									
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).									
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>)									
	Provide synonyms and antonyms of selected core vocabulary words								✓	
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions		✓	✓						
STD L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).									
CKLA Goal(s)	Learn the meaning of common sayings and phrases				✓					
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)									
Additional CKLA Goals										
	Prior to listening to a read-aloud, identify orally what they have learned that may be related to the specific read-aloud	✓								✓
	Share writing with others	✓	✓	✓	✓	✓		✓	✓	✓

These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Westward Expansion

This introduction includes the necessary background information to be used in teaching the *Westward Expansion* domain. The *Tell It Again! Read-Aloud Anthology for Westward Expansion* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

Week One				
Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1A: "Going West" (40 min.)	Lesson 2A: "Mr. Fulton's Journey" (40 min.)	Lesson 3A: "The Journal of a Twelve-Year-Old on the Erie Canal" (40 min.)	Lesson 4A: "The Story of Sequoyah" (40 min.)	Lesson 5A: "The Trail of Tears" (40 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6	Day 7	Day 8	Day 9	Day 10
Pausing Point (60 min.)	Lesson 6A: "Westward on the Oregon Trail" (40 min.)	Lesson 7A: "The Pony Express" (40 min.)	Lesson 8A: "Working on the Transcontinental Railroad" (40 min.)	Lesson 9A: "The Buffalo Hunters" (40 min.)
	Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three		
Day 11	Day 12	Day 13
Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)
60 min.	60 min.	60 min.

ⓐ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk or the Tell It Again! Flip Book** for *Westward Expansion*
- *Tell It Again! Image Cards* for *Westward Expansion*
- *Tell It Again! Supplemental Guide* for *Westward Expansion*

*The *Tell It Again! Multiple Meaning Word Posters* for *Westward Expansion* is found at the end of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 2)*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

Why Westward Expansion Is Important

This domain will introduce students to an important period in the history of the United States—the time of westward expansion during the 1800s. Students will learn why pioneers were willing and eager to endure hardships to move westward. Your class will learn about important innovations in both transportation and communication during that period, which greatly increased the movement of people westward. More specifically, students will learn about Fulton’s steamboat, the Erie Canal, the transcontinental railroad, and the Pony Express. Students will also come to understand the hardships and tragedies that Native Americans endured because of westward expansion. This domain will build the foundation for learning about *The U.S. Civil War* and *Immigration* later in Grade 2 as well as for learning about other periods of American history in future grades. Students will study westward expansion in greater depth in Grade 5.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Westward Expansion*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

Native Americans (Kindergarten)

- Recall that Native Americans were the first inhabitants of North America
- Explain that there are many tribes of Native Americans
- Identify the environment in which the Lakota Sioux lived
- Identify the Lakota Sioux as a nomadic tribe
- Describe the food, clothing, and shelter of the Lakota Sioux
- Explain the importance of the buffalo to the Lakota Sioux
- Explain that Native Americans still live in the U.S. today

Columbus and the Pilgrims (Kindergarten)

- Explain why Columbus called the land “India” and the inhabitants “Indians”

Colonial Towns and Townspeople (Kindergarten)

- Explain that long ago, during the colonial period, families who lived in the country on farms were largely self-sufficient, and that this meant all family members had many daily responsibilities and chores
- Identify reasons why people who lived in the country traveled to town

Presidents and American Symbols (Kindergarten)

- Recognize Thomas Jefferson as the third president of the United States
- Identify Thomas Jefferson as the primary author of the Declaration of Independence

- Describe the purpose of the Declaration of Independence as a statement of America’s liberty
- Identify Abraham Lincoln as an important president of the United States

Early American Civilizations (Grade 1)

- Explain the importance of hunting among early peoples
- Explain that a shift occurred from hunting and gathering to farming among early peoples

Animals and Habitats (Grade 1)

- Explain why and how habitat destruction can cause extinction

A New Nation (Grade 1)

- Describe how the thirteen English colonies in America evolved from dependence on Great Britain to independence as a nation
- Locate the thirteen original colonies on a map
- Describe the contributions of Thomas Jefferson as Patriot, inventor, writer, the author of the Declaration of Independence, and the third president of the U.S.
- Explain the significance of the Declaration of Independence
- Identify “We hold these truths to be self-evident, that all men are created equal . . . ” as a part of the Declaration of Independence
- Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen English colonies in America to independence as a nation

Frontier Explorers (Grade 1)

- Locate the Appalachian Mountains on a map
- Recall basic facts about Daniel Boone
- Describe Daniel Boone as a trailblazer
- Identify to what the phrase *Wilderness Road* refers
- Locate the Mississippi River on a map
- Locate the Rocky Mountains on a map
- Explain why Thomas Jefferson wanted to purchase New Orleans

- Identify and locate the Louisiana Territory on a map
- Explain the significance of the Louisiana Territory and Purchase
- Explain the reasons that Lewis and Clark went on their expedition
- Explain that there were many, many Native American tribes living in the Louisiana Territory before the Lewis and Clark expedition
- Recall basic facts about Lewis and Clark's encounters with Native Americans
- Explain why and how Sacagawea helped Lewis and Clark

Core Vocabulary for Westward Expansion

The following list contains all of the core vocabulary words in *Westward Expansion* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

campfire

settled

sights

sympathy

wagon train

Lesson 2

design

inventor

steamboats

voyage

Lesson 3

Erie Canal

freight

tow

transport

Lesson 4

approach

concluded

create

generations

interacting

Lesson 5

encountered

forced

insisted

miserable

relocate

Lesson 6

hardships

ruts

scout

steep

territory

steep

Lesson 7

endurance

landmark

route

venture

Lesson 8

ancestor

convenient

iron horse

spanned

transcontinental
railroad

Lesson 9

bison

charged

skilled

solemnly

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Westward Expansion*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Westward Expansion*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help

students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Westward Expansion

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Trade Book List

1. *Americans Move West*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050195
2. *Buffalo Before Breakfast (Magic Tree House, No. 18)*, by Mary Pope Osborne (Random House, 1999) ISBN 978-0679890645
3. *The Buffalo Storm*, by Katherine Applegate and illustrated by Jan Ormerod (Clarion Books, 2007) ISBN 978-0618535972
4. *Daily Life in a Covered Wagon*, by Paul Erickson (Puffin Books, 1997) ISBN 978-0140562125

5. *Dancing Teepees: Poems of American Indian Youth*, selected by Virginia Driving Hawk Sneve and illustrated by Stephen Gammell (Holiday House, 1989) ISBN 978-0823407248
6. *Dandelions*, by Eve Bunting and illustrated by Greg Shed (Sandpiper, 2001) ISBN 978-0152024079
7. *Food and Recipes of the Westward Expansion*, by George Erdosh (The Rosen Publishing Group, Inc., 1997) ISBN 978-0823951154
8. *Frontier Women Who Helped Shape the American West*, by Ryan Randolph (The Rosen Publishing Group, Inc., 2005) ISBN 978-1404255470
9. *Ghost Town at Sundown (Magic Tree House, No. 10)*, by Mary Pope Osborne (Random House Books for Young Readers, 1997) ISBN 978-0679883395
10. *Going West*, by Jean Van Leeuwen and illustrated by Thomas B. Allen (Puffin Books, 1992) ISBN 978-0140560961
11. *Going West*, by Laura Ingalls Wilder and illustrated by Renee Graef (HarperCollins, 1997) ISBN 978-0064406932
12. *If You Traveled West in a Covered Wagon*, by Ellen Levine and illustrated by Elroy Freem (Scholastic, Inc., 1992) ISBN 978-0590451581
13. *I Have Heard of a Land*, by Joyce Carol Thomas and illustrated by Floyd Cooper (HarperCollins, 2000) ISBN 978-0064436175
14. *Life in the West (A True Book)*, by Teresa Domnauer (Scholastic Inc., 2010) ISBN 978-0531212462
15. *Life on a Pioneer Homestead*, by Sally Senzell Isaacs (Heinemann Library, 2001) ISBN 978-1588103000
16. *Mailing May*, by Michael O. Tunnell and illustrated by Ted Rand (Greenwillow Books, 1997) ISBN 978-0064437240
17. *Meet Kirsten*, by Janet Shaw and illustrated by Renee Graef (American Girl, 1988) ISBN 978-0937295014
18. *A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840*, by Barbara Greenwood and illustrated by Heather Collins (Houghton Mifflin, 1994) ISBN 978-0395883938

19. *Pioneer Cat*, by William H. Hooks (Random House, 1988) ISBN 978-0394820385
20. *Rachel's Journal: The Story of a Pioneer Girl*, by Marissa Moss (Sandpiper, 2001) ISBN 978-0152021689
21. *The Santa Fe Trail*, by Ryan P. Randolph (The Rosen Publishing Group, Inc., 2003) ISBN 978-0823962921
22. *Twister on Tuesday (Magic Tree House, No. 23)*, by Mary Pope Osborne and illustrated by Sal Murdocca (Random House Books for Young Readers, 2001) ISBN 978-0679890690
23. *Wagon Wheels*, by Barbara Brenner and illustrated by Don Bolognese (HarperCollins, 1984) ISBN 978-0064440523
24. *Westward Expansion (A True Book)*, by Teresa Domnauer (Scholastic Inc., 2010) ISBN 978-0531212493

Erie Canal

25. *The Amazing Impossible Erie Canal*, by Cheryl Harness (Aladdin Paperbacks, 1999) ISBN 978-0689825842

Robert Fulton

26. *Making It Go: The Life and Work of Robert Fulton*, by Don Herweck (Teacher Created Materials, 2008) ISBN 978-0743905787
27. *Robert Fulton*, by Lola Schaefer (Pebble Books, 2000) ISBN 978-0736887311
28. *Robert Fulton: Engineer of the Steamboat*, by Don Herweck (Compass Point Books, 2009) ISBN 978-0756539610
29. *Robert Fulton's Steamboat*, by Renée C. Rebman (Compass Point Books, 2008) ISBN 978-0756533519
30. *What's So Great About . . . ? Robert Fulton*, by Jim Whiting (Mitchell Lane Publishers, 2007) ISBN 978-1584154785

Oregon Trail

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41. *If You Lived with the Cherokees*, by Peter and Connie Roop and illustrated by Kevin Smith (Scholastic, Inc., 1998) ISBN 978-0590956062
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50. *The Transcontinental Railroad (True Books: Westward Expansion)*, by John Perritano (Children’s Press, 2010) ISBN 978-0531212486

Websites and Other Resources

Teacher Resources

1. Interactive Map: Westward Expansion
<http://bit.ly/XYmKBy>
2. The Invention of the Steamboat
http://www.pbs.org/wnet/newyork/laic/episode1/topic7/e1_t7_s3-is.html
3. “Trail Kids”
<http://on.doi.gov/Z71RQE>
4. “Inventions: Transportation” Pictures
<http://bit.ly/YYaFeC>
5. The Erie Canal
<http://bit.ly/ZjpiMJ>

Audio with video

6. “The Erie Canal Song,” by Thomas S. Allen
<http://www.youtube.com/watch?v=HcNJ2RMOd3U>
7. “The Erie Canal Song,” by Thomas S. Allen
<http://www.youtube.com/watch?v=vQE2sNfYXpg>
8. “I’ve Been Working on the Railroad”
<http://www.youtube.com/watch?v=7IDfDtJYF8>