

Lesson Extension Ideas

Traveling Trunk: *A Tale of Two Cities*

**Although this trunk could be used with younger students, it is recommended that the following activities begin at 3rd grade. Each activity below is justified with the Kansas Common Core State Standards focusing at grade levels 3-5. However, modifications could be made for other levels; it is up to the educational professional to determine appropriate CCSS activities for lower or higher grade levels.*

Reading & Language Arts

Vocabulary: bartered, steamboat, merchandise, plains, flickering, keepsakes mud houses, turkey beard, prairie dogs, gutter, Benjamin Franklin, William Becknell
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- With partners or in small teams, **use beginning dictionaries** to check spelling and determine meaning of targeted vocabulary (L3.2f, 3.2g, 3.4d, 5.2, 5.2e, 5.4; RI3.4, 4.4, 4.4c, 5.4). Using a **projected online dictionary** is fun as well (<http://www.merriam-webster.com/dictionary/student>); this can give the students another audio free from accents.
- Students fold a piece of paper in 4 squares. Students choose 4 vocabulary words to work with. For each word, they **write a detailed sentence and illustrate it**. The sentence and illustration really need to show the meaning of each word (L3.1-3.6, 4.1-4.6, 5.1-5.6; RL3.4, 4.4, 5.4). Students fold a paper into thirds and trace the folds with pencil. Students then analyze the vocabulary words and come up with 3 categories. They might have to do with parts of speech, definition, word structure, etc. They **sort the words and then explain the category and why it works** at the bottom of each column. (L3.1-3.6, 4.1-4.6, 5.1-5.6).
- Use the words: steamboat, plains, mud houses, turkey beard, prairie dogs (and other words at your discretion). Teach a **mini-lesson on regular and irregular plural nouns** (L3.1b).
- Use the words: bartered and flickering. Teach a **mini-lesson on use of simple verb tenses**.
- Teach a **mini-lesson on coordinating and subordinating conjunctions**. Give each student a copy of the journal story. Have them highlight all conjunctions (L3.1h).
- Teach a **mini-lesson on prepositional phrases**. Give each student a copy of the journal story. Have them highlight all prepositional phrases (L4.1e).
- **Mini-lesson on quotations**. Show example of Mr. Becknell speaking to George at the end of the story. Have students get with a partner with one piece of paper. Silently for 5 minutes, students must carry on a *written* conversation with their partner. When done, students should work together with partner to correctly punctuate and add clarification words on who said what (example: "I really liked the story," said Ann.) (L4.2b).

- Challenge your students to **write 3-5 words in Spanish and/or French**—extra credit if illustrated, too. Digital dictionaries or language dictionaries will be needed (L3.4d, 4.4c, 5.4c).
- **Mini-lesson on punctuation of items in a series.** Use the types of animals found in Kansas as an example (prairie dog, jackrabbits, wild horses). Have students construct own list of “items I would pack for my trip along the Santa Fe Trail” (L5.2a).

Read the Story

Options: Ranger Visitation upon Request or Teacher-Led

- As the story is read, the leader will stop at appropriate places to share visually artifacts and/or photos (hardcopy or virtual) that enhance the storyline. Students will **participate in a collaborative conversation** (SL3.1-3.3, 4.1-4.3, 5.1-5.3, 3.6, 4.6, 5.6).
- Upon completion of the story, students may be paired up with partners and/or small teams. Each student is given 1-3 “**Talking Chips**” (or SILVER coins!). Students are to take turns recounting key ideas or details from the story. Students are only allowed 1-3 opportunities to share in the discussion (SL3.4, 4.4, 5.4; RL3.1, 4.1, 5.1).
- Print off the journal story. During one-on-one time, ask each student their favorite part of the story. Have that student **read that passage aloud to you; record** on ipod, ipad, or computer. Play it back to the student and discuss key teaching points such as fluency rate, articulation, and word attack (SL3.5, 4.5)

Writing

- Assign a specific writing prompt or leave as free-choice; students are to include at least **5 vocabulary words in a quick narrative** (W3.3, 3.4, 4.3, 4.4, 5.3; L3.2, 4.2, 5.2, 3.3a, 4.3a). **Type finished product** if applicable (W 3.6, 4.6, 5.6).
- George received his treasure chest for his eleventh birthday. Have students think of all their past birthday presents. Ask them to **write an opinion piece on their favorite birthday gift and explain why** (W3.1, 3.4, 3.5, 4.1, 4.4, 4.5, 5.1, 5.4, 5.5; L3.2, 3.3a, 4.2, 4.3a, 5.2). When all students have completed the task, students can **share their work aloud** (SL3.1b, 4.1b, 5.1b).
- At the end of the story, you realize that George is an old man now. Fold a piece of paper in half. On one side, the student is to draw what they think George looked like at age 12 in the 1800s; on the other side, the student should draw George as an old man. On another piece of paper, students are to **write from George’s perspective what his life was like once he grew up** (W3.3, 3.4, 4.3, 4.4, 5.3, 5.4).

History/Social Studies

- Print off the pictures from the Virtual Trunk: let students take turns with a partner during work time to **practice retelling the story** (SL3.1, 3.2, 4.1, 4.2, 5.1, 5.2; RL 3.1, 3.7, 4.1, 4.7, 5.1; 3rd gr. Geography- cultures, customs, immigrants; 4th gr. History-commerce, midwest, Kansas; 4th gr. Geography-cultures, customs, Mexicans).

- (<http://antiquemapsandworksonpaper.blogspot.com/2012/02/old-santa-fe-trail.html>) Print off a map of the Santa Fe Trail; **mini-lesson on map skills**. Highlight and add the following: title, symbols, legend, compass rose, cardinal directions, grid system, measurement/scale. Locate and label: Franklin, MO, Comanche Country, Arkansas River, San Miguel, NM; define and explain **duties of a cartographer** (3rd gr. Geography-concept of mapping, cartographers; 4th gr. Geography-physical features).
- **Mini-lesson on supply and demand**; define and discuss: consumer, producer, spender, saver, lender, investor. Identify who filled these roles on the Santa Fe Trail (3rd gr. & 4th gr. Economics).
- **Provide a variety of trade books and nonfiction books** for students to investigate Benjamin Franklin, William Becknell, steamboats, the Santa Fe Trail, Wagon Trains, etc. Encourage students to analyze information gained to be able to engage in a verbal **dialogue and to make connections between the historical events** of the pioneer lifestyle with that of modern day America (RL 3.1, 3.2, 4.1, 4.2, 5.2; RI3.3, 4.3, 5.3).

Math

- **Mini-lesson on graphs**: the story mentioned some animals found in Kansas: prairie dogs, jackrabbits, and wild horses. Give each student a med-lg sticky note. Have each student draw on the sticky note their favorite animal out of those choices. On one large piece of chart paper, create a class picture graph of Favorite Kansas Prairie Animals; then have students independently convert the data into a bar graph (3MD3).
- Use individual white boards, chalk boards or math journals. The Santa Fe Trail was 900 miles one way. Have students calculate the round trip mileage. Next, have students do the same with the round trip mileage if traveled 2 times a year, then three times a year, etc. Each time they should **write the number with numerals, spell it, then write it in expanded form** (4NBT2).
- Use individual white boards, chalk boards or math journals. In the story, Mr. Becknell purchased \$500 worth of trade goods from Father's store. Give students random prices of goods (example: \$2.32 for 3 sacks of flour). Have students **round to a designated place value** (round to the nearest dollar or ten cents). (4NBT3)

Science

- Mini-lesson on note-taking; through use of various resource materials, students will take notes as you explore the scientific contributions of Benjamin Franklin (SL3.2W3.8; Gr. 3-4 gr.-Stand. 7, Ben. 1; 5th gr.-Stand. 7, Ben. 2); compare and contrast *pioneers of science* to *pioneers of the west* (RL5.4).

Resources

- Fort Larned Adventures, Dave Webb; Comanche Press, Protection, KS; 1996 (available at www.amazon.com).
- www.ksde.org (Kansas State Department of Education).
- *Balanced Literacy*, Sharon Skidmore & Jill Graber; Kagen Publishing; 2010.
- Various teaching resources.