THEME 5: One Land, Many Trails
CHALLENGE ACTIVITIES FOR

One Land, Many Trails

Selections
1 A Boy Called Slow
2 Pioneer Girl
3 Black Cowboy, Wild Horses
4 Elena
1. Scenes from the Old West

**Materials:** copy machine

**DAY 1**

**Discussing Scenes**

Refer students to “Focus on Plays” in *Theme 4: Person to Person.* Have them use the play on pages 442–459 as a model. If *Read Aloud Plays: Pioneers* by Dallas Murphy is available, tell students they may use the plays in this book as models as well.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Writing and Rehearsing**

Check in with students to help them keep the scenes short and the action obvious. Give students time to rehearse. Remind them to practice always facing the audience and to speak clearly.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Share What You Know**

Have the group present their play to the class.

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**Expected Outcome**

A good play will

- ✓ use parts of the story that work in a play format
- ✓ use dialogue and actions to tell the story
2. Written Portrait  60 MINUTES  INDIVIDUAL  PAIR
(Social Studies)
Materials: an encyclopedia and other books about Sitting Bull

Ask volunteers to share their portrait with the class.

3. Different Times, Different Lives  60 MINUTES  INDIVIDUAL  PAIR
(Challenge Theme Paperback)
(Social Studies)

Remind students to compare and contrast corresponding details for each boy. Tell them to use a topic sentence to state their main idea at the beginning of each paragraph.

English Language Learners: Have students review their research in pairs.

Additional Independent Work

Connecting/Comparing Literature ★

Have students compare the Leveled Reader selection Chief Joseph with the anthology selection A Boy Called Slow, using what they have learned about Drawing Conclusions. Students may discuss or write about their comparisons.

Other Activities

- Theme 5 Assignment Cards, 2, 3, 4
- TE p. 484, Literature Discussion
- TE p. 491, Art
- TE p. 491E, Challenge Word Practice
- TE pp. R9, R17, Challenge
- Education Place: www.eduplace.com
- More activities related to A Boy Called Slow
- Accelerated Reader®, A Boy Called Slow

Expected Outcome

A good profile will include
✔ accurate facts about Sitting Bull's life
✔ a thematic focus

A good compare-and-contrast essay will
✔ include appropriate information from the literature
✔ be clearly organized
1. The Prairie in Pictures

**Materials:** art paper, drawing materials, and stapler

**Challenge Master CH 5–3**

**1. The Prairie in Pictures**

**150 MINUTES  INDIVIDUAL  SMALL GROUP**

**Expected Outcome**

A good picture book will include
- detailed pictures that show key events in the story
- a demonstrated understanding of how words and actions can be translated into pictures

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**Materials:** art paper, drawing materials, and stapler

**Choose the Events**

Help students with criteria for choosing events. For example, what events could be left out without changing the outcome of the story?

**English Language Learners:** Pair beginners with more advanced students.

**Draw Your Pictures**

Point out that book illustrators decide which details are important for "telling" an event. Show illustrations for familiar stories to discuss this idea.

**Put Them Together**

Arrange for students to use the book to tell the story to children in earlier grades.
2. Prairie Flyer  60 MINUTES  INDIVIDUAL  PAIR

**Materials:**  art paper, drawing materials

Students can create their flyers using computer graphics. They might also want to add a floor plan of a prairie homestead to their flyers. If necessary, go over the following:

- Overgeneralization
- Testimonial
- Bandwagon
- Transfer
- Faulty Cause and Effect

Display flyers on a classroom bulletin board.

3. High Elk’s Treasure  60 MINUTES  INDIVIDUAL

*Expected Outcome*

A good report will include:
- details from the story about the parfleche and pictograph
- first-person point of view

*(Challenge Theme Paperback)*

Direct students to the parfleche and pictograph on page 91 of the story. Ask volunteers to share their reports with the class.

**Additional Independent Work**

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection *C. W. Post, A Pioneer in His Time* with the anthology selection *Pioneer Girl*, using what they have learned about Propaganda. Students may discuss or write about their comparisons.

**Other Activities**

- Challenge Theme Paperback, *High Elk’s Treasure*
- Theme 2 Assignment Cards 6, 7, 8
- TE p. 512, Literature Discussion
- TE p. 519, Science
- TE p. 519E, Challenge Words Practice
- TE pp. R6, R11, R19, Challenge
- Education Place: www.eduplace.com
- More Activities related to *Pioneer Girl*
- Accelerated Reader®, *Pioneer Girl*
SELECTION 3: Black Cowboy, Wild Horses

1. Ranching on Exhibit 150 MINUTES  SMALL GROUP
(Social Studies)

Materials: encyclopedia or other reference book, drawing paper, paints, crayons, markers, glue, and scissors

DAY 1

Propose the Exhibits
Have students recall visits to museums to give them ideas for making their exhibits interactive.

DAY 2

Students continue to work on this project.

DAY 3

Sketch Your Ideas
Check with students on the progress of their exhibits. Remind them to assign tasks fairly.

DAY 4

Students continue to work on this project.

DAY 5

Display Your Exhibit
Allow time for students to provide tours. Tell students on the tour to ask questions about the exhibits.

Expected Outcome
A good exhibit will include
✔ a well-planned sketch
✔ an understanding of ranching
✔ creative ideas for including museum visitors

Sketch Your Ideas
Make detailed sketches of your exhibit ideas. Label all parts. Meet as a group to talk about which of the sketches the group could make into a classroom exhibit. What materials are you gathering? What task could each member do?

Display Your Exhibit
Plan and create your exhibit. When finished, give a "guided tour" to the class.

TIPS
• Remember that interactive exhibits usually involve more than one of your five senses.
• Allow each group member to "guide" their exhibit.

Propose the Exhibits
Imagine a ranching museum that puts visitors in the Old West. Review Black Cowboy, Wild Horses. Working with a small group of classmates, jot down ideas for exhibits that would be fun and also teach about ranching. For example, how might an exhibit show tracking a mustang herd? As a group, talk about ways that exhibits could be interactive. Decide on exhibits your museum would include. Then research answers to these and other questions about ranching in the past:
• What gear did ranchers use?
• How did they dress and what did they eat?

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2. I Was Wondering . . .

Ask volunteers to share their letters with the class.


Materials: encyclopedia or other books about horses

Remind students that their paragraphs should explain each step clearly and in order. Allow class time for students to read each other’s manuals.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection George Catlin, Frontier Painter with the anthology selection Black Cowboy, Wild Horses, using what they have learned about Making Judgments. Students may discuss or write about their comparisons.

Other Activities

- Theme 3 Assignment Cards 10, 11, 12
- TE p. 540, Literature Discussion
- TE p. 547, Social Studies
- TE p. 547E, Challenge Words Practice
- TE pp. R13, R21, Challenge
- Education Place: www.eduplace.com
  More activities related to Black Cowboy, Wild Horses
- Accelerated Reader®, Black Cowboy, Wild Horses

Expected Outcome

A good letter will include
- questions for the writer
- friendly language
- a heading, greeting, body, closing, and signature

A good manual will include
- helpful tips for training and handling horses
- pictures to clarify the process
- a how-to paragraph on each topic with clearly ordered steps

Challenge Master CH 5–6

Expected Outcome

A good manual will include
- helpful tips for training and handling horses
- pictures to clarify the process
- a how-to paragraph on each topic with clearly ordered steps

Expected Outcome

A good letter will include
- questions for the writer
- friendly language
- a heading, greeting, body, closing, and signature

Expected Outcome

A good manual will include
- helpful tips for training and handling horses
- pictures to clarify the process
- a how-to paragraph on each topic with clearly ordered steps
**1. Musical Narrative**

**Materials:** tapes or CDs of instrumental music, tape recorders with earphones, and blank audiotapes

**DAY 1**

**Write the Narrative**

- Review point of view with students if necessary. Remind them to choose events that involve their character.

**English Language Learners:** Pair beginners with advanced students.

**DAY 2**

- Students continue to work on this project.

**DAY 3**

**Choose the Music**

- Instruct students to listen to their music through earphones so they do not disturb the rest of the class. When it comes time to make their recording, have them work in a separate space.

**DAY 4**

- Students continue to work on this project.

**DAY 5**

**Share Your Narrative**

- Allow time for students to present their narratives. Tell both students to practice with the music and to help each other.
2. Historical Fiction

(Social Studies)

Materials: encyclopedia, other reference sources, and Graphic Organizer Master 3

Ask volunteers to share their stories with the class. As an additional activity, have students illustrate their stories.

3. Temperature Line Graph

(Math) (Science)

Materials: an almanac, graph paper, and markers or colored pencils

You might want to review line graphs with students. Display graphs on a classroom bulletin board.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Gunpowder and Tea with the anthology selection Elena, using what they have learned about Story Structure. Students may discuss or write about their comparisons.

Other Activities

- Theme 5 Assignment Cards, 14, 15, 16
- TE p. 562, Literature Discussion
- TE p. 569, Cultural Celebrations
- TE p. 569E, Challenge Word Practice
- TE pp. R13, R21, Challenge
- Education Place: www.eduplace.com

More activities related to Elena

- Accelerated Reader®, Elena

Expected Outcome

A good story will include
✔ a complete story map
✔ details based on historical facts
✔ a problem and a resolution

A good line graph will include
✔ accurate data clearly presented
✔ a title that explains the graph’s purpose
✔ a color key