

Motivation Reading™

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Unit Six

*A Smile on the Chisholm Trail and Drama on the Chisholm Trail***Getting Started****Introduction**

This unit contains a story and a drama that provide different versions of the same events. “A Smile on the Chisholm Trail” and “Drama on the Chisholm Trail” tell the story of Jake Bennett’s experiences as a cowboy on a cattle drive. A cross-curricular connection might focus on American history during the time of Westward Expansion.

Building Background Knowledge

Introduce this unit by posting a group *K-W-L* chart on the topic of cattle drives. Instruct students to use sticky notes to record what they know and what they want to learn about cattle drives. Allow students to place sticky notes on the chart. During the unit, have students add new learnings to the chart.

(DOK 2, Bloom’s Level: Comprehension/Understand)

Suggested Formative Assessment

Have students create booklets that contain facts about cattle drives. Direct students to explain the importance of cattle drives in American history. Review student responses to determine individual student understanding of cattle drives.

(DOK 3, Bloom’s Level: Comprehension/Understand)

Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

Cowboys on the Western Trail – Eric Oatman

Teddy’s Cattle Drive – Marc Simmons

Get Along, Little Dogies: The Chisholm Trail Diary of Hallie Lou Wells – Lisa Waller Rogers

Billy Blackfeet in the Rockies – Marc Simmons

Why Cowboys Sleep with Their Boots On – Laurie Lazzaro Knowlton

Cowboys – Lucille Recht Penner

Kidpreneurs: Young Entrepreneurs With Big Ideas! – Adam Toren and Matthew Toren

Entering the World of Work – Grady Kimbrell

Better Than a Lemonade Stand!: Small Business Ideas for Kids – Daryl Bernstein

50 Money Making Ideas for Kids – Lauree & L. Allen Burkett

The Kids’ Guide to Business – Jeff M. Brown

Vocabulary Focus

* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

Selection-Specific Vocabulary

reservation*
stampede*
adaptation
brilliant
cattle drives
herd
inexperienced
longhorn

mustache
prevent
quicksand
stern
stockyard
wrangler

Standards Vocabulary

connections
description
directions
drama
oral presentation
story
version
visual presentation

Vocabulary Activities

Three-way Word Study

Provide descriptions, explanations, or examples of vocabulary words. Have students use three-column charts labeled *Word*, *Definition*, *Visual Representation* to record the words, definitions in own words, and graphics that represent understandings of the words.

(DOK 2, Bloom’s Level: Comprehension/Understand)

Pass the Container

Record vocabulary words and place in a container. Instruct students to sit in a circle. Have students pass the container while music is playing. When the music stops, the student holding the container pulls a card, reads the word, defines the word, and uses the word in a meaningful sentence. Continue the activity until all cards have been read.

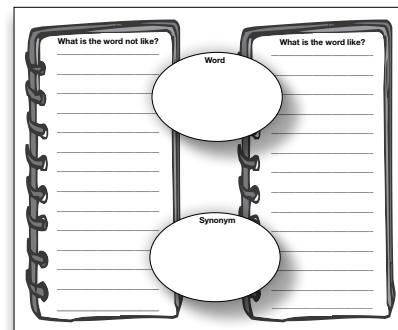
(DOK 2, Bloom’s Level: Comprehension/Understand)

Suggested Formative Vocabulary Assessment

Have students complete *Like and Not Like* graphic organizers using words chosen from the selection-specific or standards vocabulary. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(DOK 2, Bloom’s Level: Comprehension/Understand)

Like and Not Like



Unit Six

*A Smile on the Chisholm Trail and Drama on the Chisholm Trail***Unpacking the Standards****Anchor Standard** *Literacy.CCRA.R.7***Unit Focus** *Literacy.RL.4.7*

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Students must learn to critically analyze **visual and oral presentations of texts** in order to interpret their meanings in relation to the texts. This skill supports students as they link the reading of the text of a story to viewing or listening to the same story. Students analyze the versions to determine the connections.

Students who have strong visual and auditory skills have the ability to view, hear, interpret, and understand information presented in pictorial images and oral presentations. Visual literacy also includes the ability to transform written texts into pictures or graphics that communicate information. Auditory literacy also includes the ability to transform written text into oral presentations.

Oftentimes, stories are adapted into dramatic versions to allow for oral presentations of the content. These adaptations use the same characters, settings, and plot events within the different format.

Instructional Activities**Column Connections**

Provide students with three-column charts labeled *Drama, Connections, Story*. After reading dramatic and narrative versions of common stories, have students analyze how the plot, setting, and characters are represented in each version. Guide students to record the commonalities between the versions in the *Connections* column and the differences in the *Drama* and *Story* columns.

(DOK 3, Bloom's Level: Analysis/Analyze)

Presentation Creation

In small groups, have students write original stories and create visuals that support the stories. Allow students to orally present the stories as they share the visuals. Ask audience members to make notes about the observed connections between the visuals and the oral presentations.

(DOK 3, Bloom's Level: Synthesis/Create)

Suggested Formative Assessment

Have students view dramatic versions and read print versions of common stories. Using Venn diagrams, ask students to identify and record likenesses and differences between the versions. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(DOK 3, Bloom's Level: Analysis/Analyze)

Assessment of Standards

ELA Standards addressed in the selection

Literacy.RL.4.1, Literacy.RL.4.2, Literacy.RL.4.3, Literacy.RL.4.4, Literacy.RL.4.5, Literacy.RL.4.6, Literacy.RL.4.7, Literacy.RL.4.9

Selected Response Assessment

Student Edition, pages 61–64

Question	Answer	CCS Standard	CCR Anchor Standard	DOK Level	Bloom's Original/Revised
1	D	Literacy.RL.4.3	Literacy.CCRA.R.3	2	Comprehension/Understand
2	C	Literacy.RL.4.4	Literacy.CCRA.R.4	2	Application/Apply
3	D	Literacy.RL.4.3	Literacy.CCRA.R.3	3	Comprehension/Understand
4	A	Literacy.RL.4.2	Literacy.CCRA.R.2	3	Comprehension/Understand
5	B	Literacy.RL.4.1	Literacy.CCRA.R.1	2	Comprehension/Understand
6	A	Literacy.RL.4.1	Literacy.CCRA.R.1	2	Comprehension/Understand
7	D	Literacy.RL.4.4	Literacy.CCRA.R.4	2	Application/Apply
8	C	Literacy.RL.4.5	Literacy.CCRA.R.5	2	Analysis/Analyze
9	B	Literacy.RL.4.3	Literacy.CCRA.R.3	2	Comprehension/Understand
10	B	Literacy.RL.4.5	Literacy.CCRA.R.5	2	Analysis/Analyze
11	A	Literacy.RL.4.1	Literacy.CCRA.R.1	3	Analysis/Analyze
12	D	Literacy.RL.4.5	Literacy.CCRA.R.5	2	Analysis/Analyze
13	C	Literacy.RL.4.2	Literacy.CCRA.R.2	2	Comprehension/Understand
14	B	Literacy.RL.4.6	Literacy.CCRA.R.6	3	Analysis/Analyze
15	A	Literacy.RL.4.5	Literacy.CCRA.R.5	3	Analysis/Analyze
16	D	Literacy.RL.4.7	Literacy.CCRA.R.7	3	Analysis/Analyze
17	D	Literacy.RL.4.9	Literacy.CCRA.R.9	3	Analysis/Analyze

Interventions

Unit Focus *Literacy.RL.4.7*

When formative assessments reveal students in need of intervention, use the following activities.

Intervention Activities

Add the Drama

Provide students with print versions of short stories. In small groups, have students write and perform dramatic versions of the texts.

(DOK 3, Bloom's Level: Application/Apply)

Image Maker

Have students read print versions of stories with corresponding movie versions. Guide students to illustrate characters and/or settings of the stories. Provide movie versions of the stories for students to view. Have students compare their own illustrations with the depictions of the same characters/settings in the movie version.

(DOK 3, Bloom's Level: Analysis/Analyze)

Unit Six

A Smile on the Chisholm Trail and Drama on the Chisholm Trail

Constructed-Response Formative Assessments

DOK 1


DOK 2


DOK 3


Critical Thinking, p 65

Name _____ **critical thinking**
A Smile on the Chisholm Trail and Drama on the Chisholm Trail

A Smile on the Chisholm Trail and Drama on the Chisholm Trail

 Where is the best location along the Red River for the cattle to cross?
Red River Station


 Use your own words to describe a cattle drive.
Answers may vary. Student responses should include an organized effort to herd cattle from one location to another; cowboys herded the cattle by day and watched them by night.

 Jake earned the respect of Phipps and the other cowboys because he was a good worker. Describe some qualities of a person who is a good worker.
Answers may vary.


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Critical Thinking, p 66

Name _____ **critical thinking**
A Smile on the Chisholm Trail and Drama on the Chisholm Trail


 Use the three-column chart to record similarities and differences between the selections.

Answers may vary. Similarities might include characters, setting, plot events. Differences might include drama format using dialogue/prose format using paragraphs; titles; flashback used in narrative; barbed wire information included only in narrative.

 Which selection helps you better visualize and understand the events?
Circle your response.

"A Smile on the Chisholm Trail" "Drama on the Chisholm Trail"

Justify your response. **Answers may vary. Students circle a response and write a justifiable explanation.**

 Create a "Help Wanted" poster to advertise a job for a cattle drive cowboy.

Answers may vary. Student responses should include a poster that contains job responsibilities of a cowboy.

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DOK 3

DOK 3

DOK 3

Creative Thinking, p 67

Name _____ **creative thinking**
A Smile on the Chisholm Trail and Drama on the Chisholm Trail

 Motivation Mike says, "You're a fast learner!"

Motivation Station

Slim, Tex, Pete, and Curly are four cowboys on a trail ride. Each cowboy rides a different color horse. The horses are brown, spotted, white, and gray. Use the grid and the clues below to match each cowboy to his horse.

	Brown	Spotted	White	Gray
Slim		✓		
Tex			✓	
Pete	✓			
Curly				✓

- Slim and the cowboy riding the gray horse come from Oklahoma.
- Neither Curly nor Pete ride a white horse.
- Slim has a saddle with black and gray spots to match his horse.
- Curly does not ride a brown horse.

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Reading-Writing-Thinking, p 67

Journal

Explain how you or someone you know survived a dangerous situation.
Answers may vary.

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Literacy.W.4.2 DOK 2 Comprehension/Understand

Literacy.RI.4.7 DOK 2 Application/Apply

Extended Practice Assessment

The Extended Practice is an informational selection with an embedded chart that provides cowboy terms and their meanings. A cross-curricular connection might focus on the importance of cowboys in American history.

ELA Standards addressed in the Extended Practice

Literacy.RI.4.7

Extended Practice Assessment

Student Edition, page 68

Question	Answer	CCS Standard	CCR Anchor Standard	DOK Level	Bloom's Original/Revised
1	A	Literacy.RI.4.7	Literacy.CCRA.R.7	2	Application/Apply
2	B	Literacy.RI.4.7	Literacy.CCRA.R.7	2	Application/Apply
3	D	Literacy.RI.4.7	Literacy.CCRA.R.7	2	Application/Apply
4	Open - Ended				

Performance Task Assessment

Standards Focus Literacy.W.4.2, Literacy.W.4.4, Literacy.W.4.5, Literacy.W.4.7, Literacy.W.4.8, Literacy.W.4.9

Performance Task

Write a job description and interview questions that might be appropriate to use as you hire a new employee for the company you own.

(DOK 4, Bloom's Level: All)

Performance Task Steps

1. Read "A Smile on the Chisholm Trail" and "Drama on the Chisholm Trail."
2. Brainstorm types of companies or businesses. Choose the company or business from your list that you would want to own.
3. Research to gather information about types of employees needed for your business and the skills/training those employees should have.
4. Answer questions about your task.
 - What skills/training did Jake need in order to be a successful cowboy on the cattle drive?
 - What skills/training will the employees of your company need?
 - What information from your research will help you write a job description?
 - What information from your research will help you write interview questions to find the best employees?
5. Plan and write the job description and interview questions for hiring new employees.

Scoring Criteria

Use a scoring guide with the following criteria for self-assessment and teacher scoring: Effectiveness of Questions and Job Description, Accuracy of Information, Language and Conventions.