

**Marietta City Schools**  
**2023-2024 District Unit Planner**

**Second Grade**

|   |   |                             |         |
|---|---|-----------------------------|---------|
| <b>Module Title</b>                                   | The American West                                   | <b>Unit Duration (days)</b> | 35 Days |
| <b>Enduring Understanding/<br/>Essential Question</b> | What was life like in the West for early Americans? |                             |         |

**GA DoE Standards**

**FOCUS STANDARDS**

**Reading Literature**

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**Reading Informational Text**

RI.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.

**Writing**

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.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening**

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.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language**

L.2.1.a Use collective nouns (e.g., group).

L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.2.a Capitalize holidays, product names, and geographic names.

L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**CONTINUING STANDARDS**

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

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., When other kids are happy that makes me happy).

| Assessment   | Elements that Support Success on EOM Task/Success Criteria  |
|--|---|
| NR1 1. Read pages 18–31 of Journey of a Pioneer and then answer questions about topic-specific words and details from the story.   | Use newly learned topic-specific vocabulary to form complete sentences.<br>Identify details about how characters respond to events.   |
| NR2: 2. Read pages 18–32 of The Story of Johnny Appleseed by Alikei and complete the Story Stones Chart.   | Recount the story by demonstrating an understanding of story elements such as setting, character, problem, and resolution.<br>Identify how characters respond to major events and challenges. |
| EOM: Write an informative paragraph comparing the life of one legendary person (either Johnny Appleseed or John Henry) to real-life pioneers and explaining the differences. | Write an informative paragraph comparing the life of one legendary person (either Johnny Appleseed or John Henry) to real-life pioneers and explaining the differences.                       |

\*Additional Assessments including Focusing Question Tasks, Socratic Seminars, and Vocabulary Assessments are available in the Module Overview of the TE.

## Learning Experiences

### Focusing Question 1: How did the actions of American Indians and early Americans impact the prairie in the American West?

| Lesson    | Texts                                  | Content Framing Question  | Craft Framing Question  | Learning Goals  | Lesson Resources |
|-----------|--|---|---|---|------------------|
| 1         | The Buffalo Are Back<br>"Buffalo Dusk" | Wonder<br>What do you notice and wonder about The Buffalo Are Back?   |   | Ask and answer questions about The Buffalo Are Back and "Buffalo Dusk." (RI.2.1)<br>Use a known root word (settle) as a clue to the meaning of unknown words (settling, settler, settled) with the same root. (L.2.4.c)   | Slide Deck       |
| 2         | The Buffalo Are Back<br>"Buffalo Dusk" | Organize<br>What's happening in The Buffalo Are Back?   | Examine<br>Why are topic- specific words important?                       | Understand and retell main topics and key events described in The Buffalo Are Back. (RI.2.2)<br>Understand and use topic- specific words and phrases in informative writing. (W.2.2)<br>Distinguish shades of meaning among the related verbs wobbled, roamed, galloped, charged, and rushed. L.2.5.a, L.2.5.b)   | Slide Deck       |
| 3<br>FQT1 | The Buffalo Are Back<br>"Buffalo Dusk" | Reveal<br>What does a deeper exploration of connections between people, plants, and animals reveal in The Buffalo Are Back? | Experiment<br>How do topic- specific words work?                          | Describe relationships between people, plants, and animals in The Buffalo Are Back. (RI.2.3)<br>Identify words that are not topic-specific in a sentence and replace with topic-specific words. (W.2.2)<br>Categorize academic words from The Buffalo Are Back into two categories to build understanding of the word tough (L.2.4.a, L.2.5.a)                      | Slide Deck       |
| 4<br>FQT1 | The Buffalo Are Back<br>"Buffalo Dusk" | Distill<br>What is the essential meaning of The Buffalo Are Back?   | Execute<br>How do I use topic-specific words in an informative paragraph? | Use the words and illustrations in The Buffalo Are Back to determine the text's essential meaning. (RI.2.2, RI.2.7)<br>Express understanding of how the American Indians and early Americans impacted the prairie in the early American West. (RI.2.3, W.2.2, W.2.8)<br>Categorize topic-specific vocabulary to make real-life connections between words. (L.2.5.a) | Slide Deck       |

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|---|--|---|--|---|------------|
| 5 | The Buffalo Are Back<br><br>"Buffalo Dusk" | Know<br><br>How do The Buffalo Are Back and "Buffalo Dusk" build my knowledge of the American West? | Execute<br><br>How do I use topic-specific words in an informative paragraph?<br><br>Excel<br><br>How do I improve my informative paragraph with topic-specific words? | Understand and apply correct structure to an informative paragraph with topic statement, evidence, and concluding statement and include text specific words and phrases that enhance meaning. (RI.2.3, W.2.2, W.2.8)<br>Identify real-life connections between the concept of impact and topic-specific vocabulary. (L.2.5.a) | Slide Deck |
|---|--|---|--|---|------------|

**Focusing Question 2: What was life like for Plains Indians in the early American West?**

| Lesson | Texts          | Content Framing Question   | Craft Framing Question  | Learning Goals  | Lesson Resources |
|--------|----------------|--|---|---|------------------|
| 6      | Plains Indians | Wonder<br><br>What do I notice and wonder about the text Plains Indians? | Examine<br>Why are irregular plural nouns important?  | Use a Wonder Wheel to ask and answer questions about Plains Indians. (RI.2.1)<br>With support, identify and explain the purpose of frequently occurring irregular plural nouns. (L.2.1.b)   | Slide Deck       |
| 7      | Plains Indians | Organize<br><br>What's happening in Plains Indians?                      | Examine<br>Why is choosing points important?<br><br>Experiment<br><br>How do writers form irregular plural nouns? | Recount the main topic and key details from pages 10–12 of Plains Indians. (RI.2.2)<br>Analyze how points support a topic statement about nomadic and non-nomadic Plains Indians. (W.2.2)<br>Form and use frequently occurring irregular plural nouns. (L.2.1.b)      | Slide Deck       |
| 8      | Plains Indians | Organize<br><br>What's happening in Plains Indians?                      | Experiment<br><br>How does choosing points work?<br><br>Experiment  | Identify main topics and details and explain how they are used to organize understanding of informative text. (RI.2.2)<br>Demonstrate how to choose points when writing informatively. (W.2.2)<br>Form and use frequently occurring irregular plural nouns. (L.2.1.b) | Slide Deck       |

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|   |   |  | How do I vary inflection when reading a fluency passage?<br><br>Excel<br><br>How do I use irregular plural nouns in my writing?                    |   |                         |
| 9<br><br>FQT2   | Plains Indians  | Reveal<br>What does a deeper exploration of plants' and animals' importance reveal about Plains Indians? | Execute<br><br>How do I vary inflection when reading a fluency passage?<br><br>Execute<br><br>How do I choose points for my informative paragraph? | Record evidence and choose strong points for the Focusing Question Task. (W.2.2, W.2.8)<br>Use context clues and text features to determine the meaning of the academic and content vocabulary word nomadic. (L.2.4.a, L.2.4.e)   | Slide Deck              |
| 10<br><br>SS  | Plains Indians  | Know<br><br>How does Plains Indians build my knowledge?  | Execute<br><br>How do I vary inflection when participating in a Socratic Seminar?  | Explain what life was like for Plains Indians while practicing how to vary inflection in discussions. (RI.2.1, RI.2.2, SL.1.a, SL.1.b)<br>Express understanding of content knowledge and new skills, citing evidence from Plains Indians. (RI.2.2)<br>Pull from a variety of strategies (context clues, root words, and glossary) to build an understanding of the academic and content word reservation (L.2.4.a, L.2.4.c, L.2.4.e). | Slide Deck              |
| <b>Focusing Question 3: What was life like for pioneers in the early American West?</b> |   |  |  |   |                         |
| <b>Lesson</b>   | <b>Texts</b>  | <b>Content Framing Question</b>  | <b>Craft Framing Question</b>  | <b>Learning Goals</b>   | <b>Lesson Resources</b> |
| 11<br><br>NR1   | Journey of a Pioneer<br><br>Among the Sierra Nevada, California | Wonder<br><br>What do I notice and wonder about Among the Sierra Nevada, California?                     | Examine<br><br>Why is capitalization important?  | Apply previously learned reading skills to state observations and generate/answer questions. (RL.2.1)<br>Apply previously learned reading skills to reading and comprehending new text with unfamiliar topic or text specific vocabulary words. (RI.2.4)  | Slide Deck              |

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|                |   |   |   | Examine how proper capitalization changes the meaning of writing. (L.2.2.a)   |            |
| 12             | Journey of a Pioneer<br><br>Among the Sierra Nevada, California | Organize<br><br>What's happening in Journey of a Pioneer?   | Examine<br><br>Why are clearly explained details important to my informative paragraphs?<br><br>Examine<br><br>How do writers use proper capitalization?                              | Match key details with major events in a story. (RL.2.2.a)<br>Examine examples and non-examples of clearly explained details, or evidence. (W.2.5)<br>Edit sentences to ensure capitalization of holidays and geographic names. (L.2.2.a)                     | Slide Deck |
| 13             | Journey of a Pioneer<br><br>Among the Sierra Nevada, California | Reveal<br><br>What does a deeper exploration of the text structure reveal about Journey of a Pioneer? | Experiment<br><br>How do I write paragraphs containing clearly explained details?   | Identify information in a narrative nonfiction text. (RL.2.3)<br>Examine how specific words help indicate challenges and responses in a text. (L.1.5.a)<br>Explain the phrases and expressions jumping off, trains, make camp, and sitting watch. (L.2.6)     | Slide Deck |
| 14<br><br>FQT3 | Journey of a Pioneer<br><br>Among the Sierra Nevada, California | Distill<br><br>What is the essential meaning of Journey of a Pioneer?                                 | Execute<br><br>How do I use clearly explained details in my paragraphs?   | Collect evidence of challenges and responses in a text. (RL.2.1, RL.2.3, W.2.8)<br>Draft an informative paragraph with clearly explained details. (W.2.2)<br>Develop vocabulary knowledge of the word tragedy using a Frayer Model. (L.2.2.e, L.2.4.e, L.2.6) | Slide Deck |
| 15             | Journey of a Pioneer<br><br>Among the Sierra Nevada, California | Know<br><br>How does Journey of a Pioneer build my knowledge?   | Excel<br><br>How do I add clearly explained details to improve my informative paragraphs?<br><br>Excel<br><br>How do I improve my informative paragraphs with correct capitalization? | Identify new knowledge gained from a text. (RL.2.3)<br>Revise to more clearly explain ideas. (W.2.5, W.2.8)<br>Edit independent writing to ensure capitalization of holidays and geographic names. (L.2.2.a)  | Slide Deck |

| <b>Focusing Question 4: What life lesson can we learn from the story of Bluebonnet?</b>       |                               |  |  |   |                         |
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| <b>Lesson</b>   | <b>Texts</b>                  | <b>Content Framing Question</b>  | <b>Craft Framing Question</b>                                    | <b>Learning Goals</b>   | <b>Lesson Resources</b> |
| 16  | The Legend of the Bluebonnet  | Wonder<br>What do I notice and wonder about The Legend of the Bluebonnet?  |  | Ask and answer questions about The Legend of the Bluebonnet. (RL.2.1)<br>Use sentence-level context to determine the meaning of the words distant, cease, and thrust. (L.2.4.a)   | Slide Deck              |
| 17  | The Legend of the Bluebonnet  | Organize<br>What's happening in the The Legend of the Bluebonnet?  | Examine<br>Why are introductions important?                      | Recount what happens in The Legend of the Bluebonnet. (RL.2.2)<br>Determine criteria for an introduction in an informative paragraph. (W.2.2)<br>Make real-life connections to the word sacrifice and use a beginner dictionary to confirm its meaning. (L.2.4.e, L.2.5.a)                                  | Slide Deck              |
| 18  | The Legend of the Bluebonnet  | Reveal<br>What does a deeper exploration of how characters respond to major events reveal in The Legend of the Bluebonnet? | Examine<br>How do introductions work?                            | Explore story events and character responses. (RL.2.3)<br>Examine the function of introductory statements in informative paragraphs. (W.2.2)<br>Use a known root word (value, possess, forgive) as a clue to the meaning of an unknown word with the same root (valued, possession, forgiveness). (L.2.4.c) | Slide Deck              |
| 19<br>FQT4  | The Legend of the Bluebonnet  | Distill<br>What is the lesson of The Legend of the Bluebonnet?   | Execute<br>How do I use introductions in informative paragraphs? | Determine the lesson of The Legend of the Bluebonnet and explain how it is supported by key details. (RL.1.2)<br>Write an introduction as part of an informative paragraph. (W.2.2)<br>Identify and determine the meaning of adverbs ending in -ly. (L.2.1.e, L.2.6)  | Slide Deck              |
| <b>Focusing Question 5: What life lesson can we learn from the story of Johnny Appleseed?</b> |                               |  |  |   |                         |
| <b>Lesson</b>   | <b>Texts</b>                  | <b>Content Framing Question</b>  | <b>Craft Framing Question</b>                                    | <b>Learning Goals</b>   | <b>Lesson Resources</b> |
| 20  | The Story of Johnny Appleseed | Wonder   | Examine  | Answer questions about key details and character responses. (RL.2.1, RL.2.3)  | Slide Deck              |

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| NR2        |   | What do I notice and wonder about The Story of Johnny Appleseed by Alikei?                               | How do writers use past- and present-tense verbs?  | Generate questions and observations about The Story of Johnny Appleseed. (RL.2.1)<br>Identify and sort past- and present-tense verbs. (L.2.1.d)  |            |
| 21         | The Story of Johnny Appleseed                     | Organize<br>What's happening in The Story of Johnny Appleseed by Alikei?                                 | Examine<br>Why are digital tools important?<br>Experiment<br>How do digital tools work?<br><br>Examine<br>Why is knowing irregular past-tense verbs important? | Comprehend and recount what happens in The Story of Johnny Appleseed. (RL.2.1, RL.2.2)<br>Experiment with using a digital publishing tool. (W.2.6)<br>Identify and sort regular and irregular past-tense verbs. (L.2.1.d)  | Slide Deck |
| 22<br>FQT5 | The Story of Johnny Appleseed                     | Distill<br>What is the lesson of The Story of Johnny Appleseed by Alikei?                                | Execute<br>How do I use digital tools to make an online book?<br><br>Execute<br>How do I use irregular-past-tense verbs?                                       | Determine the lesson of The Story of Johnny Appleseed and support it with key details. (RL.2.2, W.2.8)<br>Craft an informative paragraph using a digital bookmaking tool. (W.2.2, W.2.6)<br>With support, form and use the past tense of frequently occurring irregular verbs. (L.2.1.d) | Slide Deck |
| 23         | Johnny Appleseed                                  | Organize<br>What's happening in Johnny Appleseed by Kellogg?   | Execute<br>How do I use digital tools to make an online book?<br><br>Excel<br>How do I improve my use of irregular past-tense verbs in my writing?             | Comprehend and recount what happens in Johnny Appleseed. (RL.2.1, RL.2.2)<br>Craft an informative paragraph using a digital bookmaking tool. (W.2.2, W.2.6)<br>Form and use the past tense of frequently occurring irregular verbs in writing. (L.2.1.d)                                 | Slide Deck |
| 24         | Johnny Appleseed<br>The Story of Johnny Appleseed | Reveal<br>What does a deeper exploration of comparing two versions reveal in two Johnny Appleseed texts? | Excel<br>How do I improve my digital book?   | Compare and contrast two versions of Johnny Appleseed. (RL.2.1, RL.2.2, RL.2.9, W.2.8)<br>Improve the use of digital tools for informative writing. (W.2.2, W.2.6)   | Slide Deck |



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|          |   |   |  | Use context clues and a Frayer Model to develop vocabulary knowledge of the word shelter. (L.2.4.a, L.2.4.e)  |            |
| 25<br>SS | Johnny Appleseed<br><br>The Story of Johnny Appleseed | Know<br>How do different stories and research build my knowledge of the legendary Johnny Appleseed? | Execute<br>How do I vary inflection when participating in a Socratic Seminar?<br><br>Examine<br>Why do writers use collective nouns? | Vary inflection to improve meaning in a discussion of the legend of Johnny Appleseed. (SL.2.5, SL.2.6)<br>Describe knowledge and skills gained from reading and comparing texts about the legend of Johnny Appleseed. (RL.2.9)<br>Identify and explain the purpose of collective nouns. (L.2.1.a) | Slide Deck |

**Focus Question: How do different authors tell the story of John Henry's**

| Lesson | Texts  | Content Framing Question   | Craft Framing Question   | Learning Goals  | Lesson Resources |
|--------|--|--|--|---|------------------|
| 26     | John Henry: An American Legend                   | Wonder<br>What do I notice about John Henry by Keats?                    | Experiment<br>How do writers use collective nouns?   | Notice and wonder about a new text. (RL.2.1, L.2.1)<br>Identify and generate collective nouns from module texts and real-word experience. (L.2.1.a, L.2.5.a)  | Slide Deck       |
| 27     | John Henry: An American Legend                   | Organize<br>What's happening in John Henry: An American Legend by Keats? | Examine<br>Why is responding to feedback important?<br><br>Execute<br>How do I use collective nouns in my writing? | Identify story elements in John Henry. (RL.2.2)<br>Examine the importance of understanding feedback. (W.2.5)<br>Use collective nouns. (L.2.1.a)   | Slide Deck       |
| 28     | John Henry<br><br>John Henry: An American Legend | Wonder<br>What do I notice and wonder about John Henry by Lester?        | Examine<br>How does revising work?   | Generate observations and questions about John Henry. (RL.2.1, L.2.1)<br>Respond to and apply peer feedback. (W.2.5)<br>Distinguish shades of meaning among the words related to sound. (L.2.5)       | Slide Deck       |
| 29     | John Henry                                       | Organize<br>What's happening in John Henry by Lester?                    | Examine/Experiment<br>How do I write to explain differences between texts?   | Identify and discuss story elements in John Henry by Lester. (RL.2.2, SL.2.1, SL.2.4, SL.2.6)<br>Identify the structure of an informative paragraph that describes differences between texts. (W.2.2) | Slide Deck       |

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|                    |   |   |   | Determine the meaning of the new word formed when the prefix un- is added to a known word. (L.2.4.b)  |            |
| 30                 | John Henry<br>John Henry: An American Legend  | Reveal<br>What does a deeper exploration of a comparison between the two versions reveal in the John Henry texts? | Excel<br>How do I improve my sentences using conjunctions?                        | Identify similarities and differences between the two versions of the John Henry story. (RL.2.9, W.2.8)<br>Combine simple sentences into compound sentences using conjunctions. (L.2.1.f)   | Slide Deck |
| 31<br>FQT6<br>VOC1 | John Henry<br>John Henry: An American Legend  | Distill<br>What is the life lesson in the John Henry texts?   | Execute<br>How do I write to explain differences between texts?                   | Identify the lesson of the stories of John Henry. (RL.2.2)<br>Use text evidence to describe differences between two versions of the John Henry story. (RL.2.9, W.2.2, W.2.8)<br>Demonstrate understanding of module words by analyzing correct or incorrect use in context. (L.2.6) | Slide Deck |
| 32<br>VOC2         | John Henry<br>John Henry: An American Legend  | Know<br>How do the two versions of the John Henry story build my knowledge?                                       | Excel<br>How do I improve my writing to better explain differences between texts? | Recall and extend new knowledge about the two versions of the John Henry story. (RL.2.9)<br>Demonstrate understanding of module words by analyzing correct or incorrect use in context. (L.2.6)   | Slide Deck |
| 33                 | All Module Texts  | Know<br>How do the module texts build my knowledge of the Essential Question?                                     | Examine<br>Why is explaining differences between texts important?                 | Collaboratively draft an informative paragraph comparing droughts in The Buffalo Are Back and The Legend of the Bluebonnet. (RL.2.2, RI.2.2, W.2.2, W.2.8)  | Slide Deck |
| 34<br>EOM          | The Story of Johnny Appleseed<br>John Henry: An American Legend<br>John Henry<br>Journey of a Pioneer | Know<br>How do the module texts build my knowledge of the Essential Question?                                     | Execute<br>How do I explain differences between texts in my EOM Task paragraph?   | Draft an informative paragraph comparing a legendary figure with real-life pioneers (RL.2.2, RI.2.2, W.2.2, W.2.8)  | Slide Deck |

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| 35 | All Module Texts | Know<br>How do the module texts build my knowledge of the Essential Question? |  | Revise an informative paragraph with a focus on points and topic-specific words. (W.2.2, W.2.5, W.2.8) | Slide Deck |
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| Content Resources  |  |
|--|--|
| <b>CORE TEXTS</b>  |  |
| <b>Picture Book (Informational)</b>  |  |
| <ul style="list-style-type: none"> <li>■ <i>The Buffalo Are Back</i>, Jean Craighead George</li> <li>■ <i>Journey of a Pioneer</i>, Patricia J. Murphy</li> <li>■ <i>Plains Indians</i>, Andrew Santella</li> </ul>  |  |
| <b>Picture Book (Literary)</b>   |  |
| <ul style="list-style-type: none"> <li>■ <i>Johnny Appleseed</i>, Steven Kellogg</li> <li>■ <i>John Henry: An American Legend</i>, Ezra Jack Keats</li> <li>■ <i>John Henry</i>, Julius Lester</li> <li>■ <i>The Legend of the Bluebonnet</i>, Tomie dePaola</li> <li>■ <i>The Story of Johnny Appleseed</i>, Alike</li> </ul>   |  |
| <b>SUPPLEMENTARY TEXTS</b>   |  |
| <b>Images</b>  |  |
| <ul style="list-style-type: none"> <li>■ Images to support understanding of “Buffalo Dusk”: <ul style="list-style-type: none"> <li>● Single buffalo</li> <li>● Herd of buffalo</li> <li>● Group of Native Americans</li> <li>● Native American family</li> </ul> </li> <li>■ “American Indians and the Alaskan Natives in the United States,” United States Census Bureau</li> <li>■ Oregon Trail Map, <i>Legends of America</i></li> <li>■ USA Territorial Growth, Wikimedia Commons</li> </ul> |  |
| <b>Websites</b>  |  |
| <ul style="list-style-type: none"> <li>■ “Who was Johnny Appleseed?,” <i>Scholastic News</i></li> <li>■ John Henry and the Coming of the Railroad, National Park Service</li> <li>■ “Legend,” <i>Encyclopedia Britannica</i></li> </ul>  |  |
| <b>Videos</b>  |  |
| <ul style="list-style-type: none"> <li>■ American History to 1920, Children's Video Project</li> </ul>   |  |

- Oregon Trail video, *Encyclopedia Britannica*

**Paintings**

- *Among the Sierra Nevada, California*, Albert Bierstadt
- *Comanche Feats of Horsemanship*, George Catlin

**Poetry**

- "Buffalo Dusk," Carl Sandburg