

**Teachers' Guide for COBBLESTONE:
Buffalo Bill and the Wild West**

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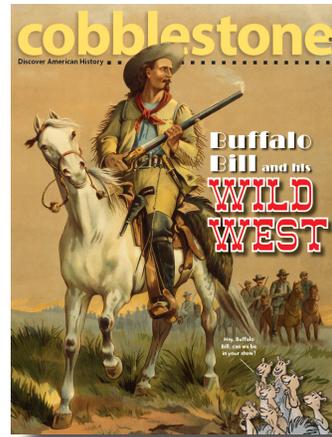
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OVERVIEW

*In this magazine, readers will learn William F. Cody's history and look at art from the Wild West period. **Buffalo Bill and the Wild West** includes*

information about the performers and acts in Cody's shows.

ESSENTIAL QUESTION:

How did Bill Cody and his Wild West shows shape cultural impressions of the Old West?

We invite you to use this magazine as a flexible teaching tool, which is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching articles individually or utilize a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ MULTIPLE TEXTS PAGES 4 - 15

Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

Essential Question

Content Concepts
C3 Framework for Social Studies State Standards

Key Vocabulary
CCSS.Reading.4

Prepare to Read
CCSS.SpeakListen.1, 2, 4

Close Reading Questions
CCSS.Reading.1-10

Common Core Connections to teach reading and writing standards.
CCSS.Writing.1, 2, 3 & 6

TEACH A MINI-UNIT PAGES 17 - 20

Magazine texts can be easily grouped to make cross text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple texts and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.InfoText.1)

Describe Relationships (CCSS.InfoText.3)

Analyze Text Structure (CCSS.InfoText.5)

Interpret Visual Information (CCSS.InfoText.7)

Summarize (CCSS.InfoText.2)

Determine Word Meaning (CCSS.InfoText.4)

Understand Author’s Point of View (CCSS.InfoText.6)

Explain Reasons and Evidence (CCSS.InfoText.8)

FOCUS STANDARD: CCSS. InfoText 9: Integrate Ideas and Information:

Have students read multiple articles from this magazine on the same topic, build knowledge, and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts. (CCSS.SpeakListen.1, 2, 4)

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

Whole Class: Launch with an essential question. Encourage students to find and share evidence from different articles building a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pages 17 – 20) as well as the **article pages** (pages 4 - 15) for ways to incorporate writing into your instruction

ARTICLE: Claiming the West

Magazine pages 2 - 5, Narrative Nonfiction



Settlement of the West began with the Louisiana Purchase and Thomas Jefferson's curiosity. The concept of Manifest Destiny and the promise of gold promoted further expansion, and wars and treaties set American borders until the West was settled.

ESSENTIAL QUESTION

How did Bill Cody and his Wild West shows shape cultural impressions of the Old West?

SOCIAL STUDIES CONCEPT

The movement of people impacts the environment and other peoples living in those environments.

CROSS-CURRICULAR EXTENSION

Science

Study the elements copper and gold. Explain how they are mined, what they are used for, and what their chemical symbols are. Locate them on a Periodic Table and create a model of each atom.

KEY VOCABULARY

emigrant (p. 3) a person who leaves a country or region to live in another one

flourish (p. 3) to be very successful

immigrant (p. 5) a person who comes to a country to live there

manifest (p. 3) clearly shown or visible

PREPARE TO READ

Complete the K and W sections of a KWL chart on the West and westward expansion.

CLOSE READING QUESTIONS

- Underline the ways in which people from the East Coast learned about life in the West.
- How did the discovery of gold encourage settlement of the West, and what impact did the influx of settlers have? Use details from the text to support your answer.
- How did acts of Congress influence the development of the West? Cite specific laws and their impacts.

COMMON CORE CONNECTIONS

Interpret Visual Information *CCSS Reading 7*

Study the illustrations that accompany the article. What further information do they provide about the West? Do they complement or add to the text?

Analyze Text Structure *CCSS Reading 5*

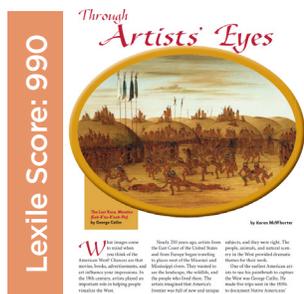
Work with a partner to locate examples of cause and effect within this otherwise chronological text. Why might the author have chosen to include this structure? What other structures could be effective?

Narrative Writing *CCSS Writing 3 & 6*

Select an element from the article or illustrations and write a short narrative about that element. Be sure to include details of the setting and characters as well as sensory details.

ARTICLE: Through Artists' Eyes

Magazine pages 6 - 9, Expository Nonfiction



Artistic viewpoints of the West captured the imaginations of many on the East Coast even as the West and the artists' relationships with it developed.

ESSENTIAL QUESTION

How did Bill Cody and his Wild West shows shape cultural impressions of the Old West?

SOCIAL STUDIES SCIENCE CONCEPT

Cultural ideas are spread through art.

CROSS-CURRICULAR EXTENSION

Art

Use the article and accompanying paintings as inspiration for your own art project based on the West.

KEY VOCABULARY

dramatic (p. 6) attracting attention

visualize (p. 6) to form a mental picture of (someone or something)

vivid (p. 7) very bright in color

PREPARE TO READ

Make a class list of images that come to mind when students think of the West. Ask students what led them to associate these images with the West.

CLOSE READING QUESTIONS

- What drew artists to the West? Underline details in the text to support your answer.
- How did the West change over the course of the nineteenth century? Use the text to support your answer.
- How did people in the East respond to the artwork they saw?

COMMON CORE CONNECTIONS

Interpret Visual Information *CCSS Info Text 7*

Study the images that accompany the article. How do the artists portray the people, events and landscapes? Locate elements of the text that might relate to each image.

Describe Relationships *CCSS Info Text 3*

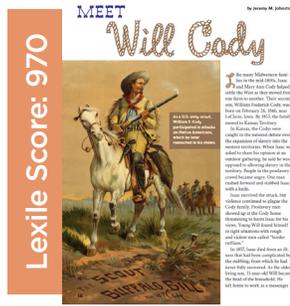
Describe the relationships between each artist and his subjects. What does the choice of subjects say about the artist?

Research-Based Writing *CCSS Writing 2 & 6*

Research one of the artists mentioned and write a brief biography of him.

ARTICLE: Meet Wild Cody

Magazine pages 10 - 13, Expository Nonfiction



William Frederick Cody became famous for his exploits in the West and capitalized on them as an actor and producer of “Wild West” shows.

ESSENTIAL QUESTION

How did Bill Cody and his Wild West shows shape cultural impressions of the Old West?

SOCIAL STUDIES CONCEPT

Cultural ideas are spread through art.

CROSS CURRICULAR EXTENSION

English Language Arts

Compare the information in this text with information from the websites listed on the Online Resources page.

KEY VOCABULARY

endorsement (p. 12) a public or official statement of support or approval

portray (p. 12) to play (a character) in a film, play, or television show

PREPARE TO READ

Ask students about live performances they have seen. Discuss how the experience of watching a live performance differs from viewing a show on film or television.

CLOSE READING QUESTIONS

- List the jobs William Cody held. How might these jobs have helped prepare him for the theater?
- Which actions may have helped Cody to become famous? Use the text to support your answer.
- Underline text that describes how Cody's friendships impacted his choices?

COMMON CORE CONNECTIONS

Interpret Phrases *CCSS Reading 4*

On page 4, the author uses the phrase, “He later claimed” instead of just stating what Cody did. What does this phrase suggest about Cody? Why do you think the author used it? Underline examples of similar language in the text.

Draw Inferences *CCSS Reading 1*

Why might Cody have changed business partners so often? What does this suggest about his personality? Cite evidence from the text to support your answer.

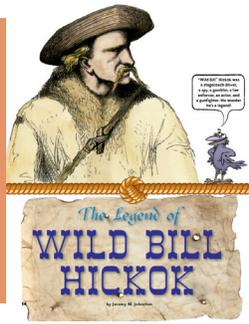
Writing Arguments *CCSS Writing 3 & 6*

Do you believe the shows were educational? Write an argument using the text to support your answer.

ARTICLE: The Legend of Wild Bill Hickok

Magazine pages 14 - 15, Biography

Lexile Score: 1020



“Wild Bill” Hickok was a famous gunslinger and lawman who spent a year in Cody’s show and died the way he lived.

ESSENTIAL QUESTION

How did Bill Cody and his Wild West shows shape cultural impressions of the Old West?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

History

Research the role of spies during the Civil War and write an essay detailing why they were important.

KEY VOCABULARY

dispute (p.15) a disagreement or argument

exploits (p.15) an exciting act or action

rein in (p.15) to limit or control (someone or something)

PREPARE TO READ

Ask the students to create a mind map that lists characteristics of an “outlaw.”

CLOSE READING QUESTIONS

- What is meant by the term gunslinger? Underline evidence of Hickok’s experience as a gunslinger.
- How did Hickok become famous? Cite information from the text to support your answer.
- Underline information about the role gambling played in Wild Bill’s life.

COMMON CORE CONNECTIONS

Draw Inferences *CCSS Reading 1*

Reread the last two paragraphs of the article. What can be inferred about Hickok’s feelings after he shot Mike Williams?

Summarize Main Ideas *CCSS Reading 2*

Work with a partner to determine the main idea for this article and write a summary of it.

Research-Based Writing *CCSS Writing 2 & 6*

Research Hickok’s actions during the Civil War and write an expository essay explaining how they helped make him a legend.

ARTICLE: The Dime Novel

Magazine pages 16 - 17, Expository Nonfiction



Dime novels were popular in the late 1800s. The melodramatic stories were sometimes based on facts.

ESSENTIAL QUESTION

How did Bill Cody and his Wild West shows shape cultural impressions of the Old West?

SOCIAL STUDIES CONCEPT

Information about historical sources, including the maker, date, place of origin, intended audience, and purpose determine the extent to which the source is useful for studying a particular topic.

CROSS-CURRICULAR EXTENSION

Math

Compare the prices on the covers of the two dime novels pictured to the price of an average paperback novel today. Create a bar graph comparing both prices.

KEY VOCABULARY

outrageous (p.17) surprising or shocking

undisputed (p.17) not doubted or questioned

PREPARE TO READ

Look at the images showing covers of various dime novels. What impressions of the West do they give?

CLOSE READING QUESTIONS

- Underline text that explains why dime novels were a popular form of entertainment.
- Define fact and fiction and use the text from the novel excerpt and main article to find examples of each.
- How did Buffalo Bill's reputation impact readers? Cite evidence from the text.

COMMON CORE CONNECTIONS

Understanding Relationships *CCSS Info Text 3*

Why did an increase in the number of people who were educated lead to an increase in the popularity of dime novels?

Determine Purpose *CCSS Info Text 6*

What was the author's purpose in presenting this text? How does the author carry out this purpose? How does the added excerpt help the author achieve her goal?

Narrative Writing *CCSS Writing 3 & 6*

Write a scene that is loosely based on an event from your own life. Share your scene with a partner and see if fact can be separated from fiction.



Buffalo Bill's Wild West show consisted of a variety of acts ranging from displays of horsemanship to trick shooting and military reenactments.

ESSENTIAL QUESTION

How did Bill Cody and his Wild West shows shape cultural impressions of the Old West?

SOCIAL STUDIES CONCEPT

Different forms of art (moving, still) influence the perspectives of people living at a particular time.

CROSS-CURRICULAR EXTENSION

English Language Arts

Research one of the historical events that had been presented by the show. Create your own script for a dramatic reenactment of the event.

KEY VOCABULARY

entourage (p. 19) a group of people who go with and assist an important person

insensitive (p. 22) showing that you do not know or care about the feelings of other people

sensationalize (p. 19) to describe or show something in a way that makes it seem more shocking than it really is

PREPARE TO READ

What acts might you expect to see in Buffalo Bill's shows? What acts do the illustrations suggest were included in his shows?

CLOSE READING QUESTIONS

- Create a chart of the acts listed by grouping them into categories, such as historical, global, native, or military.
- Use evidence from the text to trace the events leading to the inclusion of circus elements in the show.
- Underline elements in the text that refer to the lasting legacy of the show.
- How did Pawnee Bill's show bring an element of the Far East?

COMMON CORE CONNECTIONS

Summarize Main Ideas *CCSS Info Text 2*

Note which sentence contains the main idea for each paragraph in the article. Use those sentences to create a summary of the piece.

Explain Reasons and Evidence *CCSS Info Text 6*

What evidence does the author present for the main idea in each paragraph? Is the evidence sufficient?

Opinion Writing *CCSS Writing 1*

Write an opinion essay explaining why people from diverse cultural backgrounds chose to perform in Cody's shows?

ARTICLE: A Sold Out Season

Magazine pages 23, Narrative Nonfiction



Buffalo Bill's Wild West had its most successful season when it set up outside the World's Columbia Exposition in Chicago.

ESSENTIAL QUESTION

How did Bill Cody and his Wild West shows shape cultural impressions of the Old West?

SOCIAL STUDIES CONCEPT

Innovation affects the well-being of businesses.

CROSS-CURRICULAR EXTENSION

Science

Study one of the scientific innovations presented at the World's Columbian Exposition Fair in 1893. How was it developed and is it still used today? If so, how has it progressed since then?

KEY VOCABULARY

dignified (p.23) serious and somewhat formal

exposition (p. 23) a public show or exhibition

PREPARE TO READ

What would be the best place to have a Wild West show? Why?

CLOSE READING QUESTIONS

- Underline text explaining how Cody responded to being denied his request to set up an exhibit at the World's Columbian Exposition.
- How did the decision to hold the show outside the fair benefit Cody? Use the text to support your answer.
- Why was this the most successful season for the show? Cite evidence from the text to support your answer.

COMMON CORE CONNECTIONS

Explain Reasons and Evidence *CCSS Info Text 8*

The title of the article makes a claim that the season was sold out. Find evidence in the text related to this claim.

Draw Inferences *CCSS Info Text 1*

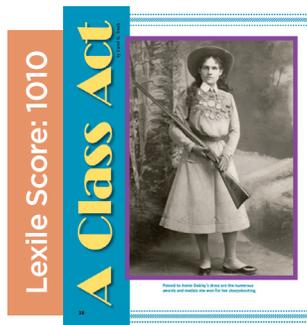
What motivated Cody to stay near the fair instead of seeking another location to have his show? What information from the text supports your inference?

Expository Writing *CCSS Writing 2*

Cody was a savvy businessman. Using evidence from the text, write an expository essay demonstrating the truth of this statement.

ARTICLE: A Class Act

Magazine pages 28 - 31, Narrative Nonfiction



Sharpshooting led to Annie Oakley's marriage and career. The article traces the path of both.

ESSENTIAL QUESTION

How did Bill Cody and his Wild West shows shape cultural impressions of the Old West?

SOCIAL STUDIES SCIENCE CONCEPT

Individual choices have both benefits and costs.

CROSS-CURRICULAR EXTENSION

History and Geography

Locate Ireland on a world map or globe. Research reasons for immigration from Ireland during the mid-1800s and how passage was made. List the hardships that had to be overcome to reach and settle in the United States.

KEY VOCABULARY

master (p. 31) to learn (something) completely

ruddy (p. 29) having a healthy reddish color

upcountry (p. 29) of or relating to an area of land that is toward the middle of a country, north of a country, or outside of a particular region

PREPARE TO READ

If you are married, tell the students how you met your spouse. If not, tell them how your parents met. Then introduce the article.

CLOSE READING QUESTIONS

- Underline terms used to describe each person mentioned in the text. Write a character sketch of each of them.
- How did Frank and Annie's roles change over time?
- Why is the location of Oakley's birth ironic?

COMMON CORE CONNECTIONS

Analyze Word Usage *CCSS Reading 4*

What words does the author use to express the tone of Oakley and Butler's relationship? How do these words affect that tone? Change the tone by substituting other words?

Analyze Text Structure *CCSS Reading 5*

The majority of the article is chronological, but the beginning isn't. How would starting with Annie's birth or young childhood have impacted the article?

Research-Based Writing *CCSS Writing 2 & 6*

Learn more about Annie Oakley. Write an expository essay describing her relationships with other famous people and share your writing with your class.

Lexile Score: 850



This article presents the sequence of trick shots from one of Annie Oakley's performances.

ESSENTIAL QUESTION

How did Bill Cody and his Wild West shows shape cultural impressions of the Old West?

SOCIAL STUDIES CONCEPT

Individual choices have both benefits and costs.

CROSS-CURRICULAR EXTENSION

Science

Study the science of trapshooting. What are the motor skills involved in aiming and firing a shotgun? What roles do gravity and centripetal force play in the shots she makes? What other forces come into play as the weapon is fired?

KEY VOCABULARY

hesitate (p. 31) to stop briefly before you do something especially because you are nervous or unsure about what to do

whirl (p. 31) to turn rapidly in circles

PREPARE TO READ

Ask students to name stunts they have watched live or in films, or that they've read about. Ask them why they think these stunts were included in the performance, film, or text.

CLOSE READING QUESTIONS

- Write a list of objects used during the performance.
- Underline text that describes how the audience reacted to Annie's demonstrations. Discuss how the audience might have reacted to other portions of the performance.
- Retell the procedure for Oakley's second trick.

COMMON CORE CONNECTIONS

Author's Purpose *CCSS Reading 6*

What is the author's purpose in writing this piece? How do the author's word choices help him accomplish this purpose?

Draw Inferences *CCSS Reading 1*

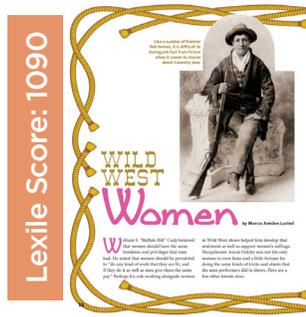
What can you infer about the personalities of Annie Oakley and Frank Butler? Use the text to justify your inferences.

Narrative Writing *CCSS Writing 3 & 6*

Pretend you are in the crowd for this performance. Write an e-mail to a friend, including details about what you felt and thought. Add a recommendation for or against your friend seeing the show.

ARTICLE: Wild West Women

Magazine pages 32 - 33, Expository Nonfiction



Many women participated in Cody's Wild West shows. A few are profiled here.

ESSENTIAL QUESTION

How did Bill Cody and his Wild West shows shape cultural impressions of the Old West?

SOCIAL STUDIES SCIENCE CONCEPT

Historical context shapes people's perspectives at the time.

CROSS-CURRICULAR EXTENSION

History

Research the suffrage movement and compare it to the movement seeking equal pay for women today.

KEY VOCABULARY

calamity (p.33) an event that causes great harm and suffering

pioneer (p. 33) someone who is one of the first people to move to and live in a new area

PREPARE TO READ

Show pictures of women working at jobs or competing in sports that were traditionally considered male. Explain that women were equally capable in the Wild West shows.

CLOSE READING QUESTIONS

- Make a chart showing each woman listed and how she became famous.
- Which of the women was not from the West?
- Underline details in the text that show how the women were connected to famous men of the time.

COMMON CORE CONNECTIONS

Draw Inferences *CCSS Info Text 1*

Why might Calamity Jane have made up stories about herself? Cite evidence from the text to support your answer.

Interpret Connotations *CCSS Info Text 4*

Underline the uses of the terms "man" and "men" in the text. What does their use indicate about the expectations for women of the time period.

Writing Arguments *CCSS Writing 1*

Conduct further research on the women presented and decide who would win a shooting competition. Write an argument to present your case.

ARTICLE: An International Cast

Magazine pages 34 - 36, Expository Nonfiction



Buffalo Bill hired performers from many walks of life and parts of the world, including Native Americans and African Americans.

ESSENTIAL QUESTION

How did Bill Cody and his Wild West shows shape cultural impressions of the Old West?

SOCIAL STUDIES SCIENCE CONCEPT

Different forms of art (moving, still) influence the perspectives of people living at a particular time.

CROSS-CURRICULAR EXTENSION

Geography

Select a group listed among the international performers and learn more about that group. Create a class map showing the geographical origins of each group.

KEY VOCABULARY

exotic (p. 36) very different, strange, or unusual

materialize (p. 35) to occur or become real

perception (p. 35) the way you think about or understand someone or something

spectacle (p. 36) something that attracts attention because it is very unusual or very shocking

PREPARE TO READ

Study the illustration that begins the article. What cultures are represented? What types of acts do you see?

CLOSE READING QUESTIONS

- Underline text that explains how being in Cody's shows benefited Native American participants.
- Why were African American actors playing Native American characters? Use evidence from the text to support your answer.
- Tally the number of countries and cultures represented in the show.

COMMON CORE CONNECTIONS

Describe Relationships *CCSS Info Text 3*

Find evidence in the text that shows the relationship between Bill Cody and the performers he hired? What impact did this have on the shows?

Analyze Evidence *CCSS Writing 9*

Underline examples of racial prejudice mentioned in the text. Write an analysis of the prejudice. Are causes or effects given? Conduct further research if needed and add reflections about what you've learned to your writing.

Opinion Writing *CCSS Writing 1 & 6*

Wild West shows were similar to television and movies of today. Write an essay detailing your opinion of this statement.

ARTICLE: The Center That Has It All

Magazine pages 37 - 39, Expository Nonfiction



The article presents a brief profile of The Buffalo Bill Center of the West

ESSENTIAL QUESTION

How did Bill Cody and his Wild West shows shape cultural impressions of the Old West?

SOCIAL STUDIES SCIENCE CONCEPT

Historical sources provide information about the past.

CROSS-CURRICULAR EXTENSION

Science

Research the natural history of the West. What were key species during the time of Wild West shows? What is the status of each of those species today?

KEY VOCABULARY

capture (p. 38) to describe or show (someone or something) in a very accurate way by using writing, painting, film, etc.

remembrance (p. 38) something that is done or made to honor the memory of a person, thing, or event

PREPARE TO READ

Ask students what types of historical sources (primary and secondary) would best allow them to learn about the Old West. Identify the limitations of each type of source. Last, ask students where they might find abundant primary sources about the Old West.

CLOSE READING QUESTIONS

- How has The Buffalo Bill Center of the West changed since the first museum opened
- What cultural events are held at the center and why do you think they have these events?
- Why was the addition of the McCracken Research Library important?

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Info Text 5*

The article begins with a series of questions. How does the rest of the text relate to these questions? Why might the author have chosen to begin this way? How else could the article have been structured?

Interpret Visual Information *CCSS Info Text 7*

What is the purpose of each photograph included with the text? Underline material in the text that relates to each image?

Expository Writing *CCSS Writing 1 & 6*

Identify the overall purpose of the article and the methods used by the author to achieve this purpose? Write an opinion essay on whether or not the author's methods were effective in accomplishing their purpose.

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*):

- Use information from several articles to form a more detailed biography of William F. Cody. Include information about his views, business sense, and personal life.
- Refer to “Meet Will Cody” and “The Legend of Wild Bill Hickok” to create a comparison of these two famous men.
- Gather information from “Ladies and Gentlemen...” and “A Sold Out Season” to compare the goals of the World’s Columbian Exposition with the goals of Cody’s show.
- Refer to several articles to find information on trick shots and the women who made them. Which woman do you think is the best shot and why?
- Use the articles to help focus in on some key issues of the times. How did the Wild West shows and Cody himself relate to these issues?
- Gather information from several articles to create a chart of acts that may have been in the show. State the roles of performers, the purpose or theme of the act, and the likely origins of the performers.
- What is the relationship between the disappearance of the western plains and the rise of Wild West shows? Use a variety of articles to help you form your answer.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

Wild West shows were a combination of vaudeville, rodeo, and circus. They contained spectacular stunts, international acts, and reenactments of real scenes. Capture the excitement of the Wild West by having students develop programs that showcase different acts and performers.

ENGAGE

READ AND
COMPARE

APPLY

ENGAGE: Engage your students by displaying pictures or recreations of items, events or people from the West. These could include movie stills of the oldest westerns, Native Americans on the Plains, and cowboys as well as objects associated with the West. Brainstorm other items, events or people associated with the West to complete the chart below.

Events	People	Objects
Cattle drives	Cowboys	Six gun
Attacks on settlers	Native Americans	Lariat

Share the essential question:

How did Bill Cody and his Wild West shows shape cultural impressions of the Old West?

READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use Meet Will Cody pages 10-13 as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 6 of this guide. Students can read using their own copies of the article and sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to turn and talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or what they wonder. Refer to the Article Pages for summaries of each article within *Buffalo Bill and the Wild West*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 16 to Compare Articles using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

CLOSE READ: *CCSS Informational Text.1* Mark the text, noting the important events of Bill Cody's life.

UNDERSTAND MAIN IDEAS TO DEVELOP EXPERTISE: *CCSS Info Text.7* Study the materials that accompany the main text. What information do they add? How do they support the main text?

ANALYZE PURPOSE: *CCSS Reading Info Text.8* The author claims that became famous as a frontiersman. What information in the text supports that claim? Does any information suggest another cause for Cody's fame? Does the author present sufficient evidence for you to accept his claim.

APPLY: HISTORY FAIR

While it would be impossible for students to recreate a Wild West show in the classroom, they can capture the excitement by developing programs that showcase various acts and performers.

STEP 1: Introduce Activity

Display copies of various programs (e.g. church, theatre, concerts, school-based performances, etc.). Tell students they will be creating a program for their own Wild West show. Inform them that their programs must include:

- an illustrated front and back cover
- a credits page listing the participants in their group and which part each completed
- the cast of the act(s) they are profiling and the order of the tricks or scenes in the act
- biographies of historical artists/performers
- information on how the act presented the culture of the West or another culture to the audience

STEP 2: Research and Plan

Have students form pairs or groups of three. Help them select different acts to include in their program by looking at a variety of articles in the magazine or conducting further research. Suggest that the students look for acts they can be passionate about because they will have to create programs that sell that act.

Once students have selected their acts, assist them in completing research to find information about the act and its' performers.

STEP 3: Design

Using the graphic organizer, prompt groups to design a final version of their program using word processing or other software, poster-board and markers, or other materials.

STEP 4: Demonstrate

After students have finished designing their programs, have them take turns showcasing their program to the entire class. Encourage students in the audience to ask questions about why the group chose to include certain acts and how they promoted them in their program.

NAME: _____

Mini-Unit Graphic Organizer

Order of Acts/Scenes

Cast List

NAME: _____

Mini-Unit Graphic Organizer

Cast Biographies

Cultural Information Portrayed in Acts

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:	ARTICLE 2:	ARTICLE 3:

calamity an event that causes great harm and suffering

*A frontierswoman who often dressed like a man, Martha Jane Canary became known as **Calamity** Jane. (p.33)*

capture to describe or show (someone or something) in a very accurate way by using writing, painting, film, etc.

*Its diverse perspectives on the West, from art to science and history, allow the Buffalo Bill Center of the West to **capture** the full spirit of the West. (p. 38)*

dignified It claimed that Buffalo Bill's Wild West wasn't dignified and educational enough to fit the overall theme of the fair.

*It claimed that Buffalo Bill's Wild West wasn't **dignified** and educational enough to fit the overall theme of the fair. (p.23)*

dispute a disagreement or argument

*While the exact details of the fight were unclear, he got involved in a **dispute** between the station managers and the station owner, David C. McCanles (also spelled "McCandless"). (p.15)*

dramatic attracting attention

*The people, animals, and natural scenery in the West provided **dramatic** themes for their work. (p. 6)*

emigrant a person who leaves a country or region to live in another one

*The discovery of gold in 1848 attracted a large number of **emigrants**. (p. 3)*

endorsement a public or official statement of support or approval

*Her presence at the show gave it a symbolic **endorsement** and set it up for a success. (p. 12)*

entourage a group of people who go with and assist an important person

*Of course, Buffalo Bill and his **entourage** of cowboys always saved the day at the last minute! (p. 19)*

exotic very different, strange, or unusual

*The international performers added to the show's spectacle with their **exotic** colorful costumes and theatrical tricks. (p. 36)*

exploits an exciting act or action

*During that time, Smalls was in 17 **engagements**, and he was present in Charleston Harbor in April 1865 when Union forces resumed control of Fort Sumter. (p. 13)*

exposition a public show or exhibition

*Sixteen months before the World's Columbian **Exposition** opened in Chicago, William F. "Buffalo Bill" Cody asked the fair's organizers for permission to include his famous show. (p. 23)*

flourish to be very successful

*As the populations of mining towns grew, other businesses **flourished** to support those communities. (p. 3)*

hesitate to stop briefly before you do something especially because you are nervous or unsure about what to do

*Without **hesitating**, she squeezed the trigger. (p. 31)*

immigrant a person who comes to a country to live there

*It offered opportunity to groups such as European **immigrants**, former slaves, and former Civil War soldiers who were in search of a better life or a fresh start. (p. 5)*

insensitive showing that you do not know or care about the feelings of other people

*The sideshows offered sword swallowers, fire-eaters, and "freaks" (an **insensitive** name used to describe little people or conjoined twins, for example). (p. 22)*

manifest clearly shown or visible

*The belief that Americans were destined to settle the continent from coast to coast became known as **Manifest** Destiny. (p. 3)*

master to learn (something) completely

*Oakley became an important part of the show as she **mastered** the tricks Butler developed, such as shooting a cigarette from his mouth. (p. 31)*

materialize to occur or become real

*Food and other supplies promised by the federal government did not always **materialize**. (p. 35)*



outrageous surprising or shocking

*For 10 cents or less, readers throughout the world read about **outrageous** adventures and exploits. (p.17)*

perception the way you think about or understand someone or something

*But as the public developed a **perception** of the American cowboy as white, some African Americans were cast in roles as Native Americans in shows or were billed as Spanish vaqueros. (p. 35)*

pioneer someone who is one of the first people to move to and live in a new area

*Whittaker played the part of a **pioneer** woman in an act showing an attack on a settler's cabin. (p. 33)*

portray to play (a character) in a film, play, or television show

*Buntline convinced Cody that he should become an actor and **portray** himself. (p. 12)*

rein in to limit or control (someone or something)

*A tough lawman, he **reined in** the wild behavior of the Texas cowboys who rode into town after long cattle drives. (p.15)*

remembrance something that is done or made to honor the memory of a person, thing, or event

*These include Buffalo Bill's birthday **remembrance** in February, the Plains Indian Museum Powwow in June, and the Buffalo Bill Invitational Shootout in August. (p. 38)*

ruddy having a healthy reddish color

*Butler was a handsome man with a **ruddy** complexion, blue eyes, and a dark mustache. (p. 29)*

sensationalize to describe or show something in a way that makes it seem more shocking than it really is

*Yet Cody was good at **sensationalizing** his performances for his audiences. (p. 19)*

spectacle something that attracts attention because it is very unusual or very shocking

*The international performers added to the show's **spectacle** with their exotic colorful costumes and theatrical tricks. (p. 36)*

undisputed not doubted or questioned

*For example, while it is an **undisputed** fact that Buffalo Bill was a real person whose given name was William F. Cody, certain events in Cody's life remain less clearly true. (p.17)*

upcountry of or relating to an area of land that is toward the middle of a country, north of a country, or outside of a particular region

*He had been told to expect "a crack shot from **upcountry**." (p. 29)*

vivid very bright in color

*They painted those natural wonders with **vivid** colors on huge canvases. (p.7)*

visualize to form a mental picture of (someone or something)

*In the 19th century, artists played an important role in helping people **visualize** the West. (p. 6)*

whirl to turn rapidly in circles

*As he **whirled** a glass ball on a string about his head, she used the reflection in the knife blade to take aim, holding the rifle backward over her shoulder. (p. 31)*

MEET WILL CODY

- <https://prairieskies.wordpress.com/2011/07/25/scouts-of-the-prairie-birth-of-a-western-myth/>
Short article on Stand Watie, a Cherokee Indian who became a Confederate General.
- <http://www.britannica.com/biography/William-F-Cody>
An encyclopedia article on William Cody
- <http://www.biography.com/people/buffalo-bill-cody-9252268>
An episode of Biography focused on Bill Cody

THE LEGEND OF WILD BILL HICKOK

- <http://www.historynet.com/wild-bill-hickok.htm>
A biography of Hickok that includes quotes from people who had known him

A CLASS ACT

- <http://www.pbs.org/wgbh/americanexperience/features/biography/oakley-annie/>
A biography of Annie Oakley that originally appeared on PBS as part of the show American Experience
- <http://www.biography.com/people/annie-oakley-9426141>
A biography of Annie Oakley

LADIES AND GENTLEMEN...

- <http://centerofthewest.org/learn/western-essays/wild-west-shows/>
An encyclopedia article presenting the background and legacy of Wild West shows as well as facts about Buffalo Bill's Wild West.

