

**Project G.L.A.D.
Forest Grove School District
The Westward Movement**

Idea Pages

I. UNIT THEME

- Pioneers came west for adventure, land, gold, religious freedom.
- Native American cultures and the physical landscape were forever changed as a result of these migrations.
- Both Pioneers and Native Americans endured many hardships.
- Contemporary Americans can learn from the mistakes and tragedies of the past during the settling of the west.

II. FOCUS/MOTIVATION

- Big Book: *The Important Thing about the Westward Movement*
- Inquiry Chart: What do we know?/What do we want to know about the westward movement?
- Indian Brave and Trail Blazer certificates for motivation
- Various songs and chants relating to theme
- Pictograph writing
- Realia
- Observation charts

III. CLOSURE

- Process all charts, especially inquiry
- Play Oregon Trail Simulation Game
- Present projects on sod homes, teepees, or Conestoga wagons to small groups and to class.
- Visit Washington County, Pacific University, Oregon City, or The Dalles museums.

IV. CONCEPTS/UNDERSTANDINGS

- The westward movement was a massive voluntary migration of mostly white Americans that began in the 1830's.
- People believed that God had given all the land from the Atlantic to the Pacific Oceans to Americans. (Manifest Destiny)
- Conditions were difficult, dangerous, and the trip was very long.
- Native Americans already lived in the areas where the pioneers traveled and settled.
- The Native Americans and the pioneers had very different beliefs about how to treat the earth and its resources.
- Native American culture and the landscape were changed forever. Many tribes were driven out of their land.

V. VOCABULARY

struggle	blizzard	trail	trudge
frontier	wainwright	rattlesnake	disagreement
point of view	guide	prairie	fort
Conestoga wagon	disease	rivers	grave
perspectives	wagon train	Sioux	homestead
plains	mountain man	manifest	journal
Native American	pioneers	supplies	journey
jerky	blacksmith	camps	migrate
covered wagon	ford	rifle	ox/oxen
hardship	teepee	settlements	stake a claim
buffalo	pan for gold	sharpen	terrain
bow and arrow	trade	trapper	trading post
prairie schooner	destiny	provisions	tribe
circle the wagons	yoke	axe	

VI. ORAL LANGUAGE/READING/WRITING SKILLS

- Use complete sentences to communicate oral and written ideas.
- Demonstrate respect in listening to others speak.
- Complete oral and written Cloze activities.
- Recognize irregular plurals.
- Consonant digraphs/blends
- Writing process/workshop
- Journaling
- Analyze and apply literary elements
- Read charts poems, books and student writing.

VII. MATH/SCIENCE/SOCIAL STUDIES SKILLS

- Map skills
- Rate/time/distance
- Divide provisions/calculate consumption
- Graph progress/percentage
- Create Venn diagrams comparing peoples
- Study landforms and ecosystems
- Nutrition needs of travelers
- Examples of cultural differences in contemporary society.
- Evaluate effects of humans/technology on landscape

VIII. RESOURCES AND MATERIALS

- *I Can Read about Pioneers*, C.J. Naden
- *The True Book of Pioneers*, Children's Press
- *Coyote and the Firestick*, Barbara Goldin
- *Going West*, Jean Van Leewen
- *The Pioneers*, Marie and Douglas Gorsline
- *Bright Fawn and Me*, Jay Leech, Zane Spencer, Thomas Crowell
- *Children of the Wind and Water*, Stephan Krensky
- *The Floating House*, Scott Sanders
- *Tools and Gadgets*, Bobbie Kalman
- *Los indios de norteamérica*, David Murdoch
- *Native Americans*, thematic unit, Teacher Created Materials
- *Indian Reading Series*, The Confederated Indian Tribes of Warm Springs Reservation of Oregon
- *Banners*, Scholastic Reading Program
- *Brother Eagle, Sister Sky*, Susan Jeffers
- *The Golly Sisters Ride Again*, Betsy Byers
- *A Horse Called Starfire*, Boegehold, Betty
- *If You Traveled West in a Covered Wagon*, Ellen Levine
- *Josefina y la colcha de retazos*, Eleanor Coerr
- *Josefina & the Quilt Story*, Eleanor Coerr
- *La leyenda de la flor "El Conejo"*, Tomie DePaola
- *The Legend of the Bluebonnet*, Tomie DePaola
- *The Legend of the Indian Paintbrush*, Tomie DePaola
- *La leyenda del pincel indio*, Tomie DePaola
- *Little Hawk's New Name*, Don Bolognese
- *Pioneer Woman*, Lynn LaGrange
- *Kate's House*, Mary Francis Shura
- *The Legend of Jimmy Spoon*, Kristianna Gregory
- *The Oregon Trail*, Leonard Everett Fisher
- *Log Cabin in the Woods*, Joanne Landers Henry
- *Children of the West*, Russel Freedman
- *The Oregon Trail*, R. Conrad Stein
- *Iktomi and the Boulder*, Paul Goble
- *...If you Lived With the Sioux Indians*, Ann McGovern
- *The Way West*, Amelia Stewart Knight
- *Cassie's Journey*, Brett Harvey
- *Araminta's Paint Box*, Karen Ackerman
- *Daily Life in a Covered Wagon*, Paul Erickson
- *The California Gold Rush*, R. Conrad Stein

**Project G.L.A.D.
Forest Grove School District
The Westward Movement**

Unit Planning Pages

FOCUS/MOTIVATION

- Indian Brave, Trail Blazer (award certificates)
- Inquiry chart
- Read aloud books
- Big book *The Westward Movement*
- Poetry
- Pioneer recipe
- Picture file cards activities (writers' workshop)
- Movies/videos
- Guest speaker
- Indian and pioneer games/nature activities
- Traveling caravan
- Indian and Pioneer artifacts and realia
- Guided imagery
- Pictograph writing
- Observation charts

INPUT

- Comparative input chart Indian child and Pioneer child
- Narrative input chart of Coyote and the Wind
- Living Wall of the Oregon Trail
- Pictorial input chart of a covered wagon/provisions
- 10/2 lecture process
- Chants, raps, poetry
- Preview/review in primary language
- Story telling Oral tradition
- Cooperative jigsaw and expert groups of westward movement facts
- Indian lifestyle pictorial input chart
- Pioneer and Indian realia (from museum)

GUIDED ORAL PRACTICE

- Indian talking stick cooperative activity
- Readers theatre
- T-charts for social skills
- Process charts daily
- Reading the walls
- Farmer in the dell
- Process grid

- Add to living wall
- Three step interview (share family histories and moving/travelling places)
- Ear to ear reading
- Discuss self evaluations and team evaluations
- Author's chair

IV. READING AND WRITING

- A. Group Frames (Teacher uses information from students to model reading and writing with appropriate frame)

Poetry Frames

1. *Expository Frame*: Compare and contrast Indian and pioneer children
Pioneer and Indian children were alike in many ways.... Pioneer and Indian children were different in many ways.
2. *Narrative Frame*: Personal Experience about moving using the following frame;
When I _____
I was _____
Then I _____
But later I _____
Finally I _____
3. *Persuasive Frame*: Persuade your parents to take you someplace next summer.
Start with question: Do you want your children to learn a lot next summer and to know a lot about their world? If you do then take them to _____.
First...next... then...also... in addition... and most important
4. *Imaginative Frame*: Use story frame to write a group story.
5. *Descriptive Frame*:

Use your five senses to describe a utensil, scene or person

- B. Co-operative and Group Reading/Writing Choices
- Partner writing or reading activities
 - Sketches of opinions and feelings about life as a pioneer or Indian child
 - Found poetry
- C. Individual activities
- Learning log/journal writing
 - Strip books
 - Library corner
 - Poetry book
 - Poem booklet
 - DEAR time
 - Cultural artifact cards

- D. Writers' Workshop
- Mini lessons (writing traits, mind mapping, parts of speech - Farmer in the Dell, highlighting, revision/editing symbols)
 - Mind mapping, brainstorming
 - Sharing, responding, highlighting
 - Revising
 - Editing
 - Conferencing
 - Author's Chair daily

V. Integrated Activities/Extensions

- Guided imaging
- Indian sand painting
- Indian skin stories
- Story telling
- Editing revising of work
- Evaluating work self/group
- Cooking
- Make covered wagon, teepee or soddy
- Additional reading choices

VI. Daily Activities

- Read aloud
- DEAR
- Writers' Workshop
- Guided reading
- Processing reading/singing charts
- Cooperative activities

VII. Closure

- Focused reading and processing of all charts; inquiry charts
- Share final drafts of writings
- Evaluate unit in journals
- Sharing projects
- Portfolio conferences
- Field trip to interpretive museum (Or. City, Dalles, etc.)
- Interactive journal activities
- Pioneer/Indian recipes

Unit Inventory

GLAD UNIT #30487

WESTWARD MOVEMENT

2 TEACHER MADE BIG BOOKS

OREGON TRAIL MAP W/ INFO CARDS

PICTORIAL INPUT CHARTS: Ft. Vancouver, covered wagon, pioneer and Native American girls

NARRATIVE INPUT PIECES & BACKGROUND

IDEA & UNIT PLANNING PAGES, HOME SCHOOL CONNECTIONS

POETRY BOOKLET WITH TRANSPARENCIES

TIMELINE

OREGON TRAIL JOURNAL MASTER

WEBSITE TEACHER INFO PACKET

OREGON HISTORICAL SOCIETY EDUCATION GUIDE FOLDER

63 PICTURE FILE CARDS

BOOK TITLES:

THE SIOUX

WAGON TRAIN

CASSIE'S JOURNEY

SACAJAWEA

IKTOMI AND THE BOULDER

QUILLWORKER A CHEYENNE LEGEND

THE PIONEER WOMAN

DAILY LIFE IN A COVERED WAGON

SITTING BULL WARRIOR OF THE SIOUX

BRAVE BEAR AND THE GHOSTS

ARAMINTA'S PAINT BOX

THE WAY WEST (**HARDCOVER**)

BROTHER EAGLE, SISTER SKY (**HARDCOVER**)

2- IF YOU TRAVELED WEST IN A COVERED WAGON

2-THE GOLLY SISTERS RIDE AGAIN

IF YOU LIVED WITH THE SIOUX INDIANS

THE OREGON TRAIL (**HARDCOVER**)

THE LEGEND OF THE INDIAN PAINTBRUSH

THE CALIFORNIA GOLD RUSH

THE OREGON TRAIL CORNERSTONES OF FREEDOM

2-THE JOSEFINA STORY QUILT

AMERICAN SISTERS WEST ALONG THE WAGON ROAD

LITTLE HAWK'S NEW NAME

WESTWARD MOVEMENT CROSS-CURRICULUM ACTIVITY BOOK

JOSEFINA Y LA COLCHA DE RETAZOS

LA LEYENDA DEL PINCEL INDIO

THE IMPORTANT BOOK ABOUT THE WESTWARD MOVEMENT

By John Gorman and Alejandro Cantú

The important thing about the Westward Movement was that it changed America Forever.

Thousands of people came west in covered wagons. They began their journey in Independence, Missouri.

But the important thing about the Westward Movement is that America was changed forever.

The important thing about the Westward Movement was that it changed America Forever.

They traveled two thousand miles across America. It took people five or six months to make the journey.

But the important thing about the Westward Movement is that America was changed forever.

The important thing about the Westward Movement was that it changed America Forever.

There were no paved roads, no bridges and no tunnels.

But the important thing about the Westward Movement is that America was changed forever.

The important thing about the Westward Movement was that it changed America Forever.

Travel was slow and difficult. Over 34,000 people died on the Oregon Trail alone. They died from sickness, accidents, and drowning.

But the important thing about the Westward Movement is that America was changed forever.

The important thing about the Westward Movement was that it changed America Forever.

Most people had to walk the whole way. Old and sick people and babies rode in the wagons.

But the important thing about the Westward Movement is that America was changed forever.

The important thing about the Westward Movement was that it changed America Forever.

Thousands and thousands of people went west looking for their fortune. They looked for rich land, for vast forests to cut down for lumber, and for gold in the mountains.

But the important thing about the Westward Movement is that America was changed forever.

The important thing about the Westward Movement was that it changed America Forever.

Some pioneers made the westward journey to find a place where they could safely build their churches and towns and practice their religion.

But the important thing about the Westward Movement is that America was changed forever.

The important thing about the Westward Movement was that it changed America Forever.

The pioneers believed that the land was theirs to claim. The Native Americans, who had lived there for thousands of years, felt differently. They believed that the land belonged to many people even if there were no farms or houses on the land.

But the important thing about the Westward Movement is that America was changed forever.

The important thing about the Westward Movement was that it changed America Forever.

Our country changed after thousands of pioneers came west. The pioneers had new farms and towns, but the Native people lost their land.

But the important thing about the Westward Movement is that America was changed forever.

PEOPLE HEAR OUR CRY!

Adapted by John Gorman from Chief Seattle's speech

We are the Native People. The Great Spirit brought us to this abundant land many thousands of years ago.

People hear our cry!

Our ancestors taught us to protect our Mother, the earth, who gives us all we need to survive.

People hear our cry!

Your people claim land, then divide and fence it. You believe that you own it.

But who can own the ageless soil below us or the blowing clouds above?

People hear our cry!

Take care of the land. Harvest only the plants you need to survive, for they are your blessed sisters.

People hear our cry!

Honor and respect all creatures, for they are your sacred brothers.

People hear our cry!

Keep clean and free-flowing the fresh blue waters. The lakes and streams are also Earth's children.

People hear our cry!

You may send armies to crush us, but let us ask one thing.
Think of your children and the land they will inherit.

People hear our cry!

**Whatever you do to the earth you do to your own
children.**

So,
Love your Mother, the earth and she will care for you always.

People hear our cry!

Coyote and the North Wind

Adapted from a story by the Oregon Warm Springs tribe

Once upon a time, late on a spring night, Coyote was sleeping. The moon was shining high in the sky, and the stars were twinkling above the mountains. All was quiet in the forest.

Then, suddenly, the wind began to blow. At first, it blew softly. Then it began to blow harder. It woke and scared the rabbits. They ran away as quickly as they could, because that's what rabbits do when they get scared. Then the wind blew even harder, and it woke up Coyote.

Now, Coyote is often a foolish animal, so sometimes he isn't frightened when he should be. Instead of getting scared and running off to safety like other animals, Coyote gets mad.

You can imagine how mad Coyote got at the wind. He was especially grumpy because he was still half -asleep. When he woke up enough to get really angry, he decided to play a trick on the wind. He decided to make the wind stop blowing so he could get back to sleep.

Coyote got an old fishing net out of his cave and caught the wind in it the next time the wind blew. He stuffed the net into a big cedar box and covered the box with round, heavy stones so that the wind couldn't escape. Then he went back to sleep.

The next day when Coyote woke up, he stretched and crawled out of his cave. The sun was shining high in the sky. It was a very hot day. It was so hot it seemed like summer, even though it was still early spring. Coyote started panting and sweating and said to himself, "I think it would be nice to have a light, gentle breeze to help cool me off a bit." So Coyote took the stones off the box and opened the lid—just a little.

But the wind blew the box completely open, and in a great blast of fury, the wind escaped. It blew away the clouds in the sky. It blew down the trees and blocked the entrance to Coyote's cave. It blew the dirt all around, getting into Coyote's eyes and stinging them like a wasp stings you.

Coyote got very mad because he had not succeeded in tricking the wind, and the wind had played a trick on him instead. He was even hotter than he was before, because the clouds had been blown away, and there was nothing to cover the sun. Also, Coyote had to work a long time—once he got the dirt out of his sore eyes—to move the trees that had fallen in front of his cave so he could get back inside to sleep.

Do you think Coyote the Trickster learned that we can't control the wind? No, he never even stopped to think about all the damage he caused trying to play a trick on Mother Nature. In fact, he forgot all about the wind, getting angrier and angrier at the sun. Can you imagine what trick he's planning next?

Home-School Connections:

Home-School Connection

Name _____

Please have someone in your family answer several of these questions about moving. Then write down and/or draw a picture about the answers. Bring this paper to school tomorrow for a class project.

Questions:

Answers:

Trabajando juntos

Nombre _____

Pregúntale a un adulto en tu familia algunas de estas preguntas acerca de una vez que tu familia se mudó o que alguien en tu familia se haya mudado. Escribe y/o dibuja acerca de tus respuestas. Trae esta hoja a nuestra clase mañana para hacer un proyecto.

Preguntas:

Respuestas:

Home-School Connection

Name _____

My great grandmother

1. What was her name?

2. Where was she born?

3. Write down two things that she did during the day that are very different from what your mother does.

A. _____

B. _____

4. My great grandmother cooked:

The main ingredients were:

5. These are two words that describe my great grandmother:

A. _____

B. _____

6. What else did you learn about your great grandmother?

Trabajando juntos

Nombre _____

Mi bisabuela

1. ¿Cómo se llamaba?

2. ¿Dónde nació?

3. Escribe dos cosas que ella hacía durante el día que son muy diferentes de lo que hace tu mamá.

A. _____

B. _____

4. Mi bisabuela cocinaba:

Los ingredientes principales eran:

5. Estas dos palabras describen a mi bisabuela:

A. _____

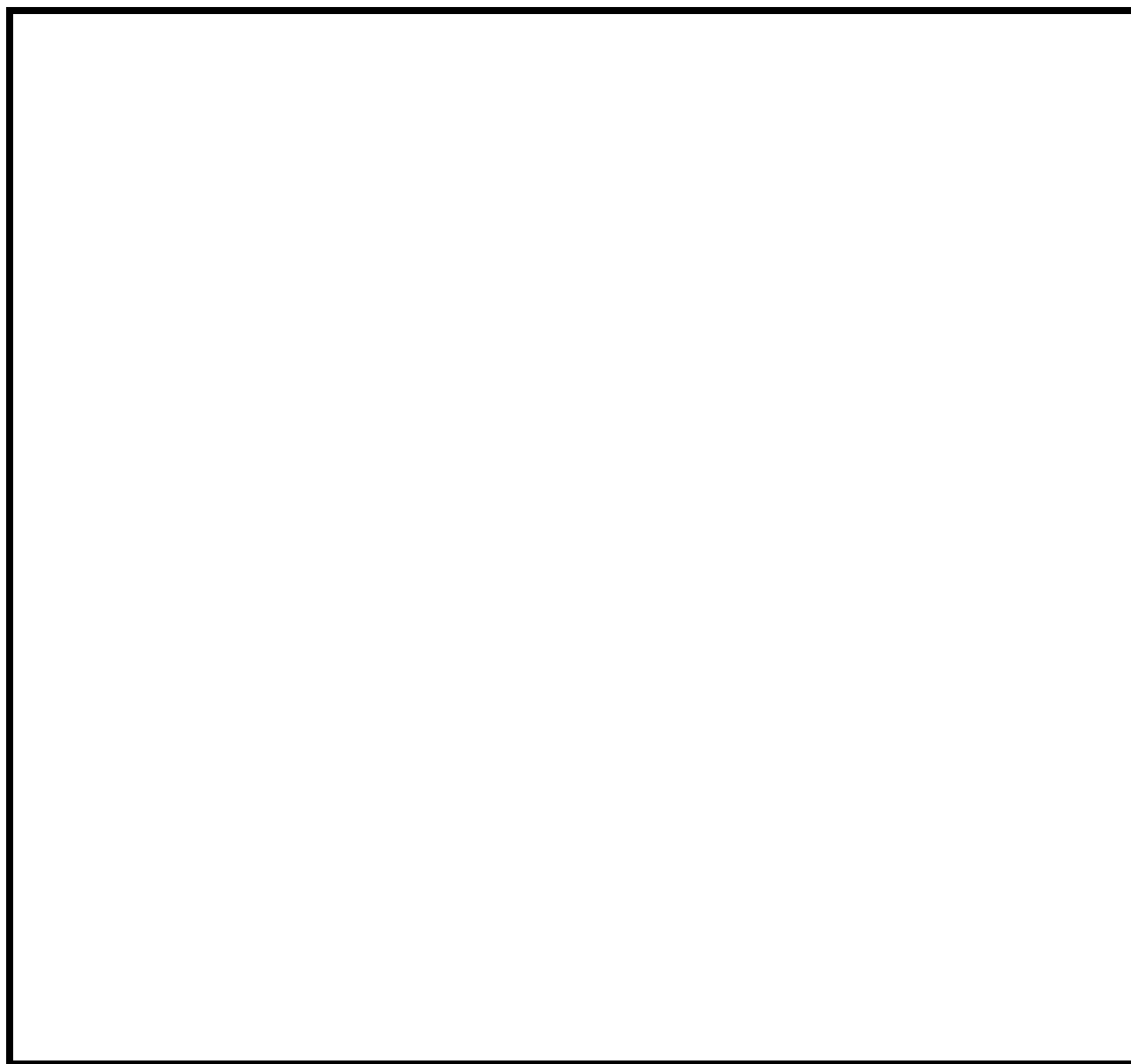
B. _____

6. ¿Qué más aprendiste sobre tu bisabuela?

Home-School Connection

Name _____

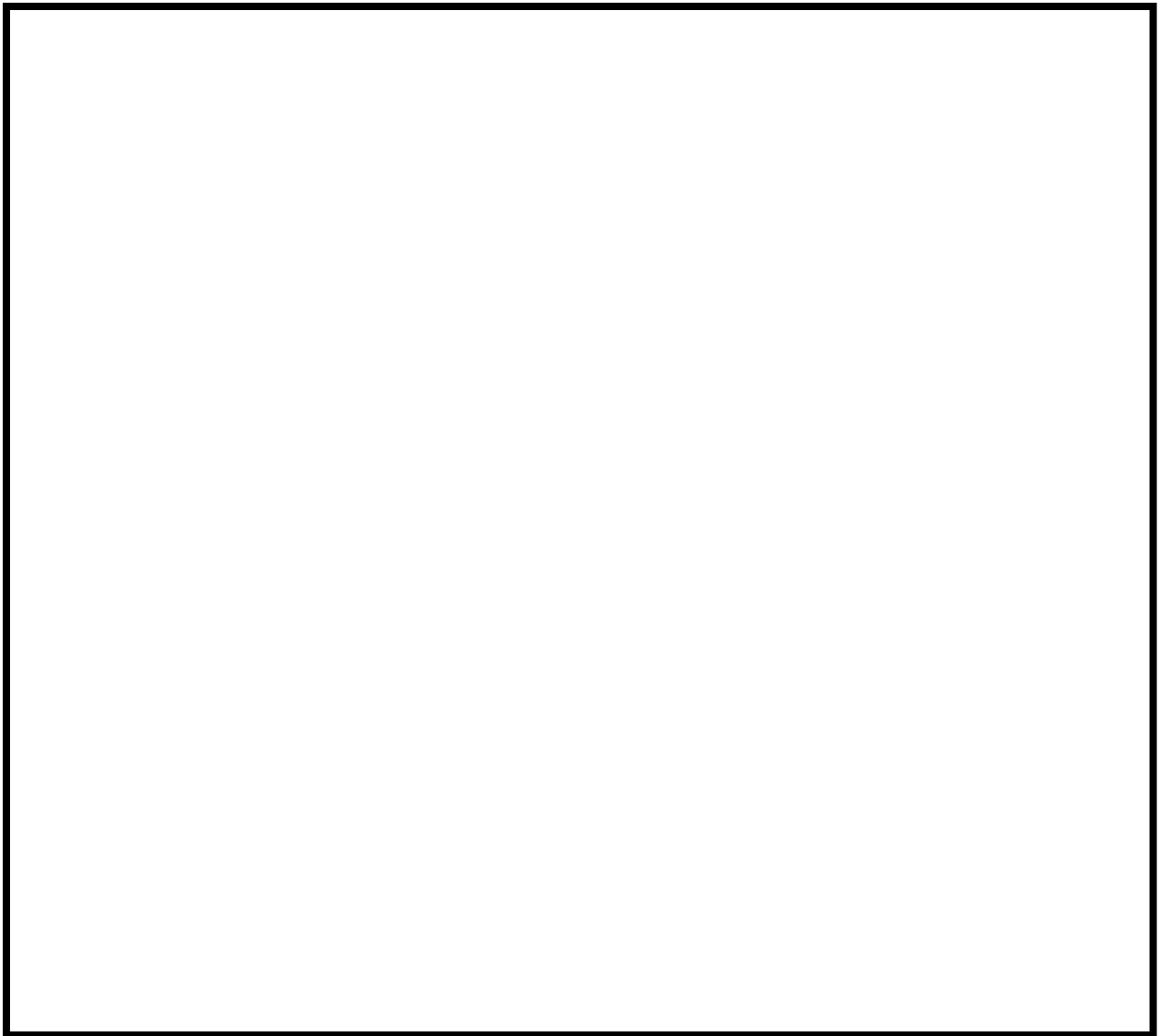
Draw one tool or utensil that is used in your home that is similar to one used by pioneers and/or Native Americans.

A large, empty rectangular box with a black border, intended for a drawing of a tool or utensil.

Trabajando juntos

Nombre _____

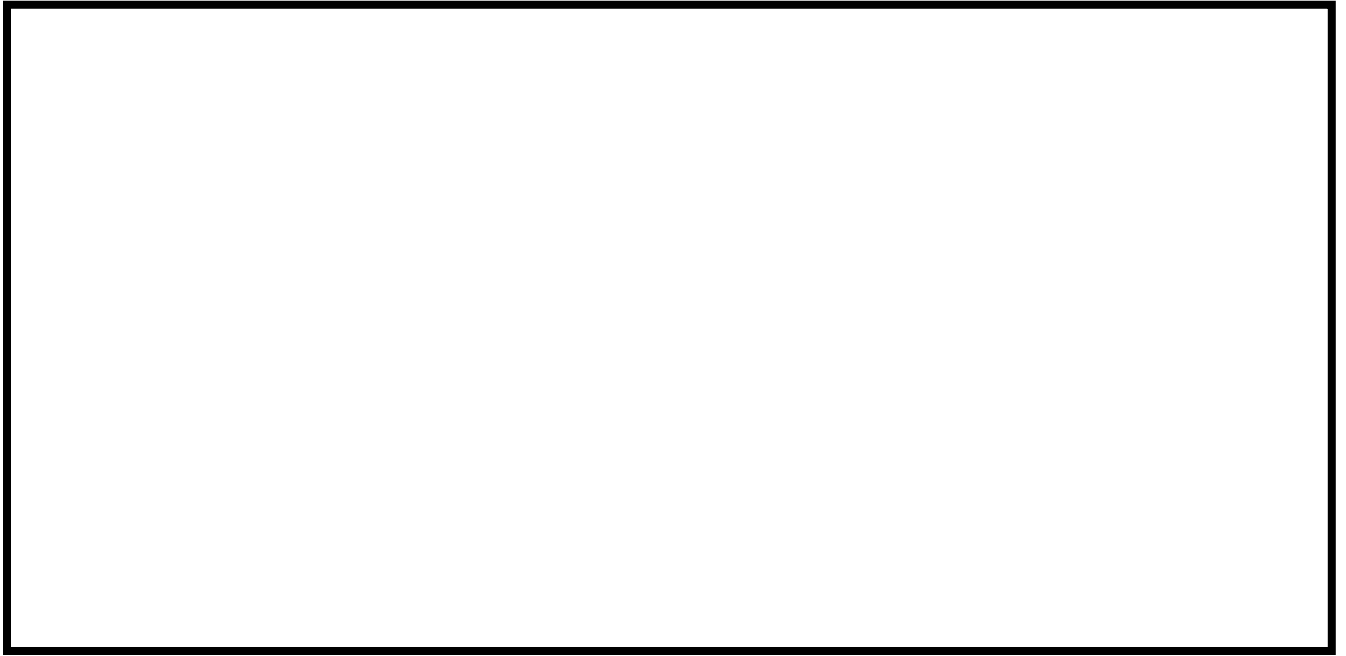
Dibuja una herramienta que se usa en tu casa. Esta herramienta debe ser parecida a una herramienta que ha sido usado por los pioneros o los indios.



Home-School Connection

Name _____

Ask someone in your family to tell you something he/she knows about Native Americans. Draw a picture and write about what he/she told you.



Trabajando juntos

Nombre _____

Pídele a alguien en tu familia que te cuente algo sobre los americanos indígenas. Haz un dibujo y escribe acerca de lo que te contó.



Chants, Raps, and Poems

And My Heart Soars

Chief Dan George

The beauty of the trees,
the softness of the air,
the fragrance of the grass,
speaks to me.

The summit of the mountain,
the thunder of the sky,
the rhythm of the sea,
speaks to me.

The faintness of the stars,
the freshness of the morning,
the dew drop on the flower,
speaks to me.

The strength of fire,
the taste of salmon,
the trail of the sun,
and the life that never goes away,
they speak to me.

And my heart soars.



Cloud Brothers

© Victor Cockburn & Judith Steinbergh, 1992

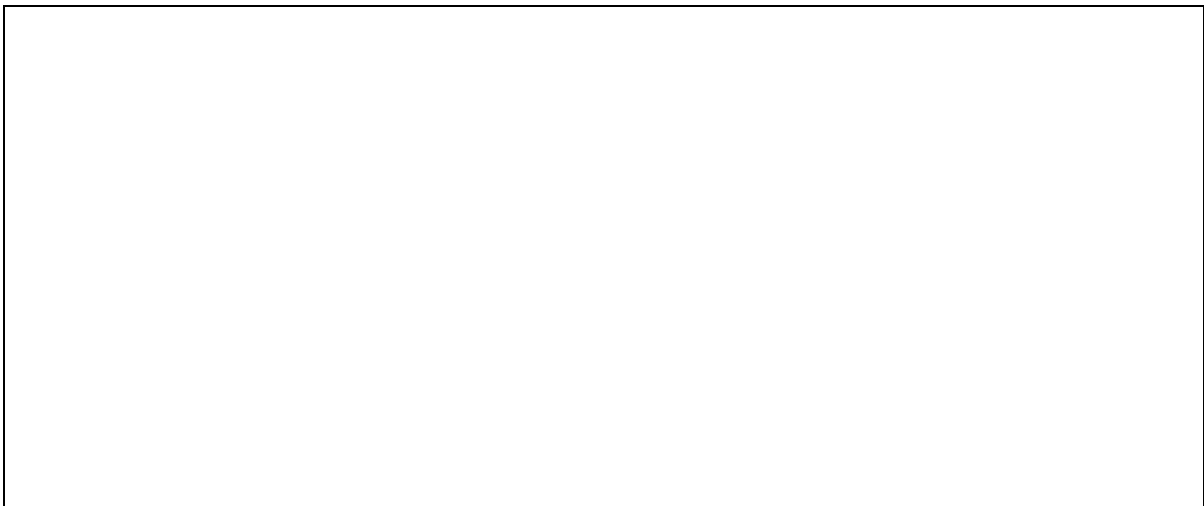
Where I Came From: Songs and Poems from Many Cultures

Four directions: Cloud brothers share one sky.
Each has its own path, each has its own mood,
Each has its own face.

The cloud brothers are many, but they are one family.
The cloud brothers are scattered, but they are one spirit.
They mingle within themselves, changing with every moment.
They tell us that we too are brothers in the land.

And like our cloud brothers
We are all yellow, as are the sunrise clouds.
We are all white, as are the noonday clouds.
We are all black, as are the thunder clouds.
We are all red, as are the sunset clouds.

So let us look up to our Cloud Brothers
As one family, and one spirit.
For we are truly different
And yet, we are truly the same.



Earth's Worth

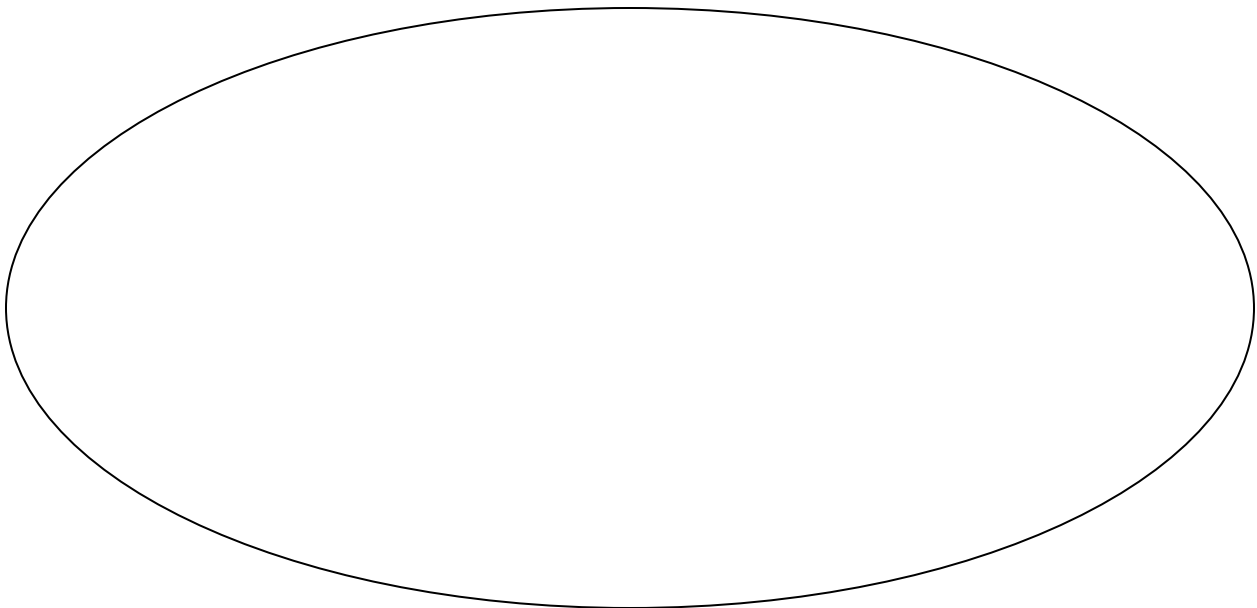
Adapted from "Colors of the Wind", Wonderland Music Co. Inc.

You think you own whatever land you land on,
The earth is just a dead thing you can claim.
But I know every rock and tree and creature
Has a life, has a spirit, has a name.

The rainstorm and the river are my brothers.
The heron and the otter are my friends.
And we are all connected to each other
In a circle, in a hoop that never ends.

Come run the hidden pine trails of the forest.
Come taste the sun-sweet berries of the earth.
Come roll in all the riches all around you,
And for once never wonder what they're worth.

How high can the sycamore grow?
If you cut it down, then you'll never know.



Frontier Children

By John Gorman

Children here, children there,
Frontier children everywhere!

Hungry children hunting,
Intent children carving,
Curious children collecting,
And tired children trudging.

Children on the trail,
Children on the plain,
Children in the desert,
Children in the rain.

Children here, children there,
Frontier children everywhere!

Children! Children! Children!



Gold Fever

Adapted from 49ers unit by Marcia Brechtel

I heard the call, I felt the fever
Of that shiny, magic metal.
I packed my bags and maps and tools
And went to the Mississippi River.

*There's gold in them thar hills-
I know.*

I crossed the plains and mountains high,
To chase that shiny, magic metal.
Trails to Oregon and California.
Hungry, thirsty, sick was I.

*There's gold in them thar hills-
I know.*

I slogged through mud and staked my claim
For that shiny, magic metal.
Cholera spread and many died.
But I kept panning to my shame.

*There's gold in them thar hills-
I know.*

My stomach was empty. Times were lean.
As I trudged after that shiny, magic metal.
The sun pressed hard and struck me down.
Much later my bones were found picked clean.

*There's gold in them thar hills-
I know.*

But it ain't worth dyin' fer!

I'm a Frontier Wagon Train

By Laura Curry and family

I'm a frontier wagon train
Rumbling across the plain.
I only go 10 miles a day,
To reach the coast is a long, long way.

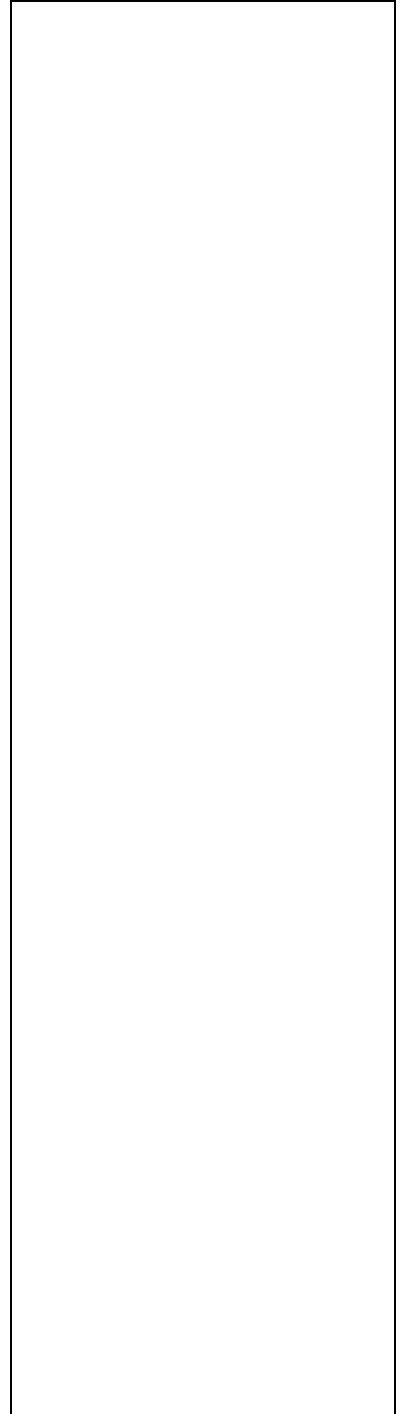
I'm a train-bump, bump.
I'm a train-bump, bump.
I'm a covered wagon train-bump, bump.

They filled me with supplies they need,
For work to do and mouths to feed,
Flour and salt and guns and tools,
Some precious books 'cause there are no schools.

I'm a train-bump, bump.
I'm a train-bump, bump.
I'm a covered wagon train-bump, bump

In front the oxen trudge along,
Two to a yoke with legs so strong.
People walk along the side,
Only the old and the sick may ride.

I'm a train-bump, bump.
I'm a train-bump, bump.
I'm a covered wagon train-bump, bump



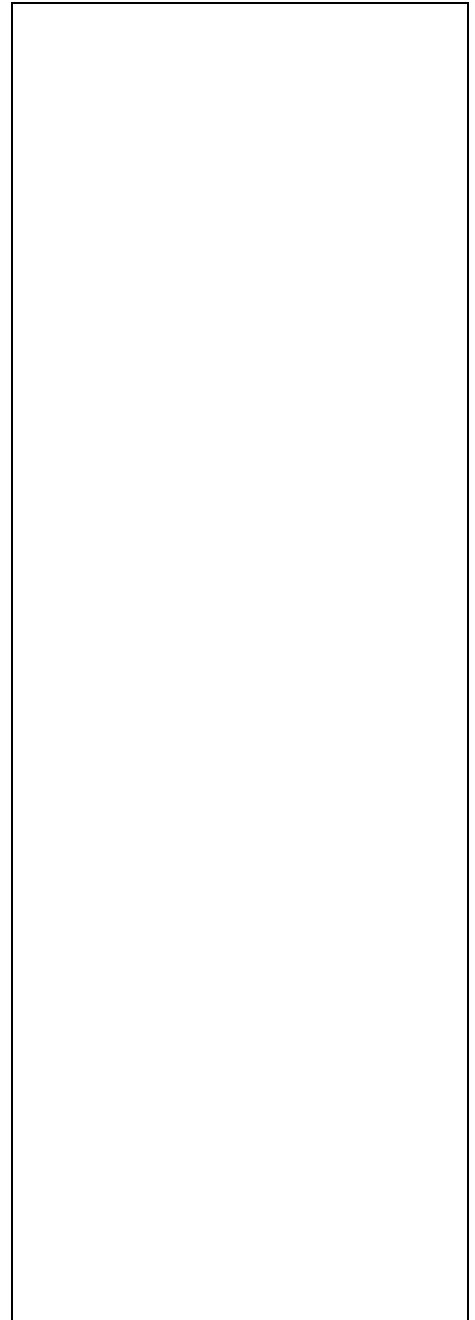
The plains are dusty, dry and bleak.
Floating on rivers makes me leak.
Many mountains must be crossed
Before it snows or we'll be lost.

I'm a train-bump, bump.
I'm a train-bump, bump.
I'm a covered wagon train-bump, bump

At night I form into a ring,
The campfires cook and the people sing.
Circled wagons help protect
Against the dangers we expect.

I'm a train-bump, bump.
I'm a train-bump, bump.
I'm a covered wagon train-bump, bump

When we finally reach this long trail's end,
Each pioneer will call me "friend".
From Missouri to the great Northwest,
We pulled our weight, now we get to rest.



Oregon Trail?... Yes, Ma'am!

By John Gorman, Laura Curry, Jill Sutton

Is this the Oregon Trail?

Yes, ma'am!

Is this the Oregon Trail?

Yes, ma'am!

Well, where does it start?

It starts in Missouri.

Well, where does it end?

It ends at the coast.

Can you tell what it's like?

Yes, ma'am!

All the good and the bad?

Yes, ma'am!

Well, why did they go?

For land and wealth.

And how would they get it?

By staking their claim.

Now, did they prepare?

Yes, ma'am!

So what did they need?

A covered wagon and oxen.

Is that all they brought?

No, they packed it with supplies.

What provisions did they need?

Water, food and tools.

Did the pioneers survive?

Well...many of them died.

So how did some get by?

Perseverance and pride.

What were the hardships?

Rough terrain and disease.

And is that all?

You call 2,000 miles "all"???

Was the trail that tough?

Yes, ma'am!

Then describe some more.

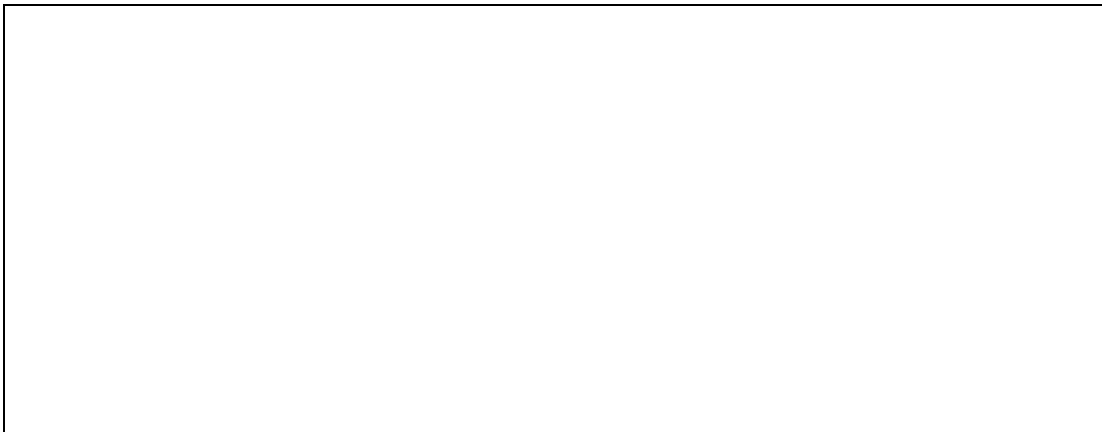
Snowy mountains so tall.

Why was it so rough?

Raging rivers so wide.

Were there any other problems?

Some natives were mad.



So they couldn't see eye to eye?
And can you tell me why?
How did the natives think?
And what about the settlers?

No, ma'am!
Yes, ma'am!
The land belongs to no one.
They claimed it with a gun.

Then the story's sad and happy?
Broken hearts and dreams fulfilled?
What happened to the West?
And what about the Indians?

Yes, ma'am!
Yes, ma'am!
It was settled and developed.
Conquered people driven out.

And is that all?
All adventure and hard work?
So what is it called?
How did Oregon get settled?

Yes, ma'am!
Yes, ma'am!
The Westward Movement!
The Westward Movement!



SWEET BETSY FROM PIKE

Traditional

Oh don't you remember sweet Betsy from Pike,
Who crossed the big mountains with her husband Ike,
With two yoke of cattle, a large yellow dog,
A tall Shanghai rooster, and one spotted hog.

Singing toora la, loora la, loora la lay.
Singing toora la, loora la, loora la lay.

They crossed the wide desert, they climbed the tall peaks.
They camped on the prairie for many long weeks.
Through all sorts of misery, dry days and wet,
If they hadn't trudged on, they'd be camping there yet.

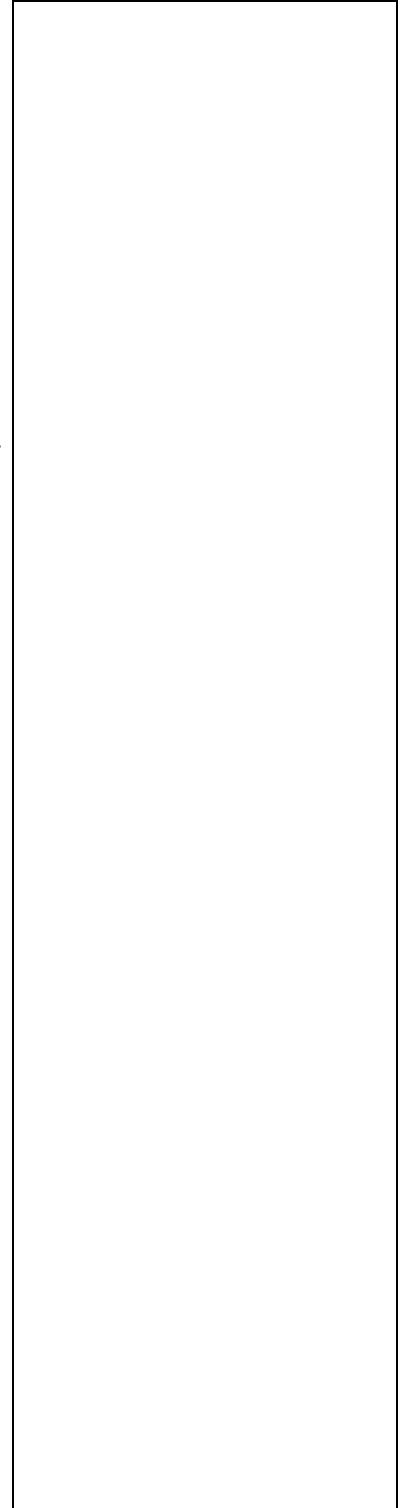
Singing toora la, loora la, loora la lay.
Singing toora la, loora la, loora la lay.

The rooster ran off and the cattle all died,
The last piece of bacon that morning was fried.
Poor Ike got discouraged, and Betsy got mad,
The dog wagged its tail and looked wonderfully sad.

Singing toora la, loora la, loora la lay.
Singing toora la, loora la, loora la lay.

One morning they climbed up a mountain so high,
And with wonder below a new village did spy.
Ike shouted and said, as he cast his eyes down,
"Sweet Betsy, my darling, we've got to Stumptown."

Singing toora la, loora la, loora la lay.
Singing toora la, loora la, loora la lay.



The Westward Bugaloo

By John Gorman, Jill Sutton, Laura Curry

I'm writing in my journal and I'm here to say,
"This trip's been difficult in several ways.
Sometimes it's the weather, sometimes it's the food.
Sometimes I'm in a very lonely mood."

Buffalo, Indians, rivers too,
Doing the Westward bugaloo.

We packed our wagon and headed west.
We're looking for gold just like the rest.
Our friends moved away to start a homestead,
Tried to get to Oregon but ended up dead.

Buffalo, Indians, rivers too,
Doing the Westward bugaloo.

I hope our new homes are warm and dry.
Trudging for six months, I'm so tired I could cry.
Is the future bright or will it be gray?
Or will someone fight to keep us away?

Buffalo, Indians, rivers too,
Doing the Westward bugaloo.



There's a Hole in my...

There's a hole in my bucket dear Liza, dear Liza.

There's a hole in my bucket dear Liza. There's a hole.

Well fix it dear Henry, dear Henry, dear Henry.

Well fix it dear Henry, dear Henry. Fix it.

With what shall I fix it dear Liza, dear Liza?

With what shall I fix it dear Liza; with what?

With a straw dear Henry, dear Henry, dear Henry.

With a straw dear Henry, dear Henry; with a straw.

But the straw is too long, dear Liza, dear Liza.

But the straw is too long, dear Liza; too long.

Then cut it dear Henry, dear Henry, dear Henry.

Then cut it dear Henry, dear Henry. Cut it.

With what shall I cut it dear Liza, dear Liza?

With what shall I cut it dear Liza; with what?

With a knife, dear Henry, dear Henry, dear Henry.

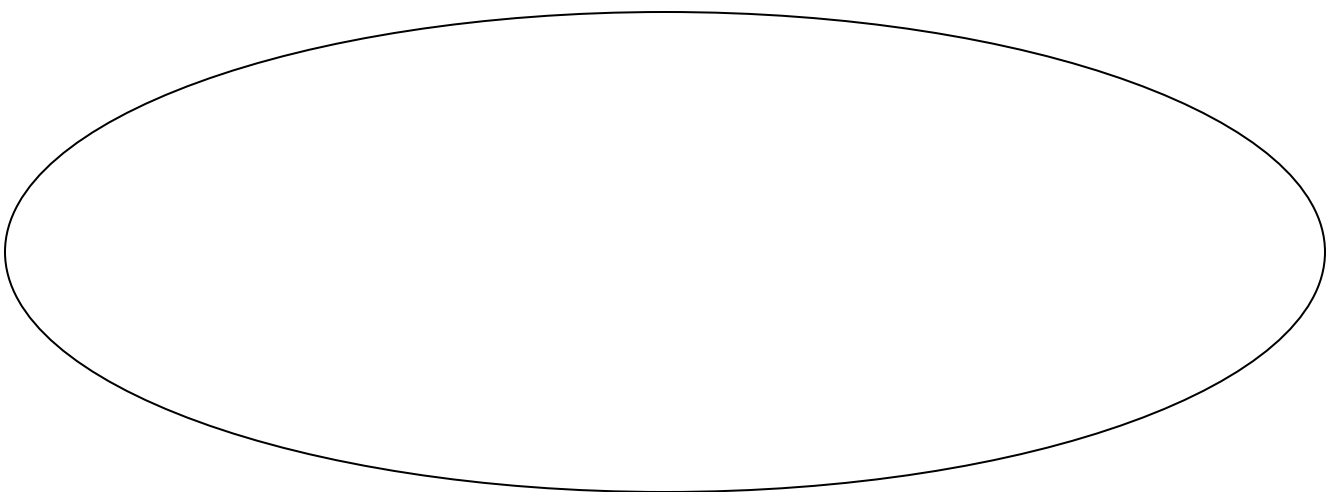
With a knife dear Henry, dear Henry; with a knife.

Well the knife is too dull, dear Liza, dear Liza.

Well the knife is too dull, dear Liza; too dull.

Then sharpen it dear Henry, dear Henry, dear Henry.

Then sharpen it dear Henry, dear Henry; sharpen it.

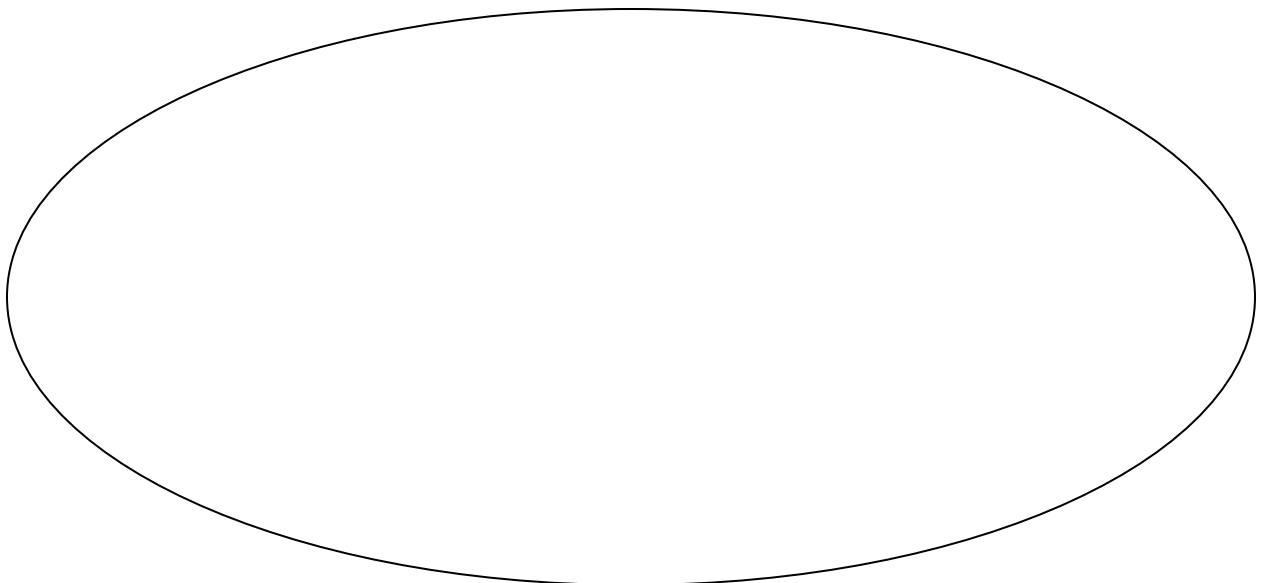


With what shall I sharpen it dear Liza, dear Liza?
With what shall I sharpen it dear Liza; with what?
 With a stone dear Henry, dear Henry, dear Henry.
 With a stone dear Henry, dear Henry; with a stone.
But the stone is too dry dear Liza, dear Liza.
But the stone is too dry dear Liza; too dry.
 Well wet it dear Henry, dear Henry.
 Well wet it dear Henry, dear Henry; wet it.

With what shall I wet it dear Liza, dear Liza?
With what shall I wet it dear Liza; with what?
 With water dear Henry, dear Henry, dear Henry.
 With water dear Henry, dear Henry; with water.

Well how shall I carry it dear Liza, dear Liza?
Well how shall I carry it dear Liza; carry it?
 In a bucket dear Henry, dear Henry, dear Henry.
 In a bucket dear Henry, dear Henry; in a bucket.

But there's a hole in my bucket dear Liza, dear Liza.
But there's a hole in my bucket dear Liza. There's a hole.



Westward Rap

By John Gorman

Thousands left their homes back in the East,
Loading their wagons and harnessing their beasts.
Heading to Oregon for forests and farmland,
Lots of adventure and excitement at hand.

Wagon trains left Missouri and headed out west,
Plodded along the trail- no time to take a rest.
They founded their villages by river and lake,
Fenced the land and claimed their stake.

Indians spied from the forests and hills,
Wondering how many buffalo those immigrants would kill.
They frowned when pioneers cut trees and dug for riches,
Leaving devastated forests and eroded ditches.

We've all worked and fought for this vast land,
Mountains, forests, prairies and desert sand.
We share this place so let's take care
Of this abundant country so fragile and fair.

