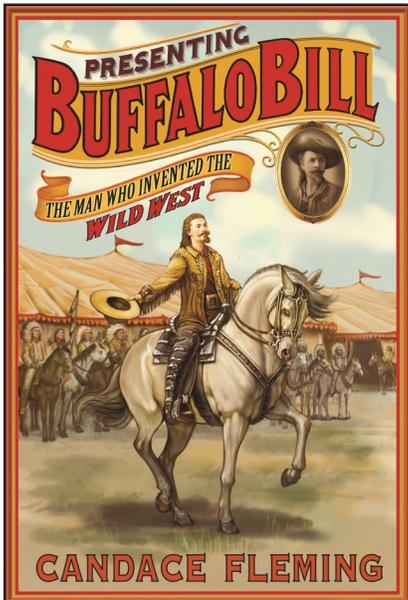


A TEACHER'S GUIDE FOR

PRESENTING BUFFALO BILL: THE MAN WHO INVENTED THE WILD WEST

FOR
USE WITH
COMMON CORE
STATE
STANDARDS



Ages 10–14 • 9781596437630
e-Book 9781626727472

ABOUT THE BOOK

Everyone knows the name Buffalo Bill, but few these days know what he did or, in some cases, didn't do. Was he a Pony Express rider? Did he serve Custer at the Battle of the Little Big Horn? Did he scalp countless Native Americans, or did he defend their rights?

This, the first significant biography of Buffalo Bill Cody for younger readers in many years, explains it all. With copious archival illustrations and a handsome design, *Presenting Buffalo Bill* makes the great showman come alive for new generations. Extensive back matter, including a bibliography and source notes, complete the package.

ABOUT THE AUTHOR

CANDACE FLEMING is the author of many acclaimed picture books and biographies for young readers, including *Papa's Mechanical Fish*, *Oh, No!*, and the recent, highly awarded *The Family Romanov*, which received six starred reviews, was named a Sibert Honor book, and won the NCTE Orbis Pictus Award for Outstanding Nonfiction. Candace lives in Chicago.



This guide is aligned with Common Core Standards for 6th grade but can be applied to grades 4–8. To attain specific Common Core grade level standards for their classrooms and students, teachers are encouraged to adapt the activities listed in this guide to their classes' needs. You know your kids best!



macmillan
children's publishing group

mackids.com
mackidseducators.com

BEFORE READING

1. “Every human group creates myths—those fables and fantasies that help people make sense of their history. And in the United States, the winning of the West is the most popular myth.”
(p. xi)

Before reading about Buffalo Bill, research a myth or fable that is part of the United States Wild West story. Rewrite the myth in your own words.

CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

2. Much of Buffalo Bill’s life revolves around the United States’ treatment of Native Americans and their land. Research a tribe and the interaction between the tribe and the U.S. government. Create a multimedia presentation to show the impact of westward expansion on the tribe, and share your learning with others.

CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DISCUSSION QUESTIONS

1. What did the fortune-teller predict for Mary Cody’s future?
2. Why does Will Cody idolize Horace Billings? What makes him such a role model for Will?
3. What events took place in Kansas that led some people to call it “Bleeding Kansas”? And how did these events impact the Cody family?
4. How did the death of William Cody’s father affect the family?
5. For most of his youth, Will fought his mother when it came to attending school. Why did he suddenly shift his thinking in 1858?
6. Describe Will Cody’s epic feat while riding for the Pony Express.
7. After riding with the Jayhawkers and then the Red Legs, William Cody had a change of heart about his choice of comrades. Why did he change his mind?
8. Why was buffalo hunting once considered a respectable job?
9. What happened when John Chivington and his men arrived at Chief Black Kettle’s camp? How did this change the U.S. government’s treatment of the tribes in the future?
10. Create a Venn diagram to compare and contrast Lieutenant Colonel George Armstrong Custer and William Cody.
11. Explain Ned Buntline’s process when he first began to write the script for Buffalo Bill and Texas Jack to showcase their Wild West skills. How is this different from your own writing process?



12. How did Annie Oakley improve Buffalo Bill's Wild West Show? What was the impact of her joining the cast?
13. Chief Sitting Bull said, "The white man knows how to make everything, but he does not know how to distribute it" (p.161). Do you agree or disagree with his statement?
14. "[Native Americans] hired [for Buffalo Bill's Wild West Show] were required to 'play Indian,' that is, meet white audiences' stereotypical expectations of how American Indians should look and behave. Some members of the public found this practice repugnant" (p.164-65). Were Buffalo Bill's actions repugnant?
15. What was the Ghost Dance, and why was it embraced by so many Great Plains tribes?

AFTER READING

1. Describe an event in William Cody's life and write about it as if it were to be included in his Wild West Show. Be sure to name the scene as shown in the examples from his programs and describe how the scene will unfold for the audience.

CCSS.ELA-LITERACY.W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-LITERACY.W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

2. Choose one of the Panning for the Truth sections of the book and decide if you agree more with William Cody's version of the truth or whether you believe he exaggerated his claim. Using evidence from *Presenting Buffalo Bill* as well as from additional research, write an appendix defending your claim.

CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-LITERACY.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCSS.ELA-LITERACY.W.6.1.D Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.6.1.E Provide a concluding statement or section that follows from the argument presented.

3. On page 154, Fleming lists numerous women who were exceptional "shooters, ropers, and riders." Choose one and research her history, then write a scene for Buffalo Bill's Wild West Show that includes her and her talents.

CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Nicole Woulfe has a bachelor of arts in history and a master of arts in secondary education from the University of New Hampshire. She is currently teaching at Sanborn Regional Middle School.

