



TeachersFirst **READING TREKS**

Buffalo Dance The Journey of York

[TeachersFirst Reading Treks Link](#)

Synopsis of Book

Frank X Walker learned about York, and his contributions to the Lewis and Clark expedition while attending Hasan Davis' Chautauqua presentation as part of the expedition's bicentennial celebration. Walker set out to give voice to York through 57 poems that spanned the timeframe before, during, and after the expedition. The word choice and spellings of words reflect speaking mannerisms of the past. These poems provide insight to how and what York may have felt and thought. Excerpts from individuals add context and a time stamp perspective to many of the poems.

Using a TeachersFirst Reading Trek to Explore This Book

TeachersFirst Reading Treks are a way of creating a virtual field trip of resources about a piece of literature or text using the My Maps feature of Google Maps. To motivate and enrich student reading, teachers and students can reference this visual collection of web resources and images as they relate to a book.

TeachersFirst has done the hard work for you! Use the activities in this Instructional Guide and the accompanying Reading Trek as you and your students explore this book. And, if you feel inspired, you (or your students) can create your own Reading Trek about this or another book!

Grade Level & Content Areas

Ages 16 and older, Grades 10-12 and postsecondary education, including GED prep. English/language arts, reading, literature, social studies, and geography.

Common Core State Standards for MS/HS

Reading

- **Literature** (key ideas and details, craft and structure, and integration of knowledge and ideas)

Writing

- **Text Types and Purposes**
- **Research** (to build and present knowledge)

ISTE: Student Standards

- (1) Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- (3) Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- (6) Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

National Curriculum Standards for Social Studies

- **Theme: CULTURE**
- **Theme: TIME, CONTINUITY, AND CHANGE**
- **Theme: PEOPLE, PLACES, AND ENVIRONMENT**

National Core Arts Standards for Visual Arts

- **CREATING**

Using the Reading Trek in Class

This title has connections to culture, and people, places, and environment; additionally, this text has history connections in the realm of time, continuity, and change.

1. Introduce this book to the whole class on an interactive whiteboard using the Reading Trek map, and highlighting the various layers.
2. As an introductory activity, the instructor can read aloud a preselected poem without identifying it by title. The students then suggest titles anonymously using [GoSoapBox](#) ([TeachersFirst review](#))
3. Watch the video [Frank X Walker: Afrilachian Poet Snapshot Bio](#) as Walker discusses the creative arts. Students can create persuasive infographics supporting Arts funding using [Genially](#) ([TeachersFirst review](#)).
4. As a class discuss social justice situations within the school, the community, state, nation, and the world. Individually or collaboratively, students can research the situations and

offer suggestions to correct the injustices using [Gravit Designer](#) ([TeachersFirst review](#)) to create shareable infographics for social networking.

5. Students can choose a poem that particularly interests them and compose a response to the poem and choose an image (s) and/or audio file (s) that corresponds to the poem and offer reasons for their choice (s) using [The Public Domain Project](#) ([TeachersFirst review](#)).

Additional Activities

1. Students can create image collages as a response to an individual poem using images from [Pixabay](#) ([TeachersFirst review](#)) and [Photo Collage](#) ([TeachersFirst review](#)).
2. View the news story [Visiting Writer: Frank X Walker talks about race in Appalachia](#). In small groups students can discuss if and how the media has impacted personal beliefs about race and cultures. Using [My Case Maker](#) ([TeachersFirst review](#)) have students complete the [Challenge: Brown vs. Board of Education](#).
3. The instructor can select one poem, or individual students self-select poems and identify keywords that have led the author to the given title. Use the keywords to create a word cloud to view which words are used most frequently. Try a tool such as the Word Cloud generator of [Poll Everywhere](#) ([TeachersFirst review](#)); if digital copies of the text are being utilized, [WordSift](#) ([TeachersFirst review](#)) is another excellent option to create word clouds.
4. In the poem, ***Nomenclature*** (page 36), there is an excerpt from Meriwether Lewis about how York was used to gain favor with the Native Americans. Students can consider a time where their curiosity about an individual's differences resulted in a changed opinion and compose a written reflection.
5. After reading ***York Haichu*** (page 57), have students write and illustrate an allegory or proverbial poem using [Animoto](#) ([TeachersFirst review](#)).

Helpful Resources

- [Frank X Walker](#)
- [The Affrilachian Poets](#)
- [Filson Historical Society](#)
- [Discovering Lewis and Clark](#)
- [Lewis and Clark Timeline](#)
- [Westward Expansion-Lewis and Clark](#)
- [Journals of the Lewis and Clark Expedition](#)
- [TeachersFirst CurriConnects Book List - Maps](#)
- [TeachersFirst Review of Google My Maps](#)
- [OK2Ask: Google MANIA - Google Maps: Make Learning a Journey with Reading Treks](#)