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# 4: A Cowboy's Life

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## Based on the Wyoming quarter reverse

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### OBJECTIVE

Students will identify and use the key components of a friendly letter. Students will use voice and expressive language in their writing.



### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “Wyoming Quarter Reverse” page
- “It’s a Cowboy’s Life” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about the state of Wyoming, such as:
  - *C is for Cowboy: A Wyoming Alphabet* by Eugene Gagliano
  - *Wyoming* by Alexandra Hanson-Harding
  - *The United States of America: A State-by-State Guide* by Millie Miller and Cyndi Nelson
- Chart paper
- Markers
- Writing paper
- Pencils



### PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Wyoming Quarter Reverse” page.
- Make copies of the “It’s a Cowboy’s Life” worksheet (1 per student)
- Locate a text that gives information about the state of Wyoming (see examples under “Materials”).



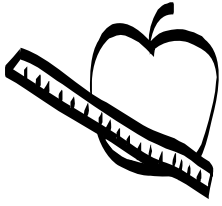
### GROUPINGS

- Whole group
- Individual work



### CLASS TIME

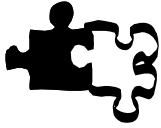
Three 30- to 45-minute sessions



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# A Cowboy's Life

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## CONNECTIONS

- Social Studies
- Language Arts
- Art



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Friendly Letter
- Greeting
- Body
- Closing
- Signature



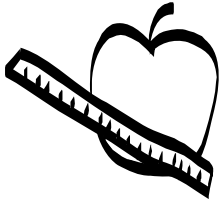
## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of the writing process.

## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Wyoming quarter reverse. Locate Wyoming on a classroom map. Note its position in relation to your school's location.
2. Ask the students to examine this picture and tell you what they know about it. The students should respond that the image shows a cowboy on a horse. Explain to the students that the image represents the bucking bronco, a symbol of the state of Wyoming.
3. Ask the students to brainstorm what kind of things a cowboy would do. List student responses on chart paper.
4. Introduce the students to the selected text about Wyoming. As a group, preview the text. During the reading, students should attend to facts about the state of Wyoming and what a cowboy's life might be like in Wyoming. Add any other information about cowboys to the chart. Guide the students to use information about the landscape in their descriptions.



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During the reading, attend to unfamiliar vocabulary and concepts.

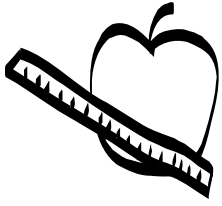
5. After reading the selected text, review the students' ideas about the cowboys of Wyoming. Explain to the students that they will be writing letters from the perspective of cowboys in Wyoming during the next lesson.

## Session 2

1. Display the transparency of the "Wyoming Quarter Reverse" page. Review with the students the material covered in the first session. Recall the specifics of a cowboy's life as learned in the reading. Engage the students in a discussion of what they think being a cowboy in Wyoming would be like. Guide the students to include specific features of Wyoming in their discussion.
2. Tell the students that they will be writing a letter from the perspective of a Wyoming cowboy. Ask the students to share what they know about writing friendly letters. Display a piece of chart paper on which to create a model of a friendly letter. Explain to the students the key components of a friendly letter, including the date, greeting, body, closing, and signature. Model writing a brief letter to a friend telling about the students' own state and point out the key components.
3. Explain to the students that these kinds of letters should show the writer's personalities and include feeling words. Tell the students that including feelings and interesting words shows the writer's voice.
4. Using a marker of a different color, label the five parts of the friendly letter and review these components.
5. Distribute the "It's a Cowboy's Life" worksheet. Explain to the students that they will use the class chart to choose some of the actions of a cowboy and list them on their own worksheets. Then the students will write how a cowboy might feel during these actions (for example, tired after riding a horse all day, thrilled after winning a rodeo). Tell the students that they are to use this worksheet as the prewriting activity for their friendly letters.
6. Allow the students time to complete the "It's a Cowboy's Life" worksheets. Collect the worksheets.

## Session 3

1. Display the transparency of the "Wyoming Quarter Reverse" page. Review with the students the material covered in the previous sessions and distribute the completed "It's a Cowboy's Life" worksheets.
2. Distribute writing paper. Tell the students to use their worksheets to write a friendly letter about life in Wyoming. The students should use the five components of a friendly letter.

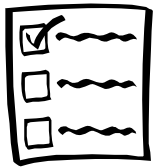


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3. Have the students use the writing process to complete their friendly letters about Wyoming. Have the students include an illustration with their letters.
4. Allow the students time to share their work. Display the students' letters and illustrations in the classroom.



## ASSESSMENT

- Use the students' class participation and worksheets to evaluate whether they have met the lesson objectives.
- Use the students' letters to evaluate inclusion of all elements of a friendly letter and use of writer's voice.



## ENRICHMENT/EXTENSIONS

- Have students research other states and write friendly letters from people living there.
- Have students write responses to each other's letters while focusing on using writer's voice effectively.



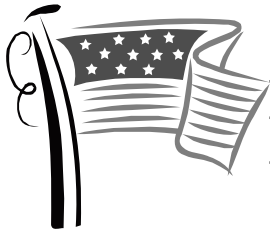
## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to write their reports or use a scribe rather than use the computer.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

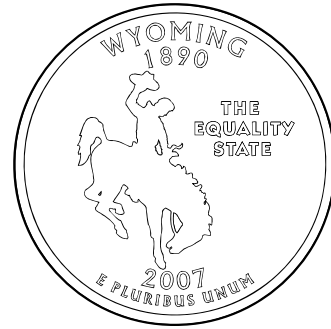
- Have students learn more about the exploration of the western United States by visiting the Lewis and Clark Era with the Time Machine at [www.usmint.gov/kids/timeMachine/begin.cfm](http://www.usmint.gov/kids/timeMachine/begin.cfm).
- Have students learn more about letter writing and United States history by visiting the West Virginia quarter lesson plan for grades 2 and 3 at [www.usmint.gov/kids/components/50sqLessonPlans/pdf/200523-5.pdf](http://www.usmint.gov/kids/components/50sqLessonPlans/pdf/200523-5.pdf).



Name \_\_\_\_\_

# It's a Cowboy's Life

**Directions:** Write things that cowboys in Wyoming might do. Write words that describe how the cowboys might feel about these actions.



## COWBOY ACTIONS

## COWBOY FEELINGS



# Wyoming Quarter Reverse

