

Silver and Gold



Chapter One – by Kay Hively

Molly Hankins shaded her eyes and looked out across the plains, hoping to see a big dust cloud. But the landscape was still. Only the call of a hawk disturbed the solitude. Even inside the fort, everything was calm. A pair of horses, saddled and tied nearby, did occasionally stamp the ground or shake their harnesses.

Sunday at Fort Russell was a time for rest. But Molly had hoped her father would return today. He and his men had been on patrol since Thursday and their supplies would be running low. Molly's father was a captain in the United States Army. Last year, 1867, he had come west to help build Fort Russell. The fort was needed to protect settlers in the area and defend the men who were building a railroad not far away.

As Molly looked for her father, Lulu arched her back against the little girl's leg. Molly picked up her old cat and hugged it tightly. Lulu was the only cat on the post. Molly's friend Robert had a dog named Butch, one of the army cooks had a dog named Buster, and one of the majors had a big hunting dog named General. But no one else had a cat.

When some of the local Cheyenne Indians came to the fort, they were amused by Lulu. The Indians had dogs, but no cats. Not long ago, one of the Indian men wanted to buy Lulu for his daughter. But Lulu was not for sale.

Molly and her cat sat down on the porch of the little cabin where the Hankins family lived. Until she and



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Gofourth-Stewart

her mother came to Fort Russell, Molly had always lived in a city. When her father was away fighting with General Grant, she and her mother lived in Boston. Then, after the Civil War, the family lived in Philadelphia.

Molly, who was 10 years old, liked the West, especially the mountains. Even though it was only October, the high peaks already had snow. Snuggling Lulu in her lap, Molly saw the cabin door open. Mrs. Hankins came out onto the porch and looked to the south. Then Mrs. Hankins stretched out her hand and told Molly to come inside. Supper was ready.

Three plates were on the table. Mrs. Hankins always set a place for her husband when he was away. Molly liked seeing his plate waiting for him. She thought that was a good luck sign.

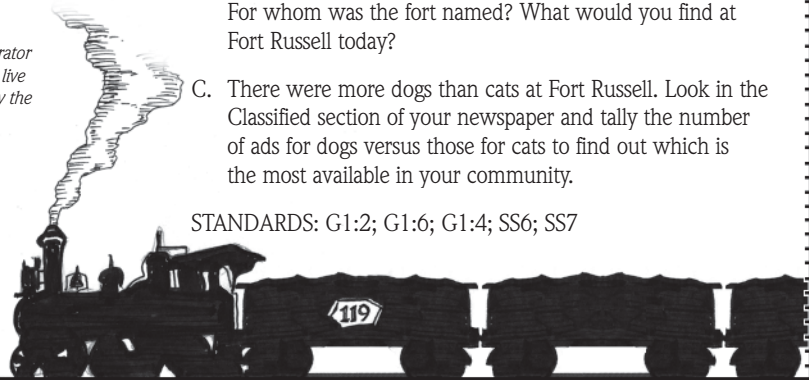
As Molly and her mother were eating supper, they heard the guards who were on patrol shouting. Then they heard other people running and shouting. Molly dropped her spoon into her plate. Mrs. Hankins jumped from her chair and jerked the door open. Lulu ran under the cook stove.

Through the open door, Molly saw an army scout racing his horse into the fort. Scouts always brought news. But was this news good or bad?

Things to Think About and Do

- The story says Captain Hankins served with General Grant in the Civil War. Was Captain Hankins a Union or a Confederate soldier? What position did General Grant hold in the Civil War? What high position did he hold after the Civil War?
- On a map, find where Fort Russell was located in 1867. For whom was the fort named? What would you find at Fort Russell today?
- There were more dogs than cats at Fort Russell. Look in the Classified section of your newspaper and tally the number of ads for dogs versus those for cats to find out which is the most available in your community.

STANDARDS: G1:2; G1:6; G1:4; SS6; SS7



Next Week: Chapter Two – Scary News

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Chapter Two – by Kay Hively

Molly stood on the porch with her mother as the army scout jumped off his horse and raced into the headquarters building. Other soldiers took the scout's horse and led it to the stables.

All around the fort, Molly could see other women and children watching and waiting for news. Everyone worried when some of the soldiers left the fort to go on patrol or to chase after Indians. Now that her father was off on patrol, she and her mother worried more than usual.

Missing her father when he was gone from the fort was the only thing Molly didn't like about living out west. She didn't miss all the fine shops and schools in the cities. She liked the little school on the post, and it was fun to swim in Crow Creek or go on picnics with her family and friends.

Sometimes Molly went horseback riding with her father. They could not ride army horses so they rented horses from a stable in Cheyenne, a new town about three miles from the fort.

Captain Hankins was a fine horseman, but Molly was just learning to ride. Her father was a good teacher who made her do everything "the army way." When they first started riding, Molly and her father rode out to watch the building of the new railroad.

Hundreds of men were working there. The men dug out the roadbed to make it smooth. They laid cross ties and lined up steel

rails. Molly liked to watch the men who drove the big spikes that held the rails in place. With just three swings of their sledgehammers, they drove the spikes into place. She liked the sound of the hammer head slamming down on the steel spike. Sometimes in her sleep, Molly could hear the ping, ping, ping of the hammer striking the spikes.

But now the railroad line had passed on west of Cheyenne and Fort Russell so Molly didn't visit the railroad camp anymore. She did see supply trains running back and forth with men and supplies.

On his patrols, Captain Hankins often went to the end of the line. When he returned, he would report on how things were going and how far the track had moved. As Molly thought about her father visiting the railroad camp, she hoped he was there now.

Suddenly the door to the headquarters building opened and Molly saw the scout and two officers come out onto the wooden porch. The three men talked for a moment and then the scout walked away toward the stables.

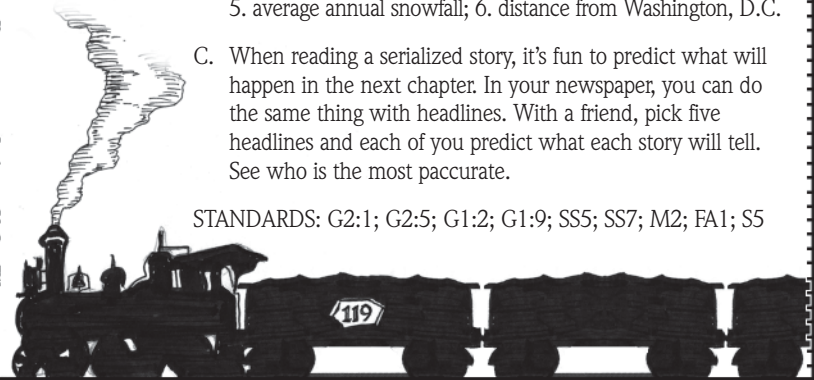
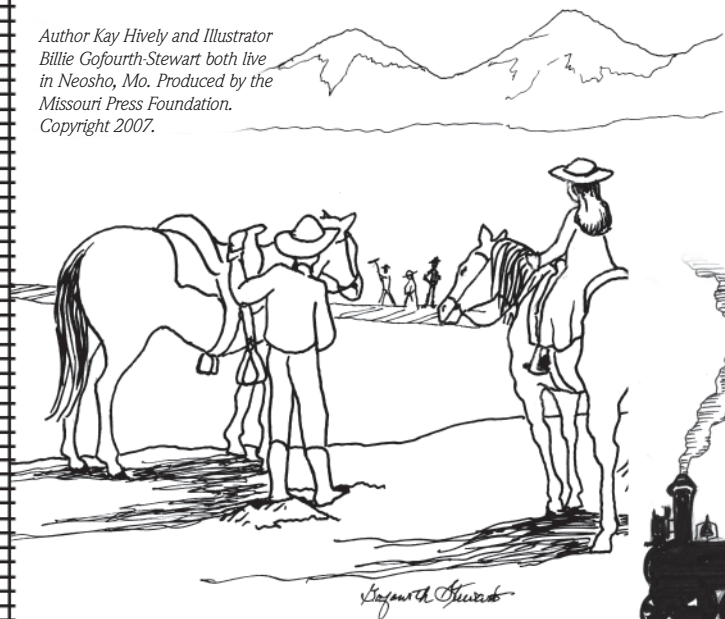
The two officers spoke to other soldiers who had come out of their barracks. Molly and her mother heard the men say that Indians had burned a settler's house and kidnapped his family. Captain Hankins and his patrol had been sent to find the family and bring them to Fort Russell. Molly could see the fear in her mother's face.

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Things to Think About and Do

- Make a poster by drawing the tools and supplies used by the men who built the railroad. Label each item.
- Fort Russell was located near Cheyenne, Wyoming. Find out these things about Cheyenne: 1. population; 2. main industry; 3. average temperature; 4. average annual rainfall; 5. average annual snowfall; 6. distance from Washington, D.C.
- When reading a serialized story, it's fun to predict what will happen in the next chapter. In your newspaper, you can do the same thing with headlines. With a friend, pick five headlines and each of you predict what each story will tell. See who is the most accurate.

STANDARDS: G2:1; G2:5; G1:2; G1:9; SS5; SS7; M2; FA1; S5



Next Week: Chapter Three – Unhappy People

Silver and Gold



Chapter Three – by Kay Hively

Molly was very worried now. She knew it was dangerous for her father to be out trying to rescue the kidnapped family. She also knew that her father and his men would have to sleep out in the cold.

Later, after Molly and her mother finished eating, they sat down together to read. Every night Molly practiced reading to her mother. In summer, when the weather was warm, they often read outside because it was light until bedtime. But now that it was fall with winter coming on, Molly practiced reading by the light of a lamp in their family quarters.

As long as she was reading, Molly didn't think about her father. But when it was time for bed, she thought about him again. Mrs. Hankins tucked Molly in and pulled up the covers. As usual, Lulu curled up beside her. Mrs. Hankins told Molly not to worry. She told Molly that her father was a good soldier who would look out for himself and for his men. She also said they should be proud of him for serving his country and trying to help people.

Molly asked why the Indians sometimes attacked the settlers and the railroad men and even the soldiers. Mrs. Hankins told Molly that as more and more settlers came west, they built houses and towns, and they started farming and raising cattle. To the Indians, this was strange. All their lives they had moved freely from place to place, eating the wild fruits and vegetables they found. And they hunted deer and buffalo for meat.

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The Indians did not understand people who stayed in one place and took large pieces of land as their own.

Mrs. Hankins said the Indians did not like the railroad that was being built. They knew it would bring more people to farm and build towns. The Indians felt that all the people who were coming to live in the West were coming to take away the Indian way of life. Many of the Indians did not know what they would do if everything changed. Mrs. Hankins explained that all these things upset the Indians, so sometimes they fought back.

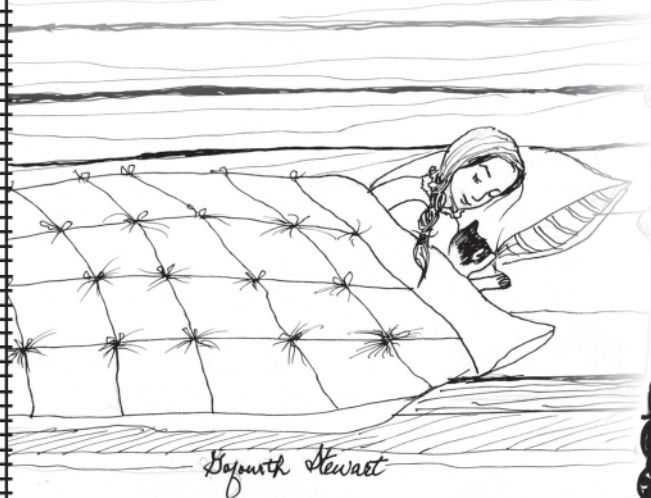
Molly thought for a moment about what her mother said. Then she asked what could be done to make everyone happy and willing to live together. Mrs. Hankins said that was the big question on everyone's mind. But no one had yet found an answer, she explained. Then Molly's mother kissed her sleepy daughter and told her not to worry. She said Captain Hankins would probably be home tomorrow.

Molly hugged her mother and then lay down in her bed to think about her father and about the Indians who were so unhappy. Molly fell asleep wondering what she could do to make people like each other.

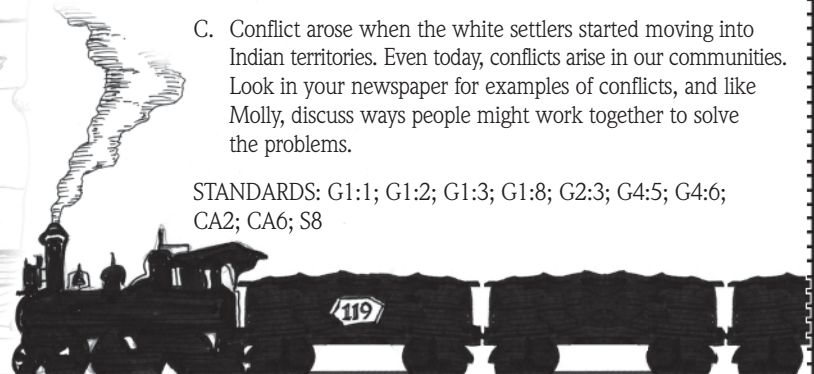
Things to Think About and Do

- The Indians ate wild fruits and vegetables. Have you ever picked wild food? Ask an older person if he or she ever picked berries or greens or nuts or other wild food.
- Every night Molly practiced reading. She even read outside on the porch. Keep a chart for a month to record how much you read. Make a check for every 10 minutes you read. Compete with a friend for the most minutes read.
- Conflict arose when the white settlers started moving into Indian territories. Even today, conflicts arise in our communities. Look in your newspaper for examples of conflicts, and like Molly, discuss ways people might work together to solve the problems.

STANDARDS: G1:1; G1:2; G1:3; G1:8; G2:3; G4:5; G4:6; CA2; CA6; S8



Billie Gofourth-Stewart



Next Week: Chapter Four – The first snowfall

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Chapter Four – by Kay Hively

When Molly woke up the next morning she found a thin layer of snow on her quilt. It had sifted in between the logs in the family's cabin. She also found Lulu under the covers with her.

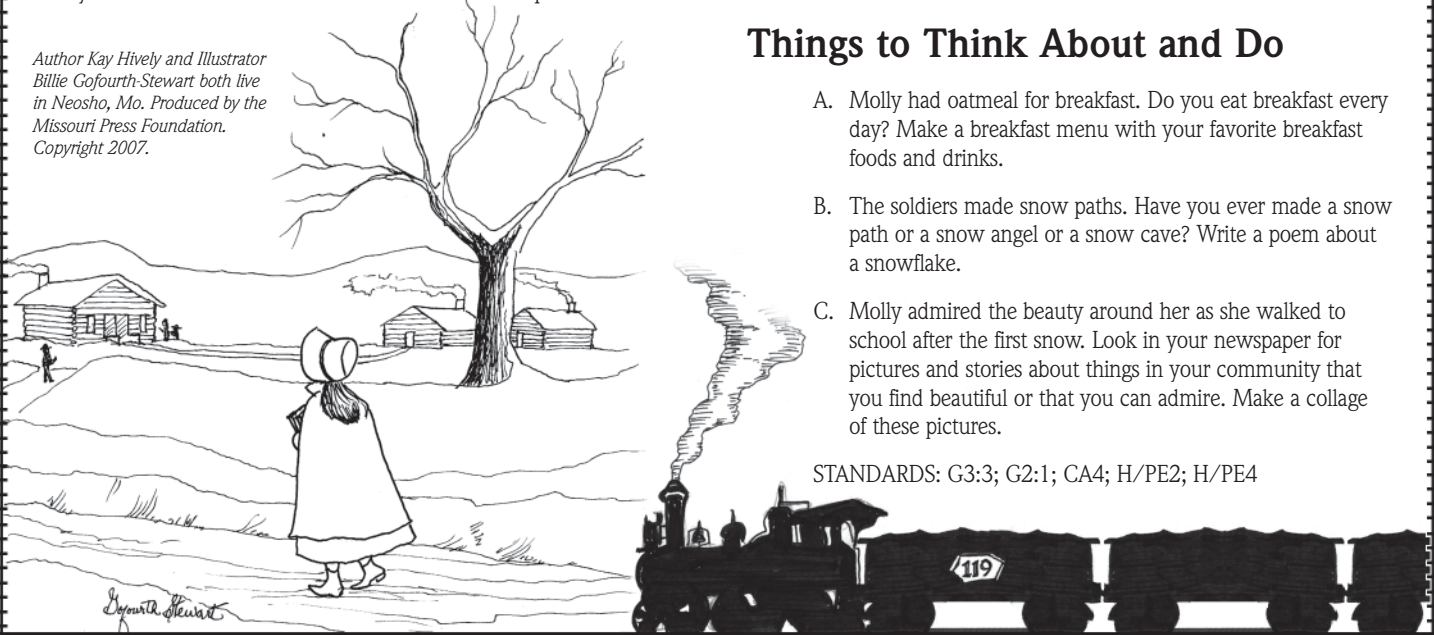
Molly always liked the first snowfall so she bounced out of bed, eager to see what the fort looked like in the snow. As she dressed, Molly smelled food cooking. To her surprise, she found her mother and father having breakfast at the little table by the fireplace.

Captain Hankins rose from his chair, picked up his daughter and gave her a kiss on the cheek. Then he sat her down in her place at the table. Mrs. Hankins filled her bowl with oatmeal. As the family ate, Captain Hankins told them about searching for the kidnapped family. Molly was happy when he said the family had been found and were now safe at the fort.

Captain Hankins said the Indians had carried their captives about 20 miles away then let them go free. Molly's father said he and his men reached the family just as it started to snow. By riding hard, they were able to make it back to the fort before the snow got very deep.

After breakfast, Molly went back to her little room and dressed for school. She put on her coat and took her books with her. She could see the little school from her porch. It was just across the parade ground. Already some of the soldiers had been shoveling snow. They had made trails from place to place at the fort. All Molly had to do was walk down one of the snow paths to school.

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The air was cold, but the snow had stopped falling and the sun was shining. As she walked across the parade ground to school, Molly looked out across the plains. The countryside was beautiful under a cover of fresh snow. But looking up, she could see that a mass of clouds surrounded the mountain peaks.

When her father came to Fort Russell last year, there were no buildings for the soldiers, only tents for their quarters. But new log buildings were put up last winter and one of the cabins was set aside as a school. The school was not very big, but there were not many students. Only a few of the soldiers had families, but children who lived near the fort were allowed to attend the school. The army children and four children from nearby farms made an enrollment of 11 students.

Sergeant Nelson's wife was the school teacher. She was a wonderful teacher. She even had a small piano that she had bought in Cheyenne. Molly loved music, so she was happy when the students got to sing. Mrs. Nelson promised they could have a Christmas musical. She said the children could invite their families and friends to the program.

Molly's eyes sparkled as she thought about the musical. It would be like a big Christmas party.

Things to Think About and Do

- Molly had oatmeal for breakfast. Do you eat breakfast every day? Make a breakfast menu with your favorite breakfast foods and drinks.
- The soldiers made snow paths. Have you ever made a snow path or a snow angel or a snow cave? Write a poem about a snowflake.
- Molly admired the beauty around her as she walked to school after the first snow. Look in your newspaper for pictures and stories about things in your community that you find beautiful or that you can admire. Make a collage of these pictures.

STANDARDS: G3:3; G2:1; CA4; H/PE2; H/PE4

Next Week: Chapter Five – Two railroads

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Chapter Five – by Kay Hively

While Molly was at school, her father spent part of the morning working on their living quarters. The new logs had changed over the summer. They did not fit tightly together any more. That allowed snow and cold wind to drift into the rooms.

Captain Hankins was not the only one working on the buildings. All around the fort, soldiers were preparing for winter. When the men were not on patrol or training for duty, they worked to make the fort better and stronger. Now that the rail line passed nearby, life was easier for the soldiers and their families. If they needed to go back east, they could ride the train. But one of the best things about having the railroad was getting supplies and sending messages. A train with supplies could leave Omaha, Nebraska, and reach Cheyenne in just one day.

Now the soldiers and their families had more household goods and better food. New soldiers who were sent to frontier posts in the west could travel by train. The railroad companies used the trains to bring supplies for building the tracks. Steel rails, cross ties, hammers, shovels, food and clothing were all needed in the railroad camps. And one thing everyone liked was having newspapers that were only three or four days old.

At school, Mrs. Nelson often talked about the railroad. She said the tracks that were laid near Fort Russell were part of the Union Pacific Railroad. The Union Pacific started building tracks in Nebraska, laying the lines westward.

Another railroad, the Central Pacific, started in California and was building toward the east. When the two railroads finally come together, Mrs. Nelson said a person could ride by train from New York or Boston all the way to California.

Molly wanted very much to ride on the Union Pacific. But winter was coming and the railroad camp would close until spring. Many of the railroad workers would go back to their homes in the east or in California. Some would stay and spend the winter in Cheyenne, waiting for nice weather to start the work again. Trains would not run very often in winter.

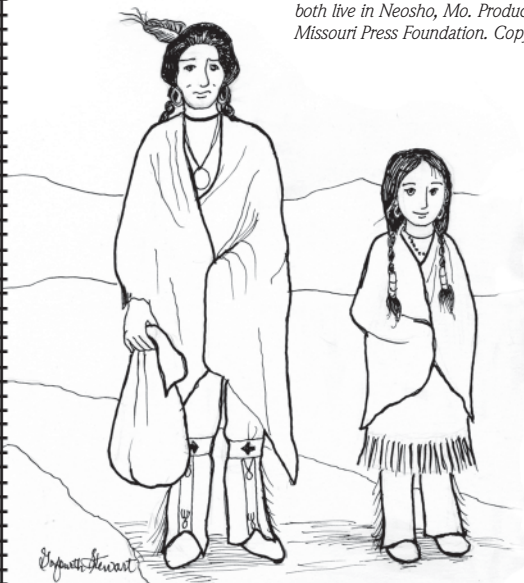
At noon, the army children went home to eat. Those who did not live at the fort stayed in school and ate the lunch they had carried to school. As Molly left the schoolhouse and started home, she saw an Indian coming toward her, walking in the same path she was using. A little girl was with him. Molly could see that it was the man who had wanted to buy Lulu. The man was carrying a large sack.

Molly's heart sank, thinking what might be in the sack.

Looking across the parade ground, she searched the porch where she and her family lived. Lulu always slept there even on cold days.

Lulu was not in sight.

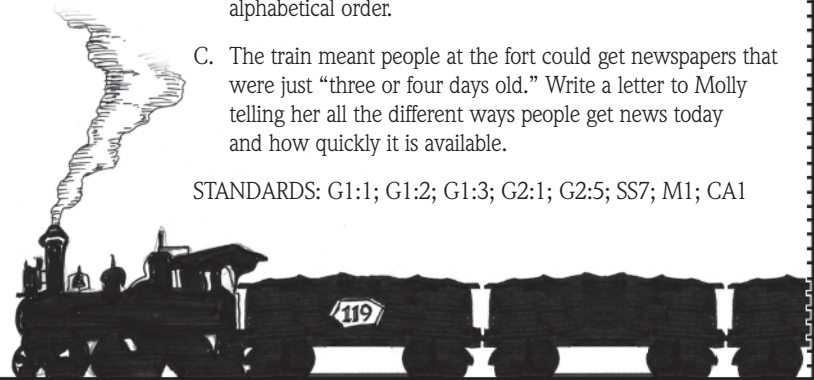
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Things to Think About and Do

- Why did the logs in the buildings not fit tightly any more? Using small sticks and glue, make a log cabin. Work on this project with a friend.
- Find a map of the Union Pacific Railroad line. Make a list of the biggest towns along the track. Put the towns in alphabetical order.
- The train meant people at the fort could get newspapers that were just "three or four days old." Write a letter to Molly telling her all the different ways people get news today and how quickly it is available.

STANDARDS: G1:1; G1:2; G1:3; G2:1; G2:5; SS7; M1; CA1



Next Week: Chapter Six – New neighbors

Silver and Gold

Chapter Six – by Kay Hively

As the Indian man and the little girl approached Molly on the path, her heart beat fast. Could Lulu be in the sack?

Soon Molly came face to face with the man. Neither of them spoke to each other. The man smiled then reached down and took the little Indian girl's hand. Molly looked at the man, but she just couldn't bring herself to smile.

After she had passed by the man and his little girl, Molly ran all the way home. Still running when she jumped upon the porch, Molly crashed into the door. As the door flew open, it banged loudly into a chair standing nearby. Mrs. Hankins, who was fixing lunch, whirled around to see what caused the noise. And, to Molly's delight, Lulu streaked across the floor and dodged under the stove, as she always did when she was startled.

Molly was happy to see Lulu. But she suddenly felt ashamed to think that her mother might sell her cat to the Indian man.

As Molly sat down to eat, Captain Hankins came home for his lunch. Molly was always happy to see her father in his uniform. She thought the dark blue pants and the shirt with shiny gold buttons were handsome. She liked her father all the time, but she especially liked him in his uniform.

While the family ate, Captain Hankins said that an Indian family had come to the fort and asked to spend the winter. This family

usually moved with their tribe to a special winter quarters, but this year, the family could not go with the other Indians.

Molly's father said the mother was ill and could not travel. The Indian man, who was named Black Feather, wanted to stay near the fort to care for his wife and their two children. Black Feather had offered to work at the fort to help buy food at the commissary.

Captain Hankins said the family included a father, mother, little girl and baby boy. The fort's commander had agreed to let the family stay in the fort. The colonel said Black Feather could put his tent near the stables and help take care of the army horses and bring in firewood. Each week, the family would be given a box of food and wood for their fire. The colonel also ordered the quartermaster to give the Indian family three big blankets.

Mrs. Hankins asked her husband if the family could stay warm enough in their tent this winter. Captain Hankins smiled and told his wife not to worry. He said the Indians had strong tents that were kept warm by a very small fire. And, with the tent set up in the fort, it would be warmer than it would be out on the windy plains.

The captain assured Molly and her mother that the Indian family would be just fine.

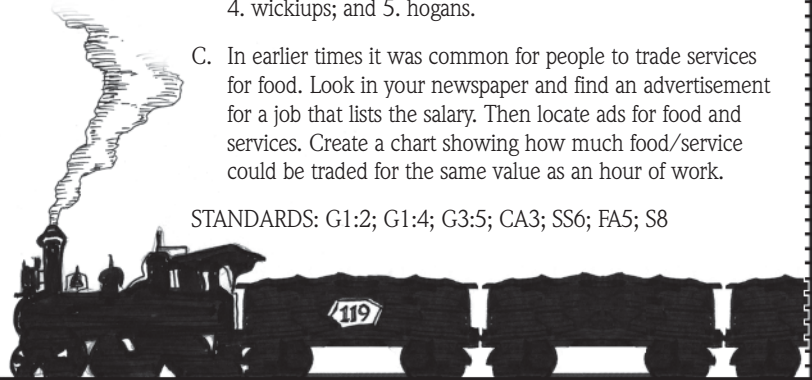
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Things to Think About and Do

- Molly has a cat. Do you have a pet? Does it run away when there is a loud noise? Draw a picture of your pet or of an animal you would like for a pet.
- Native American Indians built many kinds of houses. Learn which tribes lived in 1. wigwams; 2. teepees; 3. pueblos; 4. wickiups; and 5. hogans.
- In earlier times it was common for people to trade services for food. Look in your newspaper and find an advertisement for a job that lists the salary. Then locate ads for food and services. Create a chart showing how much food/service could be traded for the same value as an hour of work.

STANDARDS: G1:2; G1:4; G3:5; CA3; SS6; FA5; S8



Next Week: Chapter Seven – Little musicians

Silver and Gold



Chapter Seven – by Kay Hively

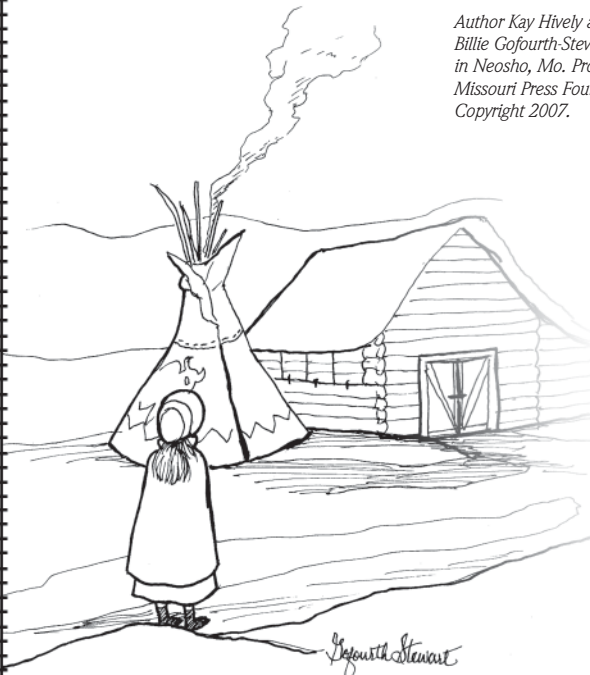
After lunch, as Molly walked across the parade ground to school, she looked toward the stables. The Indian man and two soldiers were putting up a teepee on the south side of the building. But Molly could not see the mother, the little girl or the baby. She wondered where they were, and if they were safe and warm.

When all the school children were back at their desks, classes began once more. Every day after lunch, Mrs. Nelson read to the students. Today she started a new book. It was called “A Christmas Carol” by Charles Dickens. While the teacher read, students were allowed to lay their heads on their desks. Sometimes they went to sleep, but Molly never slept. She liked hearing the stories.

After story time, the students went back to their books. Mrs. Nelson separated the children by ages. The only one who was Molly’s age was Robert, so they studied together. Because she was the only teacher, Mrs. Nelson arranged for each group to do different things at the same time.

Molly and Robert worked on arithmetic problems after story time. The smallest children sat around Mrs. Nelson’s desk practicing their alphabet. The older students drew maps of the United States as part of their geography lesson. The oldest student in school was 16-year-old Johnny Barton. He worked on vocabulary words in his Latin book.

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Going to the small school was fun. Molly liked being in the same room with kids of all ages. Before she came to Fort Russell, she was only with children her own age. Now, when she finished her assignment, she could hear the lessons of other children. Sometimes she helped the little children learn their alphabet or numbers. Because she had trouble with spelling, one of the older girls helped her with the weekly spelling list.

Throughout the afternoon the children worked. Then, near the end of the school day, Mrs. Nelson had music class. All the children loved music. Some were even learning to play the piano. Mrs. Nelson talked about the great composers and played classical music on the piano. Most of the classical music had been written in Europe, but Mrs. Nelson also taught American music. Molly liked singing European and American folk songs.

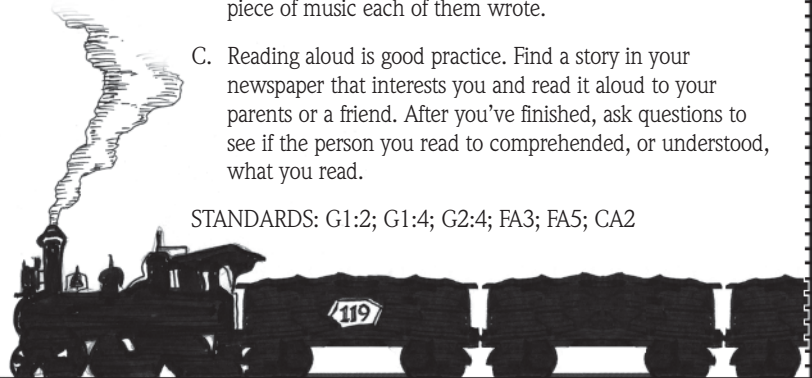
But today, Mrs. Nelson said they would start practicing for their Christmas musical. Then she opened a big trunk filled with simple musical instruments. She said that each child would learn to play one of the instruments for the Christmas program.

Molly was excited as Mrs. Nelson took out the instruments one at a time and told what each was and how it was played. In the trunk were cymbals, a musical triangle, tiny silver bells, a small drum and even a harmonica. Then Mrs. Nelson asked the children which instrument they would like to try. Molly chose a tiny silver bell.

Things to Think About and Do

- Mrs. Nelson was reading “A Christmas Carol.” List six other stories or books written by Charles Dickens. What large city is the setting for many Charles Dickens stories.
- Molly was learning about famous composers. What three composers are called “The Three Bs?” Find out at least one piece of music each of them wrote.
- Reading aloud is good practice. Find a story in your newspaper that interests you and read it aloud to your parents or a friend. After you’ve finished, ask questions to see if the person you read to comprehended, or understood, what you read.

STANDARDS: G1:2; G1:4; G2:4; FA3; FA5; CA2



Silver and Gold



Chapter Eight – by Kay Hively

Every day the children worked on the Christmas Eve program. Some had trouble playing their instruments, but Mrs. Nelson encouraged them, and each day they got better. Because his father played the harmonica, that was the instrument Robert chose. In the evenings, he practiced at home with his father. Captain Hankins found a little silver bell in Cheyenne. He gave it to Molly so she could practice at home, too.

Not only did the children learn to play instruments, they formed a choir. That was the part of music Molly liked best.

Soon word spread around the fort that a Christmas program was planned. Some of the women asked Mrs. Nelson to help them form a choir. Mrs. Nelson agreed to include the women in the program. After that, when the children left in the afternoon, some of the ladies came to school so Mrs. Nelson could help them practice. Molly often stayed to hear the women sing. She thought her mother had the best voice in the choir.

As the weather grew colder, Molly worried about the Indian family. One Saturday, she asked her father about them. He said the family was doing fine. He said he had been to the teepee many times with the army doctor. The baby was happy and healthy, and the mother was much better.

Then Captain Hankins asked if Molly would like to visit the Indian family. Molly said she would like to go, so her father told her to get

her coat. In her room, as she pulled on her mittens, Molly noticed the little silver bell her father had bought. She slipped it into her coat pocket.

It was snowing when Molly and her father walked to the teepee. Black Feather came out of the stables to greet them. Captain Hankins asked to visit the family. Black Feather opened the flap of the tent and went inside. Molly followed her father into the teepee. She was surprised to find it very warm.

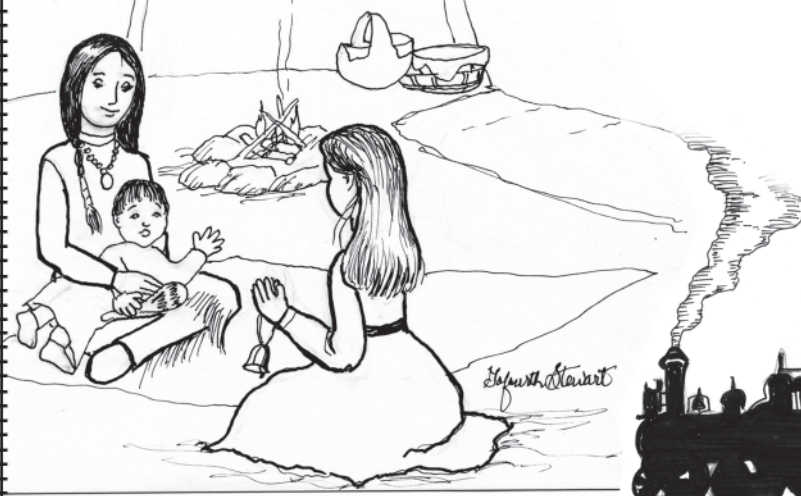
In the dim light, Molly could see the Indian girl, Sweet Flower, on a blanket playing with her baby brother. Black Feather's wife, Red Blanket, was cooking in a pot over a small fire. She smiled at Molly and invited her to see the baby. Molly dropped to her knees on the blanket. Sweet Flower was too shy to look at Molly, but the baby crawled toward her.

Molly took out the silver bell and rang it softly. The baby's eyes sparkled at the happy sound, and he began to laugh. Molly handed the bell to Sweet Flower. The shy little girl shook the bell. When it rang, Sweet Flower laughed out loud. Molly laughed, too.

For almost an hour the children played with the silver bell on the blanket. Then Captain Hankins said it was time to go. Black Feather told Sweet Flower to give the bell back to Molly.

Molly put the bell in her pocket and said good-bye to the family.

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Things to Think About and Do

- Do you play a musical instrument? Can you sing? Learn the definition of a folk song and then try to write one to share with your class or family.
- Sweet Flower was baby sitting her baby brother. Make a list of "dos" and "don'ts" for today's babysitters.
- Molly was concerned about the Indian family's welfare. Look through your newspaper for examples of people helping others. Maybe your class or family could be an example, and find someone or something in the newspaper that needs help you can provide, such as a canned food collection.

STANDARDS: G1:2; G1:6; G1:4; SS6; SS7G1:2; G2:1; G2:5; G1:6; G1:8; FA5; FA1; CA4; H/PE5; H/PE7

Silver and Gold



Chapter Nine – by Kay Hively

A few days before the Christmas program, Molly asked her father if the Indian family could come. Captain Hankins said he would invite Black Feather and his family.

Everyone was excited to have some holiday entertainment. Because so many people wanted to attend, the colonel gave permission for it to be held in the mess hall which was bigger than the school room.

Christmas Eve finally came. Molly was eager to perform. She was also excited about the dinner and dance that were planned after the program. Mrs. Hankins had made new dresses for herself and Molly.

Except for the soldiers on guard duty, everyone at the fort attended. Molly thought everything and everyone were lovely. The ladies and children were dressed in their finest clothes. The officers and men were in their handsome uniforms.

After the children's program, the ladies choir sang Christmas carols. As Molly listened to her mother and the other ladies singing, she noticed Black Feather and his family standing in the back of the hall. When the program ended, Molly jumped from her chair and raced to the back of the room, but the Indian family was not there. Quickly, she rushed outside just as Black Feather and his family were leaving. Molly raced across the porch and out into the snow.

When she caught up with Black Feather and his family, Molly pressed her little silver bell into Sweet Flower's hand and wished her a merry Christmas.

Sweet Flower gently shook the bell and smiled at Molly. Upon hearing the sound of the bell, the little Indian boy laughed and clapped his hands together. Molly thought he made a great Christmas baby.

After Christmas, life at the fort returned to normal. Molly went to school every day. Her mother tended the house and formed a sewing circle with other women on the post.

Captain Hankins worked around the post or went on patrol with his soldiers. All the army patrols rode beside the railroad track, looking for any trouble or damage. One of their missions at Fort Russell was to protect the railroad and those who were building it.

For the rest of the winter, there was snow on the ground. Molly knew when the snow melted, the railroad builders would go back to work. Then, once again, trains would come and go nearly every day. Her father said the Union Pacific and the Central Pacific would soon be joined together. He said a big ceremony would be held when the last spike was driven and the entire United States was connected by rail.

But the best news Molly's father told was that the railroad companies had invited people from the fort to attend the ceremony. A special train would be taking people to the celebration.

Molly had been wanting to ride on the new train. Maybe, she hoped, this would be her chance.

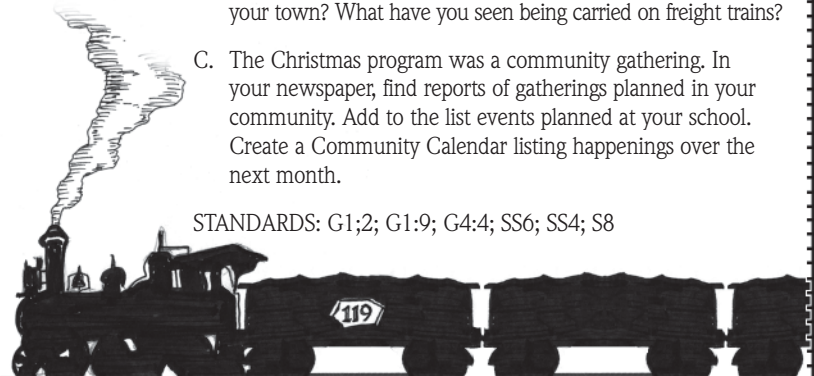
Things to Think About and Do

- Molly gave Sweet Flower a silver bell for Christmas. Do you think that was a good present? If you could give Sweet Flower something you own, what would it be?
- Have you ever ridden on a train? Do trains come through your town? What have you seen being carried on freight trains?
- The Christmas program was a community gathering. In your newspaper, find reports of gatherings planned in your community. Add to the list events planned at your school. Create a Community Calendar listing happenings over the next month.

STANDARDS: G1;2; G1:9; G4:4; SS6; SS4; S8



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Silver and Gold



Chapter Ten – by Kay Hively

Spring finally came and the railroad men returned to work. Even though there was snow in the mountain passes, trains came and went almost every day. Every evening, word came down the line, telling how far the track had been extended. Everyone was guessing when and where the tracks would meet.

The passing of the trains meant more supplies came to the fort. Captain Hankins was very happy to get a newspaper every day. Each night after supper, he read everything in the newspapers.

One morning as Molly got out of bed, she could see a bright sun just above the horizon. She knew that soon all the snow would be gone and flowers would start to bloom. Molly looked forward to picnics, games with her friends and horseback rides. Warm weather also meant the school term would end.

Walking to school that morning, Molly saw Black Feather taking down his teepee. She knew the Indian family would be leaving when their tribe returned. Throughout the winter, she had visited them several times. She played with Sweet Flower and her little brother. On each visit, Molly could see that Red Blanket was getting better.

At noon, when Molly walked home for lunch, the Indian family was gone.

Captain Hankins said they went west of the fort to be with their tribe. Before he left, Black Feather had given gifts to some of the people at the fort. He had a pipe for the colonel, a medicine bag

for the army doctor, and leather belts for the two soldiers who worked with him in the stables.

Then Captain Hankins showed Molly a beautiful leather shirt that Black Feather had given him. Molly thought it was the most beautiful thing she had ever seen. It was soft deer skin with colorful bead work on the front. Many times Molly had seen Red Blanket sewing beads. Molly held her father's shirt up to her face to feel the soft skin.

Then Captain Hankins reached into his coat pocket and brought out a beaded necklace. Molly's eyes widened as her father placed the necklace around her neck. He said it was a gift from Black Feather's family for Molly's friendship.

Molly was so proud of her necklace that she wore it to school that afternoon. Mrs. Nelson said the necklace was a gift of true friendship, and that Molly should take care of it and keep it forever.

That night Molly took the necklace off and laid it on the little bureau in her room. As she lay down to sleep, Molly waited for Lulu to jump up on the bed with her. But then Molly realized she had not seen Lulu all day long. She had been so busy admiring her necklace that she had not even thought of Lulu.

Molly ran to her mother and asked about the cat. Everyone looked for Lulu. They looked all around the house and outside, but Lulu was gone.

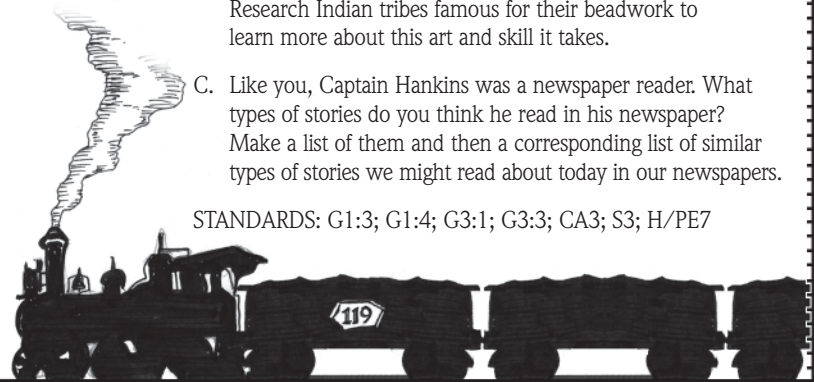


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Things to Think About and Do

- Where do you think Lulu has gone? Write your prediction on paper and save it until you read the next chapter.
- Indians used beads to decorate many types of things. Research Indian tribes famous for their beadwork to learn more about this art and skill it takes.
- Like you, Captain Hankins was a newspaper reader. What types of stories do you think he read in his newspaper? Make a list of them and then a corresponding list of similar types of stories we might read about today in our newspapers.

STANDARDS: G1:3; G1:4; G3:1; G3:3; CA3; S3; H/PE7



Next Week: Chapter Eleven – An invitation

Silver and Gold



Chapter Eleven – by Kay Hively

Molly couldn't hold back the tears. Lulu was gone.

Mrs. Hankins put her arms around Molly and told her to be brave. She said that sometimes bad things happen. Animals get lost or die.

Captain Hankins picked Molly up in his arms and put her in her bed. Tucking his daughter under the covers, the captain told her that all might not be lost. He said that in springtime, animals like to roam around at night. He said maybe in the morning Lulu would be on the front porch, waiting for someone to feed her a bowl of milk.

Molly did not like to think that Lulu was roaming around at night. There were wild animals that might chase her.

Captain and Mrs. Hankins kissed their daughter good night and promised to look again tomorrow for Lulu.

Molly cried herself to sleep.

The next morning, Molly went first to the front porch, but Lulu was not there. Molly was so sad that she could not eat. No matter what her parents said, they could not make her feel better.

At school, Molly could not do anything right. Her mind was not on words and numbers. She was thinking about Lulu.

Even though she was not hungry, Molly walked home for lunch. As the family sat down to eat, Captain Hankins said he had been invited to attend the



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ceremony when the two railroads met. He said he would be riding a special train up to Promontory Summit where the last spike would be driven.

As Captain Hankins talked about going to the ceremony, the family heard a knock on the door. Mrs. Hankins rose from her chair and opened the door. Standing on the porch was Black Feather with Lulu in his arms. Molly squealed with joy. Black Feather said he had found Lulu in their camp last night. Captain Hankins said the cat must have followed Black Feather's family when they moved out of the fort. He thanked Black Feather for taking care of the cat and bringing it back to Molly.

Setting Lulu on the floor, Molly gave Black Feather a hug. Then she ran to her room and returned with the necklace around her neck. She told Black Feather it was the nicest gift she had ever gotten.

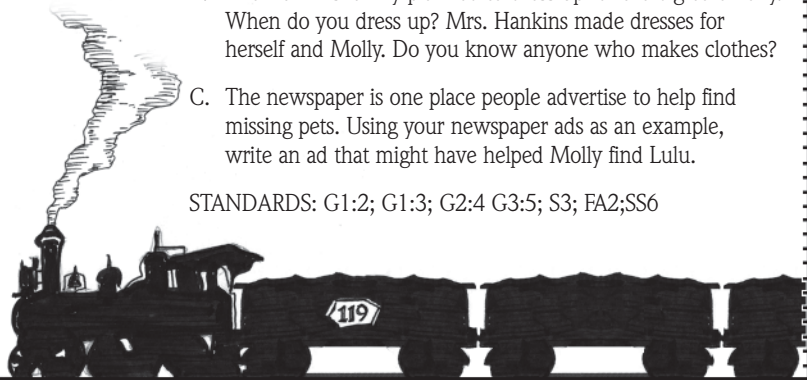
After Black Feather left, Molly returned to the dinner table and began to eat. Then Captain Hankins announced that he would be allowed to take his family to the railroad ceremony if they wished to go. Both Molly and her mother shouted with laughter. Mrs. Hankins said they would wear the new dresses they had worn at the Christmas program. After all, she said, binding a big country together was an important event and they wanted to look their best.

But everyone agreed that Lulu should stay home – locked up in the woodshed. No more roaming around the countryside for her.

Things to Think About and Do

- Have you ever seen a cat roaming outside at night? How can a cat see at night?
- The Hankins family planned to dress up for the big ceremony. When do you dress up? Mrs. Hankins made dresses for herself and Molly. Do you know anyone who makes clothes?
- The newspaper is one place people advertise to help find missing pets. Using your newspaper ads as an example, write an ad that might have helped Molly find Lulu.

STANDARDS: G1:2; G1:3; G2:4 G3:5; S3; FA2;SS6



Next Week: Chapter Twelve – The golden spike

Silver and Gold

Chapter Twelve – by Kay Hively

On May 10, 1869, Molly and her family went into Cheyenne and boarded a special rail car on the Union Pacific. The train was filled with dignitaries going to the ceremony at Promontory Summit where the two tracks would meet. Everyone wanted to see the last spike put in place. Then America would have a transcontinental railroad, connecting the country from east to west.

It was cold when Molly and her family boarded the train early that morning. Molly wore her new Christmas dress and a little cape to keep her shoulders warm. Around her neck she wore the necklace that Black Feather had given her.

Soon after Molly and her family were seated, the train began its journey westward. In a very short time, they left the flat plains and began climbing into the mountains. Molly sat by a window and watched as the little train chugged along. She had never been so high into the mountains.

The ride to Promontory Summit did not take long. When they were close to the meeting of tracks, the train eased to a stop. Another train in front of them was already parked at the meeting site. Molly could see men walking about, waiting for the ceremony. Looking far down the track, Molly could see that a Union Pacific train was poised nose to nose with a train from the Central Pacific. The spike would be driven where the two trains met.

Molly and her family left the train and walked to the place where everyone had gathered for the ceremony. The crowd was filled

with men of every size and shape. Many of the men who had built the railroad were there to see their work complete. There were also men in fancy suits and, of course, there were soldiers in the crowd – even an army band from Fort Douglas.

Everyone was crowding around the spot where the spike would be driven. Captain Hankins hoisted Molly up on his shoulders so she could see the ceremony. As she sat on her father's shoulders Molly looked around at all the people. To her great surprise, she saw Black Feather. Sweet Flower was sitting on his shoulders just as Molly was sitting on her father's shoulders.

Molly begged her father to go stand by Black Feather so they could watch everything together. Soon the two families stood side by side. Molly held her breathe as she watched the dignitaries. One man in a fancy suit was carrying the spike which would be driven into the wooden tie. Molly's eyes popped wide open when she saw that the spike was made of gold.

After a few speeches and a prayer, the historic moment had come. Molly watched as the sledgehammer fell. A great cheer rose up from the crowd as the golden spike was driven. Molly cheered and clapped her hands.

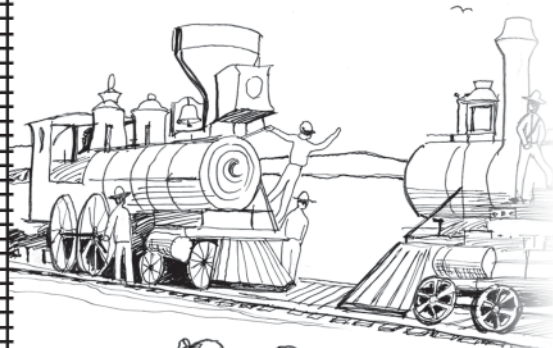
But, over the noise of the crowd, Molly heard a familiar sound. Sweet Flower was ringing her bell. The two girls began to laugh.

The two girls took turns ringing the little silver bell to celebrate the big golden spike.

Things to Think About and Do

- Using a perpetual calendar, find out which day of the week the golden spike was driven. Find out who actually drove the spike.
- On a map, find Promontory Summit. In what state is it located? Draw and color pictures of a silver bell and a golden spike. How long was the Transcontinental Railroad?
- The transcontinental railroad meant progress for the United States in 1869. Look in your newspaper for stories that describe progress for your community, your state or the United States today.

STANDARDS: G1:1; G1:2; G1:4; G1:8; G2:7; SS7; M2; S6



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