

Lesson Plan Template

Name: Dawn Norman and Gloria Marquez

Grade Level: 5th

Lesson Title: Your life as a Pioneer –Day Five-Let’s explore the Lewis and Clark Expedition

Lesson Length (ie. 30 minutes): 70 minutes

<p>Rationale for Instruction A rationale is an essential part of thoughtful planning of classroom instruction. This is a brief written statement of the purpose for instruction and the connection of the purpose to instruction that has come before and will follow.</p>	<p>The Louisiana Purchase was a catalyst for Lewis and Clark expedition into the Pacific Northwest. The tour helped develop the states that we now know as Washington, Oregon, and Idaho. The Corps of Discovery led a diverse group of people through rough terrain to develop written documentation for future exploration. In this group, three unique individuals helped shaped America, Meriwether Lewis, William Clark and Sacagawea. By investigating their exploits, students will have a better understanding of the continental United States construction and historical journey.</p>
<p>CCSS (LAFS/MAFS)/Next Generation Sunshine State Standards List each standard that will be addressed during the lesson. Cutting and pasting from the website is allowed. You must have a minimum of 3 standards that represent multiple content areas identified in this portion of the lesson plan.</p> <p><i>These can be downloaded from the Florida Dept of Education www.cpalms.org/homepage/index.aspx.</i></p>	<p>NCSS Theme: TIME, CONTINUITY, AND CHANGE: Social Studies curriculum enhances a student’s ability to study history, and how individual events alter the future. Understanding cause and effect permit students to recognize how their actions will shape a community.</p> <ol style="list-style-type: none"> 1. Students will understand America’s need to develop a larger country to help citizens become landowners. 2. Students will describe through cause and effect prompts how history affects individual lives. <p>SS.5. A.6.1 Describe the causes and effects of the Louisiana Purchase.</p> <p>SS.5. A.6.4 Explain the importance of the explorations west of the Mississippi River.</p> <p>LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>LAFS.5. W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LAFS.5. W.2.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>LAFS.K12. W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.K12.SL.1.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.5. L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>

Lesson Plan Template

<p>Learning Objectives What will students know and be able to do at the end of this lesson? Be sure to set significant (related to CCSS/LAFS/MAFS, and NGSSS), challenging, measurable and appropriate learning goals!</p>	<p>The student will... Through the use of video media, students will recognize America’s response for the exploration of the west. During a presentation of Lewis and Clark text, students will locate details on the individuals, events, and cause of The Louisiana Purchase and the Corps of Discovery expedition. Students will develop at least three cause and effect events through group discussion of analyzed text. Students will construct a bio-cube of their fictional character to organize characteristics, setting and role-play over a five-day period.</p>
<p>Student Activities & Procedures Design for Instruction</p> <ul style="list-style-type: none"> •What best practice strategies will be implemented? •How will you communicate student expectation? •What products will be developed and created by students? •Consider Contextual Factors (learning differences/learning environment) that may be in place in your classroom. 	<p><i>Review yesterday’s content by discussing student’s nightly traditions and if there is a link between their traditions and the Native Americans.</i></p> <p>Anticipatory Set: Schoolhouse Rock-Elbow Room Video</p> <ol style="list-style-type: none"> 1. Students will view the Schoolhouse Rock video to connect Westward Expansion ideas in a relatable video format. 2. Upon completion of the video, discuss with the students if the video helped persuade their view of America’s right to move westward. 3. Give students two to three minutes to convey their opinion to their shoulder partner. 4. Request four students to voice their response to the class. <p>ESOL: The video can be shown with captions in the student’s native language to bridge understanding. Students with Learning Differences: Volume, captions and or headphones provided to aide in student while watching the video.</p> <p><i>Show students on the doc camera pictures of Meriwether Lewis, William Clark and Sacagawea. In two to three minutes ask the students if they are aware of their exploits and adventures.</i></p> <p>A Picture Book of Lewis and Clark Read Aloud-</p> <ol style="list-style-type: none"> 1. Educator will read aloud the historical fiction picture book to create awareness of vocabulary and subject matter. 2. Students will discuss with a shoulder partner, one new term that they learned after the read aloud. 3. Have the students elaborate with a shoulder partner, what they think was the most difficult hardship with the Lewis and Clark expedition? <p>ESOL: During the read-aloud, the educator should ensure the ELL is close to the book to view pictures. As the teacher reads the book, point, and gesture to the objects that may be unfamiliar and include academic vocabulary. Pre-teach the vocabulary words to the ELL prior to the reading of text. Students with Learning Differences: Make eye contact with student to ensure understanding and attention during the reading of text.</p> <p><i>Ask students to divide into three groups by calling off 1,2,3. Once in three groups explain to the students they are going to work on a group presentation of the essential elements of the expansion of the United States.</i></p> <ol style="list-style-type: none"> 1. Give each group three worksheets for each person on the following parts: Sacagawea, Lewis and Clark, and the Louisiana Purchase. 2. Two students will need to read aloud the informative text. The group will need a reporter, a recorder and an illustrator. If there are more than 15-18 students, the groups will be duplicated.

Lesson Plan Template

3. Students will complete the worksheets as a group, noting specific cause and effect events.
4. Each element requires a characteristics page which will allow the illustrator to complete a visual element to the group presentation.
5. The educator needs to walk around the room exploring the students' comments to note as a formative assessment.
6. Each group is given twenty minutes to complete all the tasks before presenting.
7. Students will present their graphic organizers on the doc camera and post their illustrated chart paper at the front of the room.
8. The reporter is responsible for conveying the group's presentation.
9. As each group presents, students are to record notes of the other groups information.
10. After the presentations, ask the students to reflect on the Corps of Discovery. Advise the students that their journal requirement for the day will be the implementation of an exploration process and/or the Lewis and Clark expedition.

ESOL: Peer partner, the ELL with a bilingual student if possible to relate terms and help navigate with writing. If unavailable, the ELL can work directly with the teacher, or an aide to adjust size and pacing. Provide the ELL with sentence strips that have directed prompts to help aide in writing.

Students with Learning Differences: Mark the text with a highlighter to engage the student in the text.

Spend ten minutes with the students reflecting on their daily character journal. Discuss in detail the importance of creating a strong conclusion for their character. Talk about the elements that make writing important: details, emotion, and voice. As students transition back to their individual seats, let them know they will be given twenty minutes today to finish the daily journal entry.

Daily Journal

1. Twenty minutes are given to write their day five journal entry.
2. Students are asked to think of today's lesson and utilize an exploration process for their final entry

Gifted/Talented: Students will be asked to depict two characters in their daily journal.

ESOL: ELL may work with a peer partner, teacher, or bi-lingual aide to help scaffold the writing of their final journal entry.

As students complete their final journal entry, ask the students if they enjoyed writing about their character. Explain to the students for a final presentation on the thematic unit; they are going to complete at home a biography on their character.

Final Project Bio-Cube

1. Show students an example of a completed Bio-Cube.
2. Explain to the students the importance of documenting the information they have learned into their created character.
3. Provide the students with the web address for completing the Bio-Cube at home (resource section).
If students are unable to access a computer, let the students know they will have an opportunity to use the classroom computers after school or at lunch.
4. Supply the students with a copy of the Bio-Cube Planning sheet. Give students 15-20 minutes to complete the planning sheet.
5. At this point, the students are ready to input their character information into the Bio-Cube for homework.

Students with Learning Differences: Allow the student to dictate their character features to a peer or the educator for transfer. If the aid of a computer or word processor will help with the written response, the student is permit to work directly

Lesson Plan Template

	<p>on the Read, Write, Think website.</p> <p>Gifted/Talented: Students will be required to present a technological aspect to their Bio-Cube. Students can create a digital story, link a musical element or provide a collage.</p> <p><i>As the thematic unit is almost to an end- prompt the students in their final exploration of the various elements to Pioneer life. Ask the students to share with a shoulder partner, the most influential aspect of the unit. If students feel they would like to share, be open to their ideas and opinions creating independence in learning.</i></p>
<p>Assessment</p> <ul style="list-style-type: none"> •How will student learning be assessed? Authentic/Alternative assessments? •Does your assessment align with your objectives, standards and procedures? •Informal assessment (multiple modes): participation rubrics, journal entries, collaborative planning/presentation notes 	<p>Daily Lesson Plan Assessment:</p> <p>Unit Post Assessment: Daily Character Journal. Students are assessed on their demonstration of pioneer life through the use of their fictional character.</p> <p>Summative Assessment: Through the use of a Bio-Cube presentation, students will assemble the thematic unit information into a concise, collective format.</p> <p>Daily Lesson Plan Assessment: Formative Assessments take place during the Lewis and Clark presentations.</p>
<p>Resources/Materials</p>	<p><i>ALL resources including but not limited to; internet sites, professional resources - books, journals (titles and authors), children's literature, etc. should be noted here. Citations should be in APA format.</i></p> <p>Pens/pencils, paper, doc camera, internet source such as smartphones, computers, etc., daily journal, colored pencils, scissors, glue, chart paper.</p> <p>Schoolhouse Rock- Elbow Room: AKA 7467277. (2013, July 5). <i>Schoolhouse Rock! Elbow Room</i> [Video file]. Retrieved from https://www.youtube.com/watch?v=aHVx4nqgMPQ</p> <p>Lewis and Clark picture book: Adler, D. A., & Himler, R. (2003). <i>A picture book of Lewis and Clark</i>. New York, NY: Holiday House.</p> <p>Graphic Organizers: Ideas by Jivey. (2014). <i>Teaching Resources & Lesson Plans / Teachers Pay Teachers</i>. Retrieved from http://www.teacherspayteachers.com</p> <p>Biocube- <i>Bio Cube - ReadWriteThink</i>. (n.d.). Retrieved from http://www.readwritethink.org/classroom-resources/student-interactives/cube-30057.html</p>
<p>Exceptionalities</p> <p>What accommodations or modifications do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities,</p>	<p>ESOL: During the read-aloud, the educator should ensure the ELL is close to the book to view pictures. As the teacher reads the book, point, and gesture to the objects that may be unfamiliar and include academic vocabulary. Pre-teach the vocabulary words to the ELL prior to the reading of text. The video can be shown with captions in the student's native language to bridge understanding. Peer partner, the ELL with a bilingual student if possible to relate terms and help navigate with</p>

Lesson Plan Template

<p>etc.</p> <p><i>These accommodations and/or modifications should be listed within the procedures section of the lesson plan as well as in this section of the document.</i></p>	<p>writing. If unavailable, the ELL can work directly with the teacher, or an aide to adjust size and pacing. Provide the ELL with sentence strips that have directed prompts to help aide in writing. ELL may work with a peer partner, teacher, or bi-lingual aide to help scaffold the writing of their final journal entry.</p> <p>Students with Learning Differences: Make eye contact with student to ensure understanding and attention during the reading of text. Volume, captions and or headphones provided to aide in student while watching the video. Mark the text with a highlighter to engage the student in the text. Allow the student to dictate their character features to a peer or the educator for transfer. If the aid of a computer or word processor will help with the written response, the student is permit to work directly on the Read, Write, Think website.</p> <p>Gifted/Talented: Students will be required to present a technological aspect to their Bio-Cube. Students can create a digital story, link a musical element or provide a collage. Students will be asked to depict two characters in their daily journal.</p>
<p>Lesson Extensions</p>	<p>For homework: Students are to construct a Bio-Cube on their fictional character as a summative assessment of the thematic unit.</p>

Louisiana Purchase

In the early 1800's, all of the land to the east of the Mississippi River was United States territory. President Thomas Jefferson wanted to expand the country, and also have access to a port in the Gulf of Mexico. Until this time, all of the land surrounding the Gulf of Mexico had been owned by Spain. But in 1801, Spain and France made a secret agreement and France gained control of the Louisiana Territory. The Emperor of France, Napoleon Bonaparte, sent troops to guard the New Orleans port. This was worrisome to Americans because they feared the French would take over the United States.



President Jefferson sent representatives to France to talk to Napoleon about buying New Orleans. At first, Napoleon refused. The representatives asked him to reconsider, and he did- in fact, he decided to sell the entire Louisiana Territory to the United States! He was involved in war and needed the money. The treaty, signed in 1803 between the United States and France, guaranteed the sale of the 828,000 square miles of land for 15 million dollars! This sounds like a great deal of money, but in fact, that was less than 19 dollars per mile, and less than 4 cents an acre!

The Louisiana Purchase doubled the size of the United States territory and secured access to the port of New Orleans. This land, from the Mississippi River to the Rocky Mountains, later became part or all of fifteen states: Louisiana, Arkansas, Oklahoma, Missouri, Kansas, Nebraska, Iowa, South Dakota, North Dakota, Minnesota, Wyoming, Montana, Colorado, New Mexico, and Texas. It was the first and greatest land purchase in United States history.



Louisiana Purchase



1. Why did President Jefferson want to buy the New Orleans port?

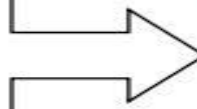
2. What year was the Louisiana Territory purchased by the U.S.?

Fill in the missing causes or effects below:

CAUSES

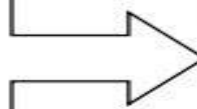
EFFECTS

Napoleon sent troops to guard the New Orleans port.



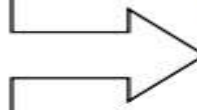
3.

4.



Napoleon sold the entire Louisiana Territory to the United States.

France sold 828,000 square miles of land to the United States.



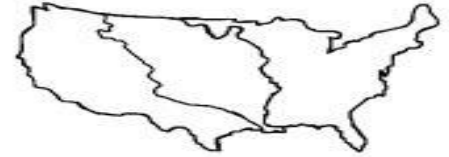
5.

Name: _____ Date: _____

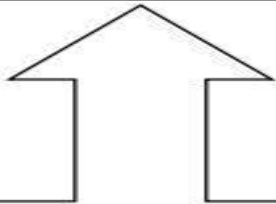


Louisiana Purchase

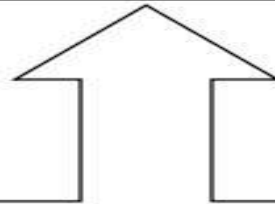
Support the main idea with details.



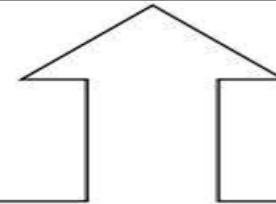
Main Idea: The Louisiana Purchase was the greatest land purchase in United States history.



Detail:



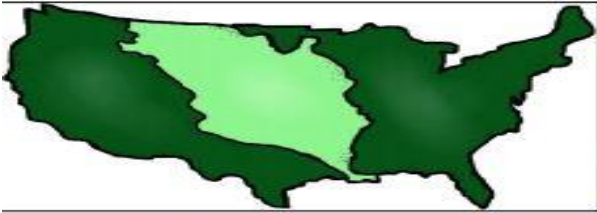
Detail:



Detail:

Write a paragraph using the organizer:

Meriwether Lewis & William Clark



Very little was known about the land to the west of the Mississippi River. President Thomas Jefferson hired his private secretary, Meriwether Lewis and friend, William Clark, to explore and map the land, as well as find a westward water route across America. They

were to keep detailed notes in journals and even bring back new plants and animals from their journey.

In May of 1804, Lewis, Clark, and a team of forty men called the Corps of Discovery left from St. Louis, Missouri and sailed up the Missouri River. At the first snowfall, they decided to stop and build a fort, which they called Fort Mandan. After all, they wouldn't be able to travel on a frozen river. It was here where they met Toussaint Charbonneau and his wife, Sacagawea. They became interpreters for the Corps of Discovery. They would translate French and Indian language along the journey. Sacagawea would carry her baby, Jean Baptiste, the whole way! The Native Americans that lived near Fort Mandan gave the travelers tips to survive the long journey ahead.



Once spring came, they set out on their expedition again, continuing along the Missouri River. But, they ran into a huge obstacle, the Great Falls. These waterfalls and rapids stretched for 21 miles, and the group had to carry their boats and all equipment to get around them. It took almost a month because of the great hardships they faced, including heat, illness, grizzly bears, rattlesnakes, and mountain lions. They finally were able to get back on the Missouri River and soon

reached the Rocky Mountains. Thanks to Sacagawea, Lewis and Clark were able to bargain with the Shoshone tribe for horses. The horses helped them get to the other side of the Rocky Mountains.

Finally on the other side of the Rockies, the crew hollowed out five dugout canoes and travelled the Columbia River. In November of 1805, Lewis and Clark finally reached the Pacific Ocean. After a 3,000-mile expedition, they had successfully reached their destination!



Meriwether Lewis & William Clark



1. Why did Lewis and Clark go on their expedition?

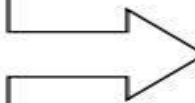
2. How many months did it take the Corps of Discovery to travel 3,000 miles?

Fill in the missing causes or effects below:

CAUSES

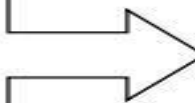
EFFECTS

No one in the Corps of Discovery spoke the language of the Indian tribes.



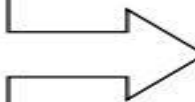
3.

4.



The travelers carried their boats and equipment while facing many hardships.

Boats could not be carried on horseback through the Rocky Mountains.



5.

Name: _____ Date: _____

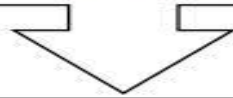


Meriwether Lewis & William Clark

Summarize the expedition of Lewis and Clark.



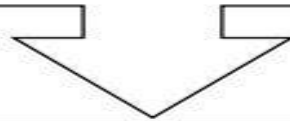
First, Meriwether Lewis and William Clark were hired by Thomas Jefferson to explore the land west of the Mississippi River and find a water route to the Pacific Ocean.



Next, _____

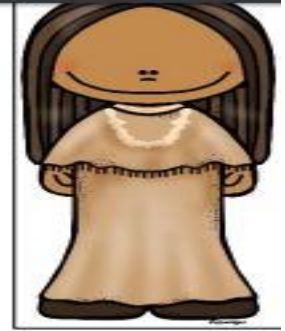


Then, _____



Last, _____

Not a lot is known about Sacagawea before she was twelve years old. At the age of twelve, she and several girls in her Shoshone tribe were kidnapped by the Hidatsa tribe during a battle. She became the wife of a trapper from Quebec named Toussaint Charbonneau.



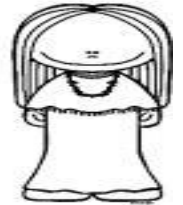
Meriwether Lewis and William Clark and the Corps of Discovery spent the winter of 1804 near the Hidatsa village. Lewis and Clark hired Charbonneau and pregnant Sacagawea to be their interpreters. Charbonneau spoke French and Sacagawea could speak Shoshone language. They moved into Fort Mandan with the Corps for the rest of the winter. Sacagawea gave birth to Jean Baptiste Charbonneau on February 11, 1805.

Sacagawea, with baby in tow, was a huge help to the Corps of Discovery. Not only was she a guide and interpreter, she showed other tribes that the group's trip was a peaceful one. She helped in other ways too. Sacagawea managed to rescue items that had fallen from a boat that turned over, which included the journals of Lewis and Clark. Additionally, it was because of her that they had great success in getting horses to cross the Rocky Mountains. Her brother was the chief of the tribe they came upon, so he agreed to barter horses to the group as well as send some of the tribe to help guide them through the mountains. Sacagawea was a benefit to the group yet again after the trip through the mountains. Many of the members of the Corps grew weak during the difficult journey through the Rockies, but Sacagawea cooked some camas roots which helped these men regain their strength.

After Lewis and Clark's expedition, Sacagawea and Charbonneau returned to the Hidatsa tribe. Three years later, they moved to Missouri where William Clark lived. Here, Sacagawea gave birth to a daughter, Lizette. It is believed that Sacagawea died soon after in 1812 of an unknown illness, and that William Clark adopted her children.

Name: _____ Date: _____

Sacagawea



1. Why did Lewis and Clark ask Sacagawea to come along on their expedition?

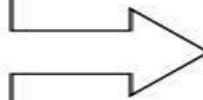
2. Why do you think there isn't much known about Sacagawea's early life?

Fill in the missing causes or effects below:

CAUSES

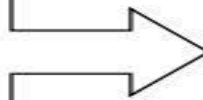
EFFECTS

Sacagawea was kidnapped when she was twelve years old.



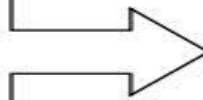
3.

4.



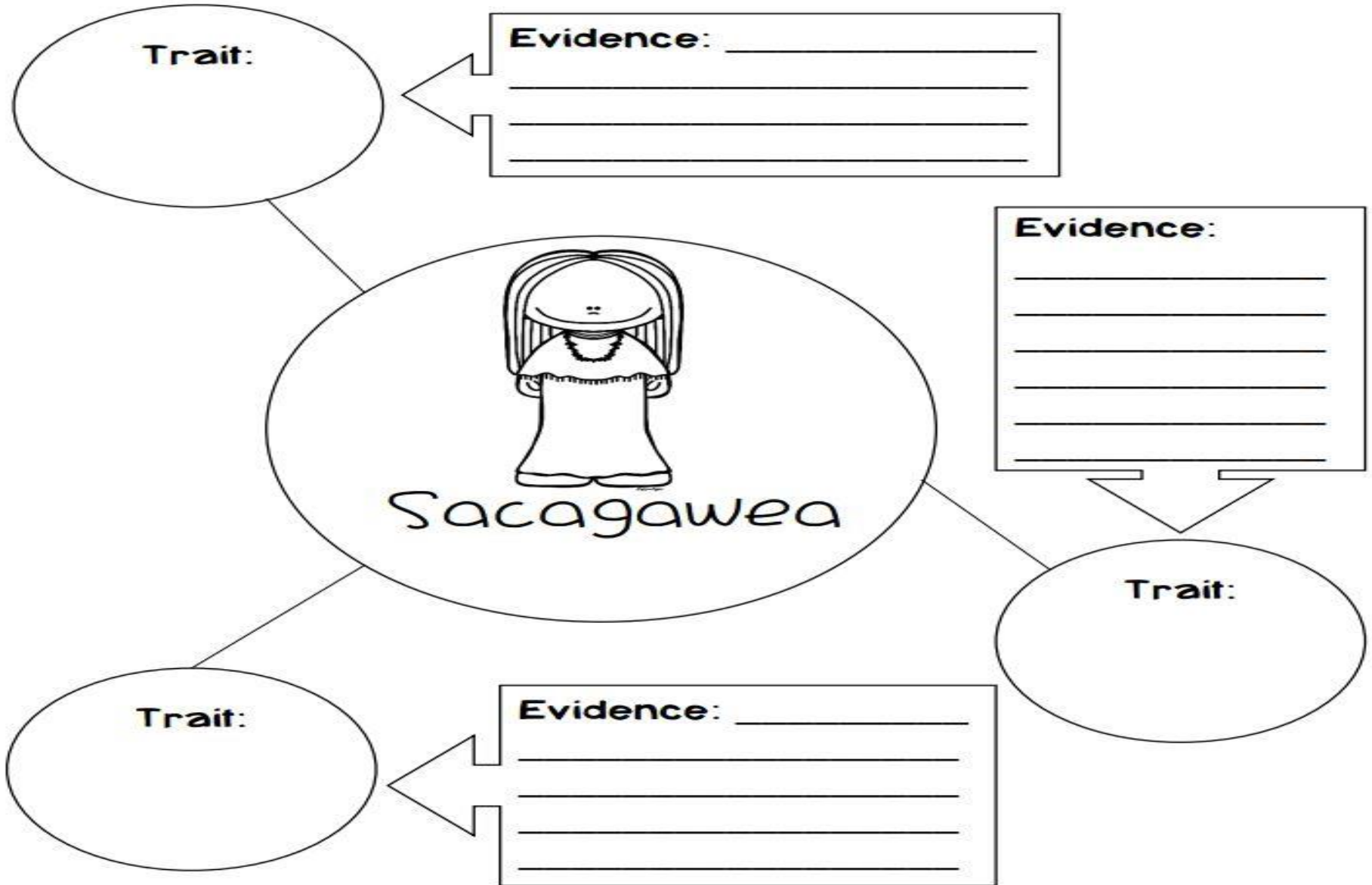
Charbonneau and Sacagawea lived in Fort Mandan with the Corps of Discovery.

Sacagawea's brother was the chief of the tribe that they came upon before the Rocky Mountains.



5.

**Describe the character traits of Sacagawea.
Be sure to support the traits with evidence!**



Bio Cube Planning Sheet

Use this planning sheet to prepare for the online Bio Cube interactive by filling in the information for each side of the cube. Because space on the cube is limited, you will need to briefly summarize your information.

Side	Prompt	Information
1	Person's Name, Time Period, and Place	
2	Personal Background	
3	Personality Traits	
4	Significance	
5	Obstacles	
6	Important Quote	

Adapted from McLaughlin, M., & Allen, M.B. (2002). *Guided comprehension in action: Lessons for grades 3-8*. Newark, DE: International Reading Association.