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Lewis and Clark Timeline

Lynn Brigham

St. Ansgar Community School District

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This lesson was developed June/July 2013 as a collaboration between Mid-Iowa School Improvement Consortium (MISIC), Geographical Alliance of Iowa (GAI), National Geographic Society (NGS), and the University of Northern Iowa (UNI) to provide lessons reflective of the intent of the K-6 Iowa Core geography (global stewardship) and literacy standards. The lesson is part of a unit of instruction taught in a MISIC district and developed by a practicing teacher. Model lessons were to be 2-4 days in length

The intent of the model lesson is to:

- illustrate the pragmatic value of teaching literacy and social studies standards together (integrating the literacy skills so student can apply and synthesize the skills learned in literacy instruction),
- demonstrate that implementation of the 2010 Iowa Core Literacy standards starts with small steps, and
- to make visible a “sampling” of developed or vetted tools resources from MISIC, GAI, and NGS . (MISIC tools/resources are password protected for use by MISIC member districts while GAI and NGS materials are generally open-source) in the left column of the lesson.

Lesson Title	Lewis and Clark Timeline
OVERVIEW	
Invitation to View Lesson	After reading historical fiction, informational text, and narrative nonfiction stories about western expansion the students will create a timeline on the Lewis and Clark Trail. Students will expand their academic vocabulary. The Iowa Core expectation for 5 th grade lexiles is 830-1010. The 980 lexile for this book fits the core intent. Students will also begin to understand the migration and process of human settlement in the western United States.
Contact Information	Teacher: Lynn Brigham District: St. Ansgar CSD Email: lbrigham@st-ansgar.k12.ia.us
Image and Citation	 <p><i>Map showing the Lewis and Clark Trail.</i> http://www.pbs.org/lewisandclark/trailmap/images/trailmap.jpg</p>
Summary of Lesson <i>Note:</i> Whether you are designing lessons or units purposefully:	Students will read <u>Lewis and Clark</u> by: R. Conrad Stein (lexile 980). Before reading students will fill in the <i>Assess and Conquer</i> worksheet on the vocabulary words. After reading <u>Lewis and Clark</u> the students will create a timeline of events from The Corps of Discovery. They will have to research the event(s) for a particular date from the Lewis and Clark Trail. Students will also compare and contrast the writing and language used in the story to the writing and language used in Lewis and Clark’s journal entries.
Number of Days <i>Note:</i> It is always important to ask: Is a unit/lesson manageable in the time allotted? Is the unit/lesson worth the time of teacher and students?	2 days out of a 5 day unit
Grade Level	5
Concepts	Exploration of the interior US
Iowa Teaching Standards Reflected in Planning a Lesson Using this Design http://www.boee.iowa.gov/stndrds.html	The Iowa teaching standards are about planning/preparing, managing, delivering, and reflecting about instruction. Producing this lesson provided evidence of the following criteria in the Iowa teaching standards.
<i>A rubric for teachers to self-evaluate where they</i>	Standard 2: Demonstrates competence in content knowledge appropriate to the

<p>are on the seven criteria to the right is at the end of this lesson.</p>	<p>teaching profession. The Teacher:</p> <ol style="list-style-type: none"> Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. Relates ideas and information within and across content areas. Understands and uses instructional strategies that are appropriate to the content area. <p>Standard 3: Demonstrates competence in planning and preparation for instruction.</p> <p>The Teacher:</p> <ol style="list-style-type: none"> Uses student developmental needs, background, and interests in planning for instruction. Selects strategies to engage all students in learning. Uses available resources, including technologies, in the development and sequencing of instruction.
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PUPOSEFULLY PLANNING for MAXIMUM LEARNING (1)

<p>Learning</p> <p><i>Note:</i> When planning for instruction consideration of what we know about how students store and retrieve information is crucial with so much to teach in 179 school days. Some strategies that can be used are:</p> <ul style="list-style-type: none"> •Local to global • Hook senses first • Chunk it • Memory spaces 7 + - 1 in MS and 2 +- 1 in K • 8 to 2 engagement ratio • Less is more in content covered per period • Learning strategies used • Ramping lesson to reduce stress • Stimulating and engaging lesson • Relevant content • Focus the learning activities 	<p>This lesson uses the following how the brain remembers strategies:</p> <ul style="list-style-type: none"> •Engaging lesson •Relevant content •Less is more covered per day •Focus the learning activities
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<p>Development</p> <p><i>Note:</i> With so much talk about standards we often forget to critically think about the whole child in planning for instruction. How does our basic knowledge of the physical, intellectual, and social/emotional development by age span get considered in selecting learning activities? A good source for elem. age groups can be found at:</p> <p>https://store.extension.iastate.edu/ProductList.aspx?Keyword=ages%20and%20stages or http://www.extension.iastate.edu/4hfiles/V1950902FAgesStages.PDF</p>	<p>Students at this age are ready for in-depth, longer learning experiences which allows them to explore content deeper. They are also ready for more detailed recordkeeping. They also gain skills in social situations with peers and adults. This lesson considers both of these characteristics in the selection of learning activities.</p>
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<p>Learning Targets (IA Standards) Directly Taught in the Length of this Lesson</p> <p>Note 1: A lesson or unit should be aligned to the standards that will actually be taught and assessed in the lesson or unit. This does not mean listing standards that are just supported. The focus is on aligned target and assessment with activities.</p> <p><i>Note 2:</i> Standards referenced here can be found at:</p> <p style="text-align: center;"><i>Literacy</i></p> <p>IA Core Literacy – http://misisciowa.org or the Iowa DE website. Some of the standards in the Iowa Core are very long. As we unfold the new standards a lesson or unit may not target everything about a standard but will build on by quarter.</p> <p><i>Standards Insight</i> is another source of understanding the new literacy standards.</p> <p>NGS ideas on how every K-12 CCSS Literacy standard can be aligned to the teaching of Geography- http://education.nationalgeographic.com/educati</p>	<p style="text-align: center;">Iowa Core Literacy Standards <i>Focus of the lesson is underlined.</i></p> <p style="text-align: center;"><u>Reading Informational Text</u></p> <p>RI 5.7 Draw on information from multiple print or digital sources, <u>demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> <p>RI 5.IA1 <u>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</u></p> <p style="text-align: center;"><u>Foundational Skills</u></p> <p>RF 5.4 <u>Read with sufficient accuracy and fluency to support comprehension.</u></p> <ol style="list-style-type: none"> <u>Read on-level text with purpose and understanding.</u> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p style="text-align: center;"><u>Language</u></p> <p>L 5.2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p> <p style="text-align: center;">Iowa Core/MISIC Social Studies Standards</p> <p>SS.03-05.04.02- Examine how personal changes over time relate to social, cultural, and</p>
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[on/media/interconnections-common-core-national-geography-standards/?ar_a=1](http://media/interconnections-common-core-national-geography-standards/?ar_a=1)

Geography

IA Core Geography- <http://misisciowa.org>

NGS Geography- NGS and publishers have used the 5 themes of geography since 1984. Recently NGS put out a new perspective for relating to geography around the three I's of geography-interactions, interconnections, and implications as a way of relating geography to the many careers using geographical thinking. View this link about the three I's and geo-literacy:
http://education.nationalgeographic.com/education/media/what-is-geo-literacy/?ar_a=1

2012 NGS Geog. Standards-
http://education.nationalgeographic.com/education/national-geography-standards/?ar_a=1

Unit Background/ Prior Knowledge/ Misconceptions

Note on Misconceptions: Doug Fisher talks about the following when designing a lesson to get at student misconceptions.

- What misconceptions need to be addressed before new learning takes place?
- What are the tasks/skills/background knowledge needed for completion of this lessons content (geography, literacy, 21st Century)?
- What academic language needs to be put in place and reinforced for students?
- What will be challenging for the student?
- How will I support background knowledge that moves beyond facts and isolated skills?
- What scaffolding and explicit instruction is needed during the lesson?
- When and how can I make supports optional so control of activities is transferred to the learner?

How can you quickly determine your students' prior knowledge on a topic?

You might try one of the classroom assessment techniques suggested by Thomas Angelo and Patricia Cross. The following technique selected from *Classroom Assessment Techniques*.

Focused Listing, as the name implies, focuses students' attention on a single important term, name, or concept to help instructors assess what the students believe to be the most important points related to that particular topic. The instructor can then gauge how to adapt the curriculum so that it builds upon students' pre-existing knowledge structures.

1. Select an important topic or concept that the class is about to study and describe it in a word or brief phrase.
2. Ask your students to write that word or phrase at the top of a sheet of paper as the heading for a Focused List.
3. Ask your students to write down the most important points they associate with the word or phrase. Set a time limit and/or a limit on the number of items you want your students to write. Two or three minutes and five to ten items are usually sufficient.

Use this data to determine how your students understand the topic they are about to study,

historical contexts.

SS.03-05.04.03- Interpret how regional, ethical, and national cultures influence and contribute to personal identity.

National Geographic Standards

Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface.

Standard 12: The processes, patterns, and functions of human settlement.

National Geographic 3 I's

Interconnections-Geographic reasoning how one place is connected to another.

The exploration of Lewis and Clark was the start of the interconnection between the east and west coasts of the United States.

Background on Lewis and Clark from the Smithsonian at
http://www.smithsonianeducation.org/educators/lesson_plans/Lewis_Clark/index.html

Lewis and Clark were the first United States officials to venture into United States land west of St. Louis. When they moved west of what is now North Dakota, the thirty-one men of the party became the first non-Natives to set eyes on the high plains along the Missouri River and the Rocky Mountains beyond.

There are many ways to approach the story. The object of the expedition, as stated by President Thomas Jefferson in his official instructions, was to find "the most direct & practicable water communication across this continent, for the purposes of commerce." But along the way they were to "notice" the land and the people who lived on it. They were to learn of the "language, traditions, monuments" of the Indian tribes; to study the "animals of the country generally" and "mineral productions of every kind"; to determine longitude and latitude by making "celestial observations."

What a tall order! They were to satisfy the curiosity of the eminently curious Thomas Jefferson about a land almost entirely unknown. The two young army officers had to do the work of botanists, geologists, and zoologists; astronomers and cartographers; linguists and ethnographers. Above all, they had to be good writers. The only way to bring back a clear, detailed picture of what they found-indeed, the only way to gain any sort of possession over it-was to set it down in words.

The teacher will need to explain the mode of transportation for The Corps of Discovery. The explorers are traveling upstream in a canoe. Students will need to have knowledge of a river's current. A misconception that the students may have is that they can travel to the west coast in a couple of days by car, so it should take Lewis and Clark a couple of weeks. Another misconception students may have is the danger of travel in the 1800s.

Before this set of lessons we read 4 other stories about western expansion in the United States. The students gather an understanding of how we acquired the Louisiana Territory from France and how we acquired the Southwestern states from Mexico.

After these lessons the students make a travel brochure about the Lewis and Clark Trail. They include things they could do or see if they were traveling the trail today. They could list activities to do along the trail, animals or plants they may see. They may even give some history about Lewis and Clark or Sacagawea.

<p>and then to adapt the curriculum so that it incorporates their understanding (p. 126-131).</p>			
<p>Academic (Tier III) Vocabulary <i>Note 1:</i> Vocabulary is a major shift in the intent of the Iowa Core Literacy standards.</p> <p>Watch the video link at http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary to learn why this is an important shift in the core. The rationale for this shift is: Words carry meaning. If you know a word you can retrieve, access, and build on conceptual understanding. We learn words by repeated exposures. Students need both the discipline specific words (tier 3) and the general academic vocabulary (tier 2), but Tier 2 words need stressed as they cross disciplines with their multiple meanings.</p> <p>A variety of strategies should be used to provide the needed incremental and repeated exposures in a variety of contexts, for learning lots of words. Without the repeated exposure in multiple context students will not learn the connections between important words.</p> <p>An old but good strategy for learning vocabulary is still Marzano’s six steps at http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf</p> <p><i>Note 2:</i> Academic vocabulary crosses content areas and is found in both informational and literary text. Students must constantly build the vocabulary they need to be able to access grade-level complex texts as defined in Appendix B and C of the Iowa Core ELA Standards. A clear developmental progression from phonics through sophisticated concepts such as Greek and Latin affixes and roots is articulated through the Language strand of the ELA standards.</p> <p>Students need to build the number of words they know and understand. Isabel Beck defines these tier and III and II words. The Three Tiers (Isabel Beck) of words are discipline specific words like <i>circumference, aorta, autocratic, onomatopoeia, Oligarchy, hydraulic, neurotransmitters, “Jim Crow Laws, sovereignty, lagging, fractal, tectonics.</i></p>	<p>Words to front-load</p>	<p>Words using context</p>	<p>Instructional methods</p>
	<ul style="list-style-type: none"> • inference • author’s purpose 		<p>Students will be given an inference map. As a class we will fill in three details and the author’s purpose.</p>
<p>Tier II Vocabulary <i>Note:</i> Tier 2: Academic Vocabulary are words</p>	<p>Words to front-load</p>	<p>Words using context</p>	<p>Instructional methods</p>

<p>far more likely to appear in written texts than in speech. They are highly generalizable, found across many types of texts, and often represent subtle or precise ways to say relatively simple things-saunter instead of walk:</p> <ul style="list-style-type: none"> words from informational text like <i>analyze, relative, vary, formulate, specify, accumulate, theory, principled, generation, manipulate, wrought, complex, obvious</i> words from technical texts like <i>calibrate, itemize, periphery, verify, construct, illustrate, fluctuate, function, feasible, innovation, technical, relative</i> words from literary texts; <i>misfortune, dignified, faltered, unabashedly, declarative, plot, style</i> <p>Tier 2 words are especially important to comprehension and should be emphasized. Estimates indicate that there are about 7,000 words for tier 2 or 700 per year. Divided by content that is about 60 per year for each of the four core with additions from arts, career/tech, PE . Criteria for good Tier 2 words includes: important to understanding the text, high use across contents, instructional potential by connecting similar words and concepts around it, add precision to conceptual understanding. Tier 2 words are seldom supported in text.</p> <p>A good guide for selecting Tier II words can be found at http://www.ride.ri.gov/Portals/0/Uploads/Documents/Common-Core/Instructional-Guide-for-Academic-Vocabulary-blank.pdf or go to http://vocablog-plc.blogspot.com/ for a great set of criteria from Frey and Fisher.</p>	<ul style="list-style-type: none"> expedition (636) tributaries (638) fulfilled (644) 	<ul style="list-style-type: none"> barrier (637) edible (638) despite (641) trek (643) range (637) techniques (642) resumed (636) 	<ul style="list-style-type: none"> Students will be given the <i>Assess and Conquer</i> worksheet. Write vocabulary words on the <i>Assess and Conquer</i> worksheet. The vocabulary words will be read aloud. Students will mark the appropriate box on their sheet indicating their knowledge of the word. Divide the class into mixed-ability pairs. Read the words again giving each pair one minute to share with each other what they know about the terms. Pairs should record a definition or the teacher may want to have the entire class decide on a definition to be recorded on the <i>Assess and Conquer</i> graphic. Instruct the students to read <u>Lewis and Clark</u> in search of the words. They should compare their definitions with the way the word is used in the chapter and record their understanding of the words they didn't know.
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PROCEDURES for MAXIMUM LEARNING

<p>Materials List</p>	<ul style="list-style-type: none"> <u>Journeys</u> basal reading book: <u>Lewis and Clark</u> by: R. Conrad Stein White construction paper (12x18) Dates for timeline Computers for research Colored pencils/crayons/markers Assess and Conquer worksheet Inference map
<p>Procedure: (3) q Daily Goal q Hook Instruction q Scaffolding for Success q Assessment Range (2)</p> <p><i>Note on Scaffolding:</i> the purpose of scaffolding for success is to provide all students with multiple opportunities to engage with text of appropriate complexity for the grade level; including appropriate scaffolding directly experience the complexity of the text.</p> <p>It provides extensions and/or more advanced text for students who read well above grade level text band. It gradually removes supports, requiring students to demonstrate their independent capacities. It integrates appropriate supports for reading, writing, speaking and listening for students who are ELL, have disabilities, or read well below the grade level text band.</p>	<p align="center">Day 1</p> <ul style="list-style-type: none"> Essential Question/Daily Learning Goal: Students will discover how long the Lewis and Clark journey was. Hook and hold interest: How long would it take you to travel to Oregon on vacation? Are you traveling by plane, train, car, bike, walking, or water? Could you get from Iowa to Oregon by water? What can you tell me about Lewis and Clark? Students will be given the <i>Assess and Conquer</i> worksheet and fill it out with a partner. Instructional Strategies/tools for teaching, coaching, and inquiry: Students will read <u>Lewis and Clark</u> . Students will determine the author's purpose by finding three details that support the author's purpose. Student's will use the stop and think questions, in the story. Students will be given 4 post-it notes (3 for details and 1 for author's purpose). Students will write down the answer to each of the following questions on a post-it note. <ol style="list-style-type: none"> How does Sacagawea win the crew's admiration? How might their experiences during the expedition have been different without her? (write 2 details) Do you think including President Jefferson's reaction to Lewis and Clark helps the author achieve his purpose for writing? Why or why not? (write 1 detail and author's purpose) Students will use the post-it notes to fill in their inference map. (Adapted from: Realizing Illinois: Common Core Teaching and Learning Strategies English Language Arts Reading Literature Grades K-5, RL 5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize

	<p>the text. Sticky Note Strategy. P. 47)</p> <ul style="list-style-type: none"> • Students will research journals http://www.nationalgeographic.com/lewisandclark/journey_leg_1.html written by Lewis and Clark on their expedition. They will make a Venn Diagram comparing and contrasting the author’s writing and use of language in the story to Lewis and Clark’s writing and language usage in their journals. • After reading the story they will be put with a partner/group of three. Each group will be given a date. Students will need to go back through the story and research what the significance of that date is. Students will write down what happened on that date. Each group will be given a sheet of 18x12 white construction paper. On that sheet of paper they will draw a picture of the event. They will also include the date and a typed description of what happened on that date. • Scaffolding for Success/Interventions: Students will need to answer the “exit question” on an index card before leaving. Do you think including President Jefferson’s reaction to Lewis and Clark helps the author achieve his purpose for writing? Why or why not? • Assessment for Learning (Formative): After answering questions and filling out post-it notes the class will fill in the inference map on the board. Students can make additions/corrections to their inference maps. • As students are working on their timeline the teacher will check for understanding by making sure what the students write about their date for the timeline is from the story and their picture matches what they have written. When students have finished their Venn Diagram comparing and contrasting the author’s writing to Lewis and Clark’s journal writing they will write down at least two things they noticed on a large Venn Diagram displayed on the board. A class discussion of findings will take place.
<p>Procedure: (3) q Daily Goal q Hook Instruction q Scaffolding for Success q Assessment Range (2)</p> <p><i>Note on Assessment Range:</i> Formative assessment is assessment for learning and summative assessment is assessment of learning. A good unit uses both. An assessment is formative or summative based upon the teacher use of that tool.</p> <p><i>Note on Strategies:</i> Two good sources on promising strategies can be found at http://educateiowa.gov/index.php?option=com_content&view=article&id=2102&%E2%80%8BItemid=2698 and http://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml</p> <p>A good source for writing templates for grades 4-12 can be found at http://www.literacydesigncollaborative.org/wp-content/uploads/2012/02/LDCTemplateTasks.pdf</p> <p><i>Note 2:</i> A good source for web 2.0 ideas is at http://edorigami.wikispaces.com/Traditional+and+Digital+Practice</p> <p><i>Note 3:</i> A good structure for students learning to listen and speak in group work is the accountable talk research at the University of Pittsburgh. Go to http://ifl.lrdc.pitt.edu/ifl/index.php/resources/ask_the_educator/lauren_resnick</p>	<p style="text-align: center;">Day 2</p> <ul style="list-style-type: none"> • Essential Question/Daily Learning Goal: Students will discover how long the Lewis and Clark journey was. • Hook and hold interest: How long would it take you to travel to Oregon on vacation? Are you traveling by plane, train, car, bike, walking, or water? Could you get from Iowa to Oregon by water? What can you tell me about Lewis and Clark? • Instructional Strategies/tools for teaching, coaching, and inquiry: Students will complete their picture for the timeline. Students will then share their timeline in the order of their date. The timeline pictures will be put on display in the classroom. • Scaffolding for Success/Interventions: After the teacher looks over the exit question the students will be grouped according to understanding. Those that did not answer the question appropriately will meet with the teacher to listen to the story being reread. • Assessment for Learning (Formative): Groups will share their date, event, and picture. The completed timeline will be displayed in the classroom. Students will be asked how long the journey took Lewis and Clark. They will receive a grade on their timeline using the timeline rubric. The “exit question” for today is to write down on a post-it note “How long did it take Lewis and Clark to go from St. Louis to Oregon and back to St. Louis.” At the end of the week, on Lewis and Clark, the date on each picture will be covered up. The pictures will be taken out of the correct order and a number will be assigned to each picture. Students will need to write the correct order down on a sheet of notebook paper. They will make two columns on their notebook paper and the answers will be written down in both columns. When they have completed writing the order down they will tear their paper in half. One half they will hand in and the other half they will correct with the class. They will be able to see how they did on their test right away. The paper handed in will be corrected for their grade.
<p>Differentiation (3)</p>	<p>Students will be paired into mixed-abilities for the <i>Assess and Conquer</i> activity.</p> <p>Students will be paired/ grouped according the mixed-abilities to complete the timeline activity.</p> <p>A variety of non-fiction books will be available at varying reading levels for the students to read.</p>
<p style="text-align: center;">Reflecting After Teaching Lesson/Units or Even at End of the Year</p> <p>Reflection is key to self-efficacy for professionals. At the end of a lesson you ask, What would you change in the lesson now that you</p>	

have taught the lesson? What went well? Think about strategies, resources, activities.

After a unit of instruction and at the end of the year the Iowa Teaching Standards ask us to reflect on the some key questions that get at the intent of the teaching standards. Those questions are organized around three key concepts:

- Using standards-based school improving processes,
- Sharing with peers, and
- Effect on students.

Use (U)

- Standard 2:** What resources do you use to integrate and align your instruction with content standards, students’ developmental needs, backgrounds, and interests?
- Standard 3:** How do you differentiate curriculum and instruction to meet students’ developmental needs, backgrounds, and interests as you plan to develop and/or sequence instruction and support student learning?
- Standard 4:** What research-based practices do you use to address the full range of student cognitive levels and their social-emotional/physical needs
- Standard 5:** In what ways are you using your classroom assessment evidence: 1) to adjust your lesson/unit planning and instruction, 2) to guide lessons in the assessment of their own learning?
- Standard 6:** How do you establish high expectations for learning and build a positive classroom environment? How do you build and maintain student ownership for their learning and appropriate classroom behavior?

Sharing (S)

- Standard 7:** How has your learning contributed to your personal growth and to the collective growth of your colleagues and school district? (How do you know?) What is your evidence?
- Standard 8:** In what ways do you collaborate and communicate with students, families, colleagues, and the community to enhance student learning and the teaching profession?

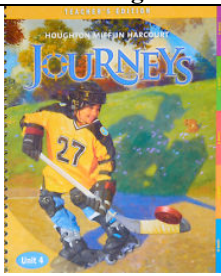

Effect (E)

Standard 1: What does your data/evidence tell you about student achievement on district standards/benchmarks? In terms of improved student achievement, what area(s) is of greatest concern or interest to you?

RESOURCES

Rubrics	Located at end of lesson
Copy Ready Handouts	Located at end of lesson

COPYRIGHT

Primary	Image	Description	Citation	URL
		Read Lewis and Clark by: R. Conrad Stein	Journeys Houghton Mifflin Harcourt Publishing Company 2011, Grade 5, Unit 5	http://www.hmhschool.com/School/index.html
Secondary	Image	Description	Citation	URL
		Assess and Conquer	“Strategies for Struggling Readers” Developed by Patricia Martin and Peter Pappas Copyright 2006-2009	More resources: www.edteck.com/read
		A map of Lewis and Clark's track, across the western portion of North America from the Mississippi to the Pacific Ocean : by order of the executive of the United States in 1804, 5 & 6 / copied by Samuel Lewis from the original drawing of Wm. Clark ; Saml. Harrison, fct.	Library of Congress, Geography and Map Division	http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g4126s+ct000028))



Lewis and Clark in the Rocky Mountains / research and design by Robert A. Saindon

Library of Congress, Geography and Map Division

[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field\(NUMBER+@band\(g41271+ct000152\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g41271+ct000152)))

RESOURCES (Rubrics and Copy-ready Handouts)

Teacher Name: **I brigham**

(summative)

Student Name: _____

Remember: Your timeline will not be graded unless the appearance of the font is acceptable for reading!

CATEGORY	5	3	1
Quality of Content	Demonstrates the ability to find information accurate to the specific date.	Demonstrates the ability to find information that is mostly accurate to the specific date.	Does not demonstrate the ability to find information that is accurate to the specific date.
Fonts/Colors/Appearance	Use of fonts, styles, colors, and picture is exceptional and shows a logical pattern. It helps organize the material. Information is easy to read.	Use of font, styles, colors, and pictures is consistent and shows a logical pattern. Information is easy to read.	Use of fonts, styles, colors, and pictures is consistent, but is not used effectively to organize the information. Information is not easy to read.

Dates for Lewis and Clark Timeline

April 1805 1803

May 26, 1805

1804

September 1, 1805

November 7, 1805

March 23, 1806

Resources vetted by the Smithsonian that might be helpful for teachers teaching Lewis and Clark:

Lewis and Clark: Mapping the West
www.edgate.com/lewisandclark/

Lewis and Clark Trail Heritage Foundation
www.lewisandclark.org

PBS Lewis and Clark Page
www.pbs.org/lewisandclark

National Geographic
<http://www.nationalgeographic.com/west/main.html>

Fort Mandan Foundation
<http://www.lewis-clark.org/>

Sample Grade 3-8 Span Lewis and Clark Lesson Plans from Smithsonian with a writing and art emphasis:

http://www.smithsonianeducation.org/educators/lesson_plans/lewis_clark/index.html

Additional resources to have available for students to read:

- *Apples to Oregon by Beborah Hopkinson and Nancy Carpenter
- *They Lewis and Clark Trail Then and Now by Borothy Hinshaw Patent
- The Lewis and Clark Expedition by Carol A. Johmann
- *How We Crossed the West: The Adventures of Lewis and Clark by Rosalin and Schanzer
- *Ultimate Field Trip 4: A Week in the 1800s by Susan Goodman

The following books are available at Rod Library on the UNI Campus.

Lewis and Clark Series by John Hamilton

- *Uncharted Lands
- The Corps of Discovery
- *The Missouri River
- The Mountains
- To the Pacific
- The Journey Home


- *Explorers: Lewis and Clark American Explorers by Arlene Bourgeois Molzahn
- *As Far As the Eye Can Reach: Lewis and Clark's Westward Quest by Elizabeth Cody Kimmel
- The great Expedition of Lewis and Clark by Private Reubin Field
- *Mapping America Westward Expansion by Janey Levy
- Lewis and Clark Adventures West: An Illustrated Journey by John C. Hamilton
- *A Picture Book of Lewis and Clark by David A. Adler
- *A Picture Book of Sacagawea by David A. Adler
- *Accelerated reader books.

Name: _____

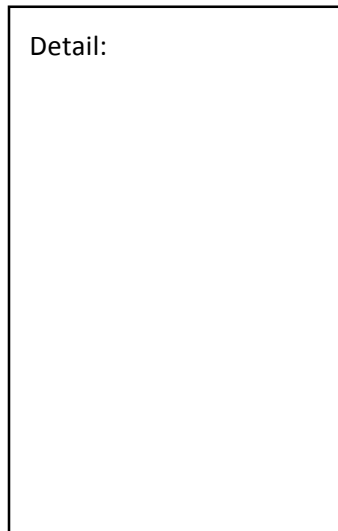
Inference Map: Author's Purpose

Title or Topic: _____


Detail:



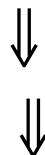
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Rubric for Evaluating Self on the Iowa Teaching Standards 2 and 3
Source: Mt. Pleasant CSD

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.				
CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory
Understands and uses underlying themes, relationships, and different perspectives related to the content area.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	The teacher makes content errors or does not correct content errors students make.
Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.	Teacher displays knowledge of student development to make learning experiences meaningful for every student.	Teacher displays knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays some knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays little uses of knowledge of student development in making learning experiences meaningful and accessible for every student.
Relates ideas and information within and across content areas.	Teacher actively builds on knowledge and understanding of prerequisite relationships when describing instruction or seeking causes for student understanding.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts important for student learning of the content.	Teacher indicates some awareness of prerequisite learning although such knowledge may be incomplete or inaccurate for student learning of the content.	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.
Understands and uses instructional strategies that are appropriate to the content area.	Teacher displays continuing search for best practices and anticipates student misconceptions.	Instructional practices reflect current research on best strategies within the discipline but without anticipating student misconceptions.	The teacher displays basic understanding of instructional strategies but does not anticipate student misconceptions.	The teacher displays little understanding of current instructional strategies appropriate for student learning.
Standard 3: Demonstrates competence in planning and preparing for instruction.				
Uses student achievement data, local standards, and the district curriculum in planning for instruction.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process. Assessment criteria and standards are clear and have been clearly communicated to students. There is	All of the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others. Assessment criteria and standards	Some of the instructional goals are assessed though the proposed approach, but many are not. Assessment criteria and standards have been developed, but they are either not	Content and methods of assessment lack congruence with instructional goals. The proposed approach contains no clear criteria or standards. The assessment results

	evidence that students contributed to the development of them. Students are aware of how they are meeting the standards and criteria.	are clear and have been communicated to students. Teacher uses assessment results to plan for individual and groups of students.	clear or have not been communicated to students. Teacher uses assessment results to plan for the class as a whole.	affect planning for these students only minimally.
Sets and communicates high expectations for social, behavioral, and academic success of all students.	Standards of conduct are clear to all students and appear to have been developed with student participation. The classroom environment, established with student input, conveys high expectations for all students to learn.	Standards of conduct are clear to all students. The classroom environment conveys high expectations for all students to learn.	Standards of conduct appear to have been established for most situations, and most students seem to understand them. The classroom environment conveys an inconsistent expectation for all students to learn.	No standards of conduct appear to have established, or students are confused as to what the standards are. The classroom environment conveys only modest expectations for all students to learn.
Uses student's developmental needs, backgrounds, and interests in planning for instruction.	Teacher displays knowledge of typical developmental characteristics of age groups, exceptions to general patterns, and the extent to which each student follows patterns.	Teacher displays thorough understanding of the developmental characteristics of age groups as well as expectations to general patterns.	Teacher displays generally accurate knowledge of the developmental characteristics of age groups.	Teacher displays minimal knowledge of developmental characteristics of age groups.
Selects strategies to engage all students in learning.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Most activities and assignments are inappropriate for students in terms of their age or backgrounds. Almost all students are cognitively engaged in them.	Some activities and assignments are appropriate for students and engage them mentally, but others to not.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
Uses available resources, including technologies, in the development and sequencing of instruction.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or student's level of mental engagement is moderate.	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.