

AMERICA MOVES OUT!

Early Exploration of the American West

Grade Level: First Grade

Presented by: Sherry Barnes, Pea Ridge Elementary School, Pea Ridge, Arkansas

Length of Unit: 6 Lessons

I. ABSTRACT

This unit introduces early exploration of the American west as found in the *Core Knowledge Sequence* for the First Grade. This unit is heavily integrated with language arts. There are a variety of writing activities along with some repeated writing exercises. This was done because of the philosophy that when students are asked to do something familiar it builds understanding of the skill. This unit also contains important historical information about Daniel Boone and the Wilderness Road; the Louisiana Purchase; Lewis and Clark and Sacagawea. These topics are revisited further along in the *Core Knowledge Sequence* (2nd and 5th grades).

II. OVERVIEW

A. Concept Objectives

1. Develop an awareness of how ideas, events, and conditions bring about change.
2. Understand a wide range of strategies and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
3. Appreciate the works of literature and other kind of writing which reflect their own cultures and viewpoints as well as those of others.

B. Content from the *Core Knowledge Sequence*

1. Daniel Boone and the Wilderness Road
2. The Louisiana Purchase- explorations of Lewis and Clark- Sacagawea
3. Geography- Locate the Appalachian Mountains, the Rocky Mountains, and the Mississippi River

C. Skill Objectives

1. The student will identify and record changes in the local community, state and environment using a variety of resources such as family members, friends, letters, diaries, newspaper articles, pictures and other documents and artifacts. (SLE 2.1.2.)
2. Demonstrate an understanding of how people, places, attitudes, values and ideas all change over time. (SLE 2.1.3.)
3. Illustrate how people, places, attitudes, values and ideas are the result of what has gone before. (SLE 2.1.4.)
4. Examine causes and effects of the movement of people, goods, and information. (SLE 2.1.5.)
5. Interact with literature and the arts to show how traditions help people maintain ties with the past. (SLE 2.1.7.)
6. Examine change and continuity in our world using a variety of resources such as maps, technology, literature, languages and the arts. (SLE2.1.9.)
7. Use a variety of processes such as thinking, writing and speaking, to analyze continuity and change. (SLE 2.1.10.)
8. Write in a variety of modes such as journals, stories, poems, letters, interviews and notes. (SLE W.1.11.)
9. Write for a variety of purposes such as to persuade, to enjoy, to entertain, to inform, to record, to respond to reading, and to solve problems. (SLE W.1.13.)
10. Develop a collection of writings. (SLE W.1.14.)

II. BACKGROUND KNOWLEDGE

A. For Teachers

1. Bowen, Andy Russell. *The Back of Beyond, A Story about Lewis and Clark*. Minneapolis: Carolrhoda Books, Inc., 1997. ISBN 1-57505-224-5
2. Chambers, Catherine E. *Daniel Boone and the Wilderness Road*. New York: Troll Communications L.L.C., 1984. ISBN 0-8167-4888-8
3. Copeland, Peter F. *The Lewis and Clark Expedition Coloring Book*. New York: Dover Publications, Inc., 1983. ISBN 0-486-24557-8
4. Copeland, Peter F. *Exploration of North America Coloring Book*. New York: Dover Publications Inc., 1992. ISBN 0-486-27123-4
5. Greenway, Shirley. *Exploration of North America*. New York: Barrons Educational Series, Inc., 1998. ISBN 0-7641-0634-1
6. Kroll, Steven. *Lewis and Clark: Explorers of the America West*. New York: Holiday House, 1994. ISBN 0-8234-1273-3
7. Morley, Jacqueline. *Across America The Story of Lewis and Clark*. New York: Franklin Watts, a division of Grolier Publishing Co. Inc., 1998. ISBN 0-531-15342-8
8. Stein, Conrad R. *Cornerstones of Freedom- Lewis and Clark*. New York: Children's Press, a division of Grolier Publishing Co.Inc., 1997. ISBN 0-516-26228-9

B. For Students

1. The students will have a basic understanding of where America has settled up to this point in history.

III. RESOURCES

- A. Greenway, Shirley. *Exploration of North America*.
- B. Chambers, Catherine E. *Daniel Boone and the Wilderness Road*.
- C. Kroll, Steven. *Lewis and Clark: Explorers of the American West*.
- D. Copeland, Peter F. *Exploration of North America Coloring Book*.
- E. Copeland, Peter F. *The Lewis and Clark Expedition Coloring Book*.
- F. Overhead Projector
- G. Appendices A-I
- H. Student journals (These are used throughout the year, but will be used during this unit for various topics.)

IV. LESSONS

Lesson One: Blazing a Trail! (1-2 days)

A. Daily Objectives

1. Concept Objectives
 - a. Develop an awareness of how ideas, events, and conditions brought about the need and desire to move westward.
 - b. Understand writing process elements to communicate for journal writing purposes.
 - c. Appreciate the works of literature which reflect own viewpoint and culture as well as others.
2. Lesson Content
 - a. Daniel Boone
 - b. Wilderness Road
 - c. Geography- Appalachian Mountains

3. Skill Objectives
 - a. The students will identify and discuss changes within their local community and environment.
 - b. The students will graph the causes and effects of movement westward.
 - c. The students will consider how traditions help people maintain ties with the past through listening and responding to the story: *Daniel Boone and the Wilderness Road*.
 - d. The students will identify characters from the story.
 - e. The students will locate the Appalachian Mountains on an overhead.

B. Materials

1. *Daniel Boone and Wilderness Road*, by Catherine E. Chambers
2. Student journals
3. Chart paper, markers
4. Overhead projector
5. Appendix A- overhead transparency
6. Appendix C – teacher made test

C. Key Vocabulary

1. Daniel Boone- leader of the group of men that blazed a trail west through the Appalachian Mountains
2. Wilderness Road- the name of the trail blazed by Daniel Boone
3. Appalachian Mountains- mountain range in the eastern part of the United States

D. Procedures/Activities

1. Teacher asks students to give examples of physical and developmental changes within their local community and environment. (Examples: changes in seasons, friends that have moved away, new stores that have been built, trees that have grown...)
2. Teacher will guide student discussion of how similar changes could prompt colonists to want to move westward.
3. Teacher will read *Daniel Boone and the Wilderness Road* by Catherine E. Chambers.
4. Students will respond in class discussion about the causes and effects of westward movement through graphing these items on chart paper with the teacher.
5. Students will respond to the story by writing a paragraph in their journals.
6. Students will be given the opportunity to share their journal responses with the class.
7. Students will learn song from Appendix I.
8. Use Appendix A overhead to identify the Appalachian Mountains and the Wilderness Road.
9. Students will locate the Appalachian Mountains and Wilderness Road by responding orally in class.
10. Students can read page 39 in *Exploration of North America* by Peter F. Copeland featuring Daniel Boone.

E. Evaluation/Assessment

1. Students will respond to comprehension questions from *Daniel Boone and the Wilderness Road* through Appendix C.
2. Teacher will also assess student learning of Daniel Boone and the Wilderness Road lesson content from oral responses in class discussion, and journal writing.
3. Teacher will assess student learning of causes and effects of westward movement through graphing these on chart paper.

Lesson Two: What a Bargain! (1-2 days)

A. *Daily Objectives*

1. Lesson Content
 - a. Louisiana Purchase
 - b. Geography- Rocky Mountains, Mississippi River
2. Concept Objectives
 - a. Develop an awareness of how ideas, events, and conditions brought about the need and desire to move westward.
 - b. Understand a wide range of strategies and writing process elements to communicate for a variety of purposes.
3. Skill Objectives
 - a. The student will identify and discuss reasons for the Louisiana Purchase through orally responding in class discussion.
 - b. The student will summarize elements of the Louisiana Purchase through role-playing.
 - c. The student will appraise the decisions made in making the Louisiana Purchase through journal writing.
 - d. The student will share journal writing with an audience of peers.
 - e. The student will respond appropriately to the journal writing of peers.

B. *Materials*

1. Student Journals
2. Costumes (optional)
3. Overhead Projector
4. Appendix D- overhead transparency of the Louisiana Territory
5. Appendix E- overhead transparency of the seven continents

C. *Key Vocabulary*

1. Thomas Jefferson- third President of the United States, made the Louisiana Purchase
2. Louisiana Purchase- deal made by Thomas Jefferson and Napoleon for land claimed by France west of the Mississippi River
3. Mississippi River- eastern boundary of the Louisiana Territory, largest river in the United States
4. Rocky Mountains- western boundary of the Louisiana Territory, large mountain range that extends from Canada to South America (although it is known by different names outside the United States)

D. *Procedures/Activities*

1. Teacher reviews with students the seven continents per the Kindergarten Core Knowledge Sequence using Appendix E.
2. Teacher identifies the Louisiana Territory on the overhead using Appendix
3. Students will identify reasons for the Louisiana Purchase through class discussion. (Example question: Why would Thomas Jefferson want to buy more land?)
4. Teacher will break students into small groups (3-4 students) for role-playing activity.
5. Students will summarize the characters and other elements of the Louisiana Purchase through role-playing. (Students will take on the parts of Thomas Jefferson, Napoleon, a citizen in the United States that wants to move west, a member of Congress)
6. Students will evaluate the decisions made in the Louisiana Purchase through journal writing.

7. Students will share their writing pieces with the class.
 8. Students will respond appropriately to the writing pieces that are being shared.
- E. *Evaluation/Assessment*
1. Learning will be assessed by the teacher through observing the role -playing activity and reading students' journal writing.

Lesson Three: Exploring We Will Go, Exploring We Will Go! (3-4 days)

A. *Daily Objectives*

1. Concept Objectives
 - a. Understand a wide range of strategies and writing process elements to communicate for the purpose of list making and design creating.
 - b. Appreciate the works of literature which reflect own culture as well as others.
2. Lesson Content
 - a. Meriwether Lewis
 - b. William Clark
 - c. Geography- Rocky Mountains, Mississippi River
3. Skill Objectives
 - a. The student will create a log to chart journey of Lewis and Clark.
 - b. The student will use terms for sequence events, duration events, orientation, and relative position out of the *First Grade Core Knowledge Sequence* when writing in their logs.
 - c. The student will create a KWL chart for the Lewis and Clark expedition as a whole group activity.
 - d. The student will create a supply list of things they might need on the expedition.
 - e. The student will record the supply list in the log they made.
 - f. The student will design a mode of transportation (example: keelboat, wagon) for the expedition to use. Designs should be true to the times.
 - g. The student will record the design in their logs.
 - h. The student will use materials available (toothpicks, Popsicle sticks, glue, construction paper, fabric...) to produce a model based on the design they created for transportation on the expedition.
 - i. The student will listen to *Lewis and Clark Explorers of the American West*, by Steven Kroll

B. *Materials*

1. Construction paper
2. Glue, scissors
3. White paper for expedition logs
4. Materials for models- Popsicle sticks, toothpicks...
5. Student crayons, pencil
6. Scrap paper for design drafts
7. Chart paper, markers
8. *Lewis and Clark Explorers of the American West*, by Steven Kroll

C. *Key Vocabulary*

1. expedition- a journey into unfamiliar areas with the purpose to explore and record information
2. model- a small replica of something bigger
3. log- a diary that is used to record the accounts of a trip

D. *Procedures/Activities*

1. Teacher will pass out materials needed to make student logs.

2. Students will create logs using construction paper, scissors, and white paper. The construction paper should be folded and used for the cover and the white paper should be folded and used for the log pages. The log should then be stapled together to form a book.
3. Teacher should call the students together near the chart paper to create a KWL chart. There should be three columns on the chart. One for what students already “know”, one for what students “want” to learn, and the last column is for what students “learned” about the lesson on Lewis and Clark. The K and W columns can be filled in now. The L column will not be filled in until the end of Lesson Six.
4. Students will construct a supply list of things they think they may need on the expedition. Students will record their ideas in the log.
5. Teacher will read the *Lewis and Clark Explorers of the American West*, by Steven Kroll.
6. Teacher will lead a class discussion on what the students heard about the expedition in the story. (Example question: What were Lewis and Clark going to use for transportation?)
7. Students will use paper and pencil to design their own mode of transportation for the expedition. Students can go through several drafts and have thinking time to let their imaginations work.
8. Students will record their completed design in their logs.
9. Teacher should facilitate students in the actual building of their models based on the designs. Students need to be able to work with materials as much as possible to create their models. It may take a few attempts to build a successful model depending on students’ exposure to materials.
10. Teacher should proudly display students’ models when finished in available space.

E. Evaluation/Assessment

1. Teacher will assess logs for supply lists and designs.
2. Teacher will assess student learning of lesson content through students’ oral responses in class discussion.
3. Student models should be assessed by checking for similarities and likeness to the design. Students will use Appendix F to score their own work.

Lesson Four: Westward Bound (1-2 days)

A. Daily Objectives

1. Concept Objectives
 - a. Develop an awareness of how ideas, events, and conditions brought about a need and desire to move westward.
 - b. Understand a wide range of strategies and writing process elements to communicate for the purpose of recording information in a log.
 - c. Appreciate the works of literature which reflect own culture as well as others.
2. Lesson Content
 - a. Lewis and Clark
 - b. Geography- Rocky Mountains, Mississippi River
3. Skill Objectives
 - a. The student will illustrate, in their logs, the journey of Lewis and Clark sequencing the events that occurred.
 - b. The student will record, in their logs, how they would feel during a journey like this one.

- c. The student will compose a song or cheer to keep the men's morale high on the expedition.
 - d. The student will locate on a reproducible map made from Appendix D the Rocky Mountains and Mississippi River.
- B. Materials**
- 1. Student logs
 - 2. Appendix D
 - 3. Paper for song/cheer, pencil
 - 4. *Lewis and Clark Explorers of the American West*, by Steven Kroll.
 - 5. Crayons, pencil
- C. Key Vocabulary**
- 1. keelboat- a special boat used by Lewis and Clark, it has oars and a sail
- D. Procedures/Activities**
- 1. Students will illustrate, in their logs, the expedition made by Lewis and Clark sequencing the events.
 - 2. Students will record, in their logs, how they think Lewis and Clark would be feeling.
 - 3. Students will compose their own original song or cheer to keep up morale among the men. Be sure to use brainstorming and pre-writing skills for this activity. Students can include this in their logs if they wish.
 - 4. Students will locate on a map: the Rocky Mountains and the Mississippi River.
- E. Evaluation/Assessment**
- 1. Teacher will assess student learning of lesson content through Students' oral responses in class discussion and reading student logs.
 - 2. Teacher will assess student learning through a scoring guide for locating activity using Appendix G.

Lesson Five: Sacagawea (1-2 days)

- A. Daily Objectives**
- 1. Concept Objectives
 - a. Develop an awareness of how ideas, events, and conditions brought about the need and desire to move westward.
 - b. Understand a wide range of strategies and writing process elements to communicate for the purpose of recording information and conveying ideas.
 - c. Appreciate the works of literature which reflect own culture as well as others.
 - 2. Lesson Content
 - a. Lewis and Clark
 - b. Sacagawea
 - 3. Skill Objectives
 - a. The student will give examples of some of the characteristics of the friendly Indian tribes that Lewis and Clark met on their expedition.
 - b. The student will illustrate, in their logs, the journey of Lewis and Clark sequencing the progress made in the story.
 - c. The student will record, in their logs, how their character would feel at this point in the journey.
 - d. The student will identify Sacagawea and relate her importance to the expedition.
- B. Materials**
- 1. Student logs
 - 2. *Cornerstones of Freedom- Lewis and Clark*, by R. Conrad Stein

3. *The Lewis and Clark Expedition Coloring Book*, by Peter F. Copeland
 4. Crayons, pencil
- C. *Key Vocabulary*
1. interpreter- someone who can speak more than one language fluently and can assist in translating someone else's words for another who does not speak the same language
 2. Sacagawea- Indian woman that was hired as an interpreter for Lewis and Clark
- D. *Procedures/Activities*
1. Students will be given examples of characteristics of the friendly Indian tribes that Lewis and Clark met on their expedition from *The Lewis and Clark Expedition Coloring Book*.
 2. Students will illustrate, in their logs, the characteristics of a good friend in comparison to the examples given of friendly Indian tribes.
 3. Students will identify and relate the importance of Sacagawea through a class discussion.
- E. *Evaluation/Assessment*
1. Teacher will assess student learning through reading the logs of each student.
 2. Teacher will assess students' examples of characteristics of friendly Indians through responses given in student logs.
 3. Teacher will assess student learning of lesson content through students' oral responses given during class discussion.

Lesson Six: Hurray, Oregon! (2-3 days)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Develop ideas about how ideas, events, and conditions brought about the need to move westward
 - b. Understand a wide range of strategies and writing process elements for the purpose of recording information in a log
 - c. Appreciate the works of literature which reflect own viewpoint and cultures as well as others.
 2. Lesson Content
 - a. Lewis and Clark
 3. Skill Objectives
 - a. The students will illustrate, in their logs, the journey of Lewis and Clark sequencing the progress made in the story.
 - b. The students will record, in their logs, how they think their character would feel at this point in the story.
 - c. The students will compose a newspaper article announcing the arrival of Lewis and Clark at their destination.
 - d. The students will summarize what they learned about the expedition on the KWL chart begun in Lesson Three.
- B. *Materials*
1. Student logs
 3. *The Lewis and Clark Expedition Coloring Book*, by Peter F. Copeland.
 4. *Across America The Story of Lewis and Clark*, by Jacqueline Morley.
 5. KWL chart, markers
 6. Paper for Newspaper article
 7. Crayons, pencil
- C. *Key Vocabulary*
- goal- final destination, stopping point, end of a successful project

D. Procedures/Activities

1. Teacher will read *Across America The Story of Lewis and Clark*, by Jacqueline Morley.
2. Students will illustrate, in their logs, the progress made by Lewis and Clark sequencing six events from the story.
3. Students will compose a newspaper article announcing the arrival of Lewis and Clark at their destination.
4. Students will summarize what they learned about the expedition on the KWL chart begun in Lesson Three.

E. Evaluation/Assessment

1. Teacher will assess student learning on the newspaper article through using a scoring guide in Appendix H to check for mechanics, content, and style.
2. Teacher will assess student learning of skill objectives through reading student logs and student oral responses during class discussion.

VI. CULMINATING ACTIVITY

- A. This activity will combine information from all six lessons. The teacher will share travel brochures with the class and model write a persuasive travel brochure of the local community. Students will get to design, create, and produce their own travel brochure of the American West.
- B. (Optional) Students will tea dye the paper they will need for their brochure by submersing the paper in a bowl filled with water that has been brewed with tea bags. Follow directions for making tea on the box of purchased tea bags. Allow one day for paper to dry.
- C. Students will fold the paper into three equal parts so that there is a center with a flap on each side. They can use crayons, markers, pens... to create a cover, illustrations and information for their travel brochure. Information should be PERSUASIVE. Remind students that they are trying to get people to come see their community. Display finished brochures proudly in available space.

VII. HANDOUTS/WORKSHEETS

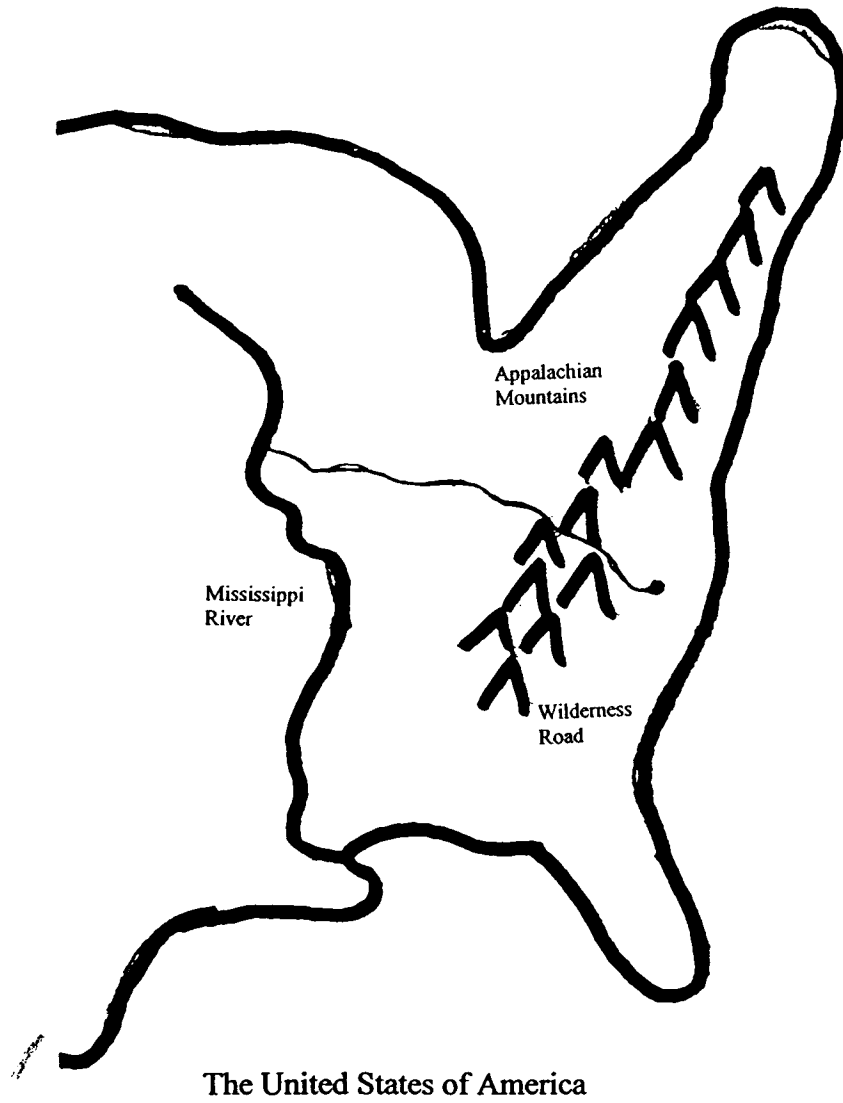
- Appendix A- map of the Wilderness Road
- Appendix B- map of Lewis and Clark's trail
- Appendix C- teacher made test used with *Daniel Boone and the Wilderness Road*
- Appendix D- map of the Louisiana Purchase
- Appendix E- map of the seven continents
- Appendix F- scoring guide for model activity
- Appendix G- scoring guide for locating activity
- Appendix H- scoring guide for newspaper article
- Appendix I- song for Lesson One
- Appendix K – Background notes for lessons

VIII. BIBLIOGRAPHY

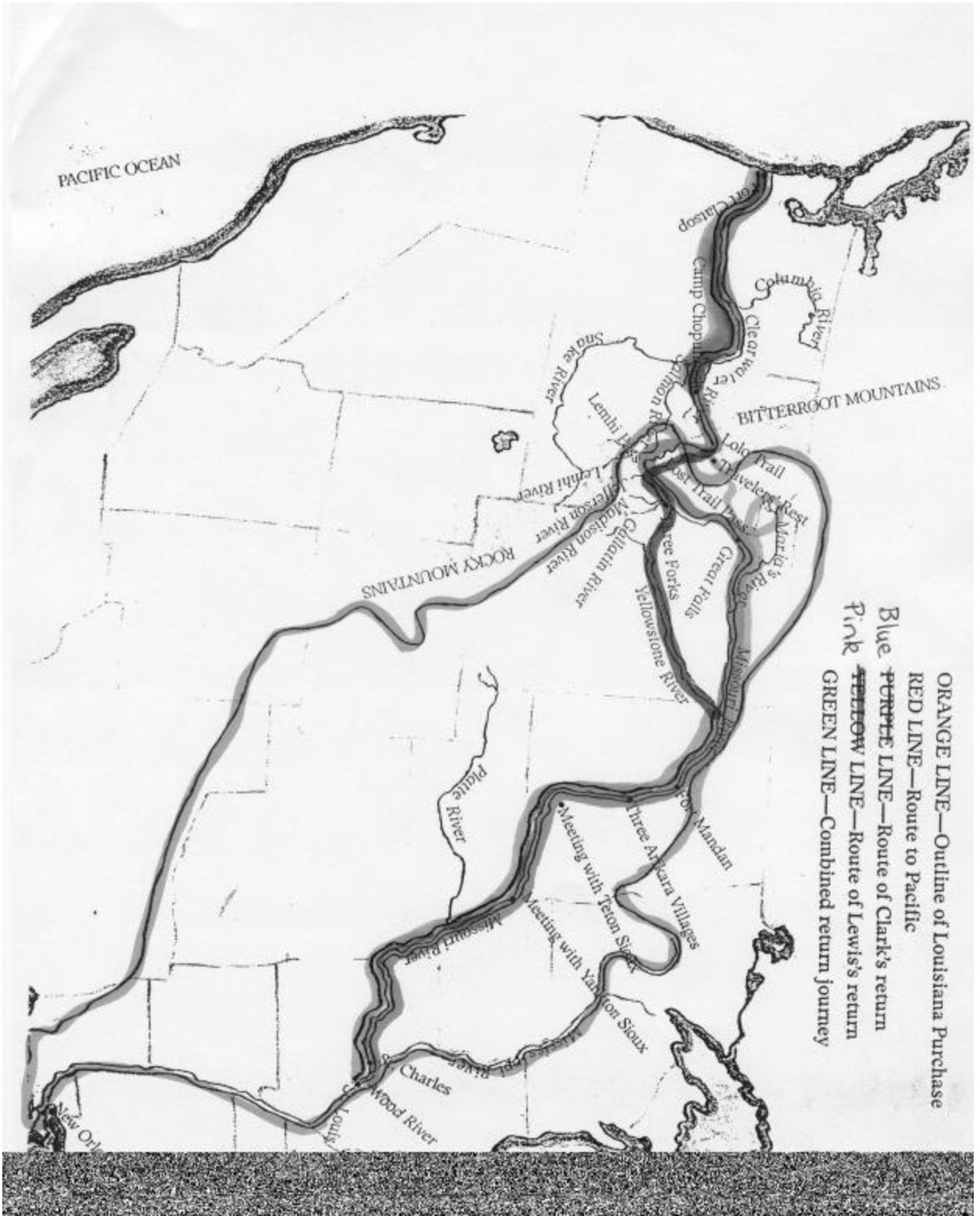
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- G. Morley, Jacqueline. *Across America The Story of Lewis and Clark*. New York: Franklin Watts a division of Grolier Publishing, 1998. ISBN 0-531-14455-0
- H. Stein, Conrad R. *Cornerstones of Freedom- Lewis and Clark*. New York: Children's Press a division of Grolier Publishing, 1997. ISBN 0-516-26228-9

Appendix A



Appendix B



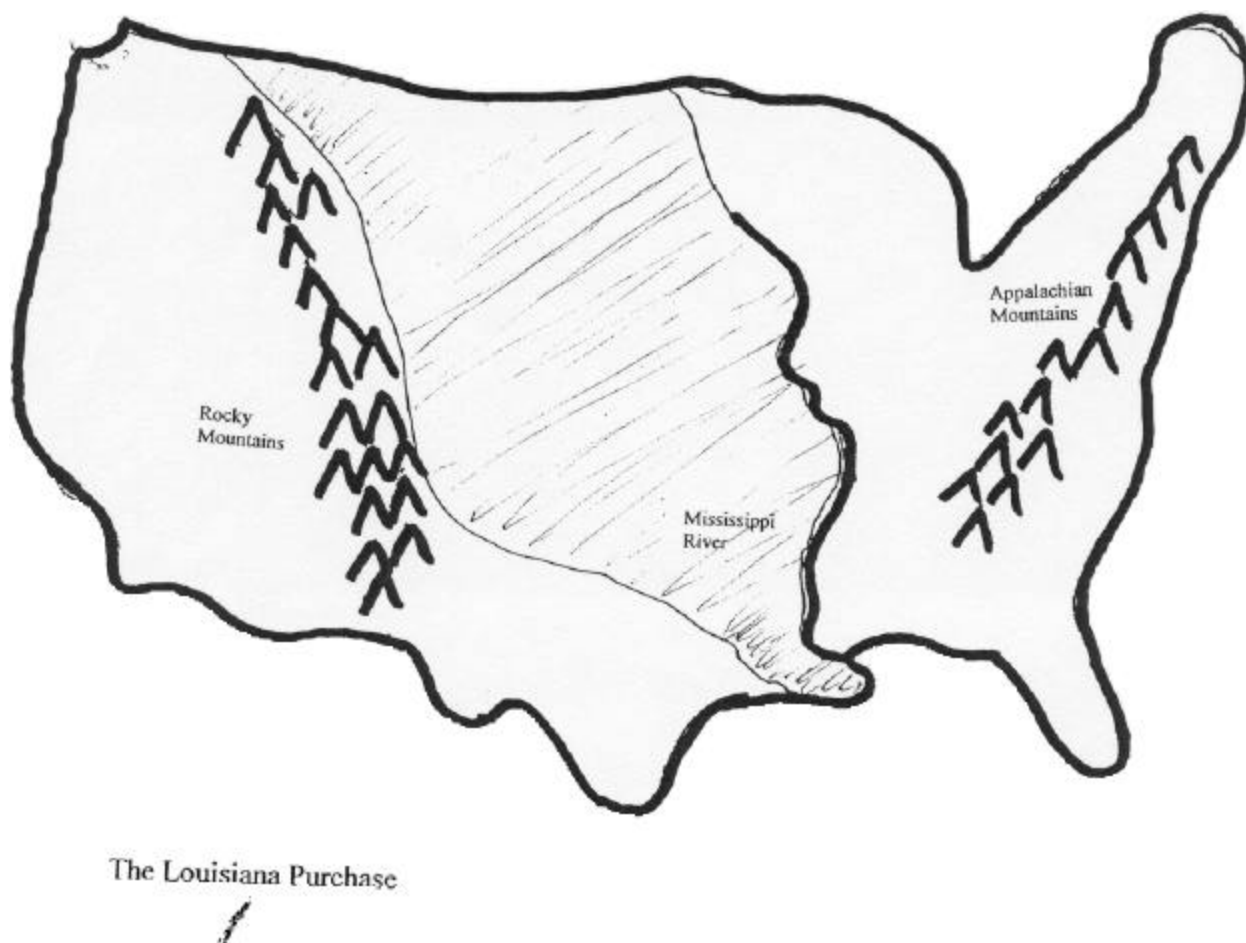
ORANGE LINE—Outline of Louisiana Purchase
 RED LINE—Route to Pacific
 BLUE LINE—Route of Clark's return
 PINK LINE—Route of Lewis's return
 GREEN LINE—Combined return journey

Appendix C

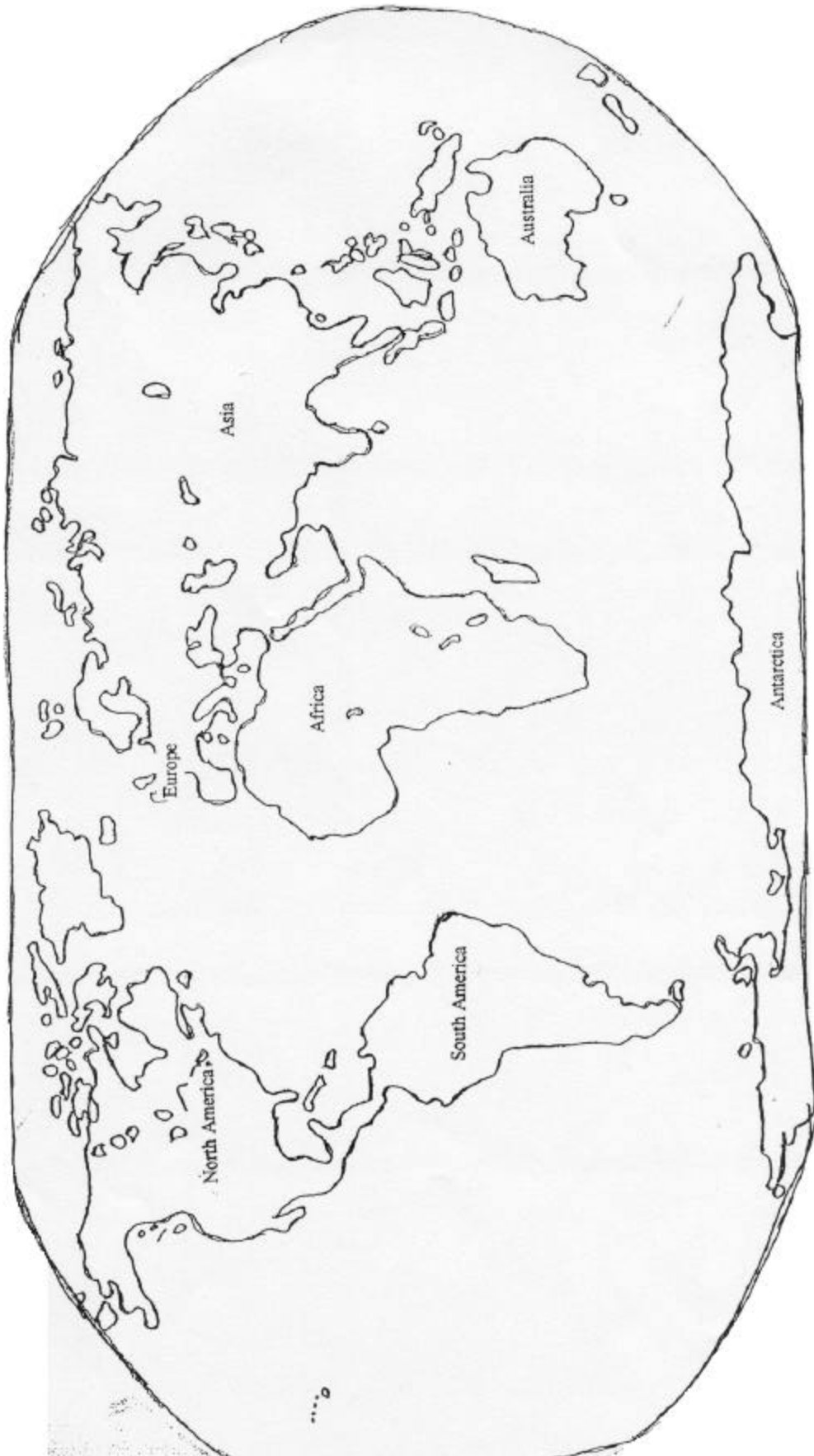
Daniel Boone and the Wilderness Road Test

1. The person telling the story is _____.
the children Grandpa Daniel Boone
2. The story is about _____.
Daniel Boone the children the American Revolution
3. Grandpa was telling the story to the _____.
the children Rebecca his sister
4. _____ paid for Daniel Boone to lead the expedition west.
Richard Henderson Grandpa Tick-licker
5. _____ was the name of Daniel Boone's wife.
Rachel John Rebecca
6. The place where Daniel Boone explored is _____.
North Carolina Florida Kentucky
7. Daniel Boone's favorite rifle's name was _____.
Tick-licker Rebecca Finley
8. _____ was the name of the settlement.
Nashville Little Rock Bonnesborough

Appendix D



Appendix E- America Moves Out!



Appendix F

Scoring Guide Model

4= ADAVANCED
3= PROFICIENT
2= BASIC
1= BELOW BASIC

	1	2	3	4
I created my own model.				
My model looks like my design.				
I worked neatly.				
I needed help with my model.				
I had fun doing this activity.				
Total points				

Appendix G

- **Scoring Guide for locating activity**

4= Accurate

3= Satisfactory

2= Needs Improvement

1= Unsatisfactory

	1	2	3	4
Rocky Mountains				
Mississippi River				
Total Points				

Appendix H

■ Scoring Guide for Newspaper Article

■ Mechanics and Usage (2 point each) 12 points possible

- _____ Punctuation is correct
- _____ Capitalization is correct
- _____ Nouns are used appropriately
- _____ Verbs are used appropriately
- _____ Paragraphing is appropriate
- _____ Writing is neat and legible

_____ total points

■ Content and Style (5 points each) 45 points possible

- _____ Main idea
- _____ Detail sentence
- _____ Tell more about the detail given
- _____ Information included in article is complete and correct
- _____ Sentences express a complete thought
- _____ Sentences stay with the main idea
- _____ Main idea is appropriate to the purpose of writing
- _____ Adjectives are used to make reading interesting
- _____ Writing is persuasive

_____ total points

Mechanics and Usage: _____
Content and style _____

Total _____

Appendix I

It Was Crowded in the Colonies (to the tune of The Bear Went Over the Mountain)

It was crowded in the colonies,
It was crowded in the colonies,
It was crowded in the colonies, so the settlers moved out west,
The settlers moved out west,
The settlers moved out west,
Oh, it was crowded in the colonies, so the settlers moved out west!

The settlers went over the mountains,
The settlers went over the mountains,
The settlers went over the mountains, Daniel Boone led the way,
Daniel Boone led the way,
Daniel Boone led the way,
Oh, the settlers went over the mountains, Daniel Boone led the way!

Appendix J

Background Notes

Lesson 1

Even before the Revolutionary War when the thirteen colonies became the United States of America, settlers were moving west in search for more land. Daniel Boone was a leader in blazing the Wilderness Road west through the Appalachian Mountains.

Lesson 2

In the year 1803, Thomas Jefferson, third president of the United States, bought a huge amount of land west of the Mississippi River to the Rocky Mountains from Napoleon of France. It more than doubled the size of the United States. However this land was total wilderness, full of unknown features and hostile Indian tribes.

Lesson 3

In 1804, Lewis and Clark set out on their expedition west through the Louisiana Territory. They and the men that went with them were very brave. Lewis had been President Jefferson's private secretary. Clark was a friend of Lewis. They designed a special boat to use on their journey. Lewis and Clark planned to use water routes to explore the territory.

Lesson 4

Lewis and Clark began their expedition in May, 1804. They began their journey by keelboat down the Missouri River near St. Louis.

Lesson 5

Lewis and Clark meet Sacagawea and her husband. They are hired to be interpreters for the expedition. Sacagawea is invaluable for her skills as an interpreter and her clear head in critical situations. She will save their lives on more than one occasion.

Lesson 6

Lewis and Clark reach their final goal in November, 1805. They made journal entries and sketches of everything that they experienced on their trip.