



March 12-14, 1998

WESTWARD EXPANSION: EARLY EXPLORATION OF THE WEST

Grade Level: First Grade

Presented by: Carole Moore and Mary Meyer, Forestville Elementary School, Great Falls, Virginia.

Length of Unit: Six lessons--ten to twelve days may be needed to complete. Allow more time if you choose to implement computer projects.

I. ABSTRACT

This unit on westward expansion was developed to create an awareness of past events and the significant role historical figures played in the purchase and exploration of the Louisiana Territory.

The students will investigate the significance of Daniel Boone, Thomas Jefferson, Lewis and Clark, and Sacajawea in the exploration of the American West.

Through an integral use of geography, map skills, technology, literature, art and music, students will broaden their knowledge and appreciation of America's westward growth.

II. OVERVIEW

A. Concept objectives

1. The student will develop an understanding that human movement is affected by the geography of a region.
2. The student will develop an understanding of human movement through the eyes of people who were there.
3. The student will develop an understanding that major political events can influence human movement.

B. Specific content

1. Daniel Boone and the Wilderness Road
2. The Louisiana Purchase
 - a. Exploration of Lewis and Clark
 - b. Sacajawea
3. Geography

- a. Appalachian Mountains
- b. Rocky Mountains
- c. Mississippi River

C. Skills to be taught

- 1. Define
- 2. Show
- 3. Explain
- 4. Create
- 5. Compare and contrast
- 6. Identify
- 7. Sequence

III. BACKGROUND KNOWLEDGE

A. For teachers:

- 1. "Lewis and Clark: Journey of the Corps of Discovery." WETA Maryland Public Television, November 4 and 5, 1997.
- 2. Montgomery, Dennis. "Jefferson's Vision and the Corps of Discovery," Colonial Williamsburg. Winter, 1996-97.
- 3. Hirsch, E.D.Jr. What Your First Grader Needs to Know. New York: Doubleday, 1997.

B. For students:

- 1. Geographical awareness through frequent use of maps and globes.
- 2. Ability to locate North America, the continental United States, and the Atlantic and Pacific Oceans.

IV. RESOURCES

A. Books

- 1. Fradin, Dennis. A New True Book Continents. Chicago: Childrens Press, 1986, ISBN 0-516-01291-6.
- 2. Fradin, Dennis. Sacagawea. Parsippany, New Jersey: Silver Press, 1998, ISBN 0-382-39488-7.
- 3. Greene, Carol. Daniel Boone, Man of the Forests. Danbury, Connecticut: Childrens Press, 1990, ISBN 0-516-04210-6.

4. Hirsch, E.D. Jr. What Your First Grader Needs to Know. New York:

Doubleday, 1997, ISBN 0-385-48119-5

5. Jaeggi, Chris. I Know About Maps. Rand McNally, 1995,

ISBN 0-528-83736-7

6. Kroll, Steven. Lewis and Clark Explorers of the American West. New York: Holiday House, 1994, ISBN 0-8234-1034-X.

7. Schanzer, Rosalyn. How We Crossed the West The Adventures of Lewis and Clark. Washington, D.C.: National Geographic Society, 1997,

ISBN 0-7922-3738-2.

8. Zike, Dinah. Big Book of Books and Activities. San Antonio, Dinah-Might Activities, 1992.

B. Software

1. ClarisWorks 4.0 software. Santa Clara: California, Claris Corporation, 1995.

2. Kid Pix 2, software. Novato, California: Broderbund Software, 1991.

3. HyperStudio 3.0 software. El Cajon, California: Roger Wagner Publishing, 1995.

4. Trudy's Time and Place House (CD Rom). Redmond, Washington: Edmark, 1995.

C. Audio/Visual

1. Map Skills United States. St. Louis: Milliken Publishing Company, 1992.

2. Sacajawea (video). Rowayton, Connecticut: Rabbit Ears, 1992.

3. "Stream of Dreams," Harmony (audio tape). Mount Albert, Ontario: Holborne Records, 1989.

4. The Last of the Mohicans (audio tape). Los Angeles: Morgan Creek Music Press, 1992.

D. Graphics (large bulletin board posters)

1. Trailblazers. Cypress, California: Creative Teaching Press, #5463, 1992.

2. Lewis and Clark A Journey of Discovery. Cypress, California: Creative Teaching Press, #5461.

3. Westward Expansion (four poster set with teacher guide). McDonald Publishing Co., 1991.

V. LESSONS

A. Lesson One: Geography

1. Objectives:

a. The student will review the location of North America and the Atlantic and Pacific Oceans.

b. The student will identify, locate and label the Wilderness Road,

Appalachian Mountains, Rocky Mountains, Mississippi River, Missouri

River, Atlantic Ocean and Pacific Ocean. The student will begin an historical journal.

2. Materials:

a. Outline map of the United States, 8"x11" for each student (Appendix B)

b. Overhead projector and transparency pens

c. Transparency outline map of the United States

d. Crayons, markers, pencils

e. Student journals

f. Large chart paper and marker for teacher use

g. Computer with ClarisWorks (optional)

3. Key Vocabulary:

"From sea to shining sea"

4. Procedures:

a. Begin a KWL on chart paper or computer about what students think they know about how our country grew. b. Identify and locate North America.

c. Identify and locate the Appalachian and Rocky Mountains.

d. Identify and locate the Mississippi and Missouri Rivers.

e. Identify and locate the Wilderness Road.

f. Read and discuss: I Know About Maps, A New True Book of Continents, and/or use of the CD Rom Trudy's Time and Place House.

g. Direct students to complete a simple map. Students will add mountain symbols and label Appalachian Mountains and Rocky Mountains. Students will trace the route of the Mississippi and Missouri Rivers and label them. Students will draw a dotted line to show the Wilderness Road. (Appendix B)

h. Identify and list new vocabulary.

i. Define and discuss new vocabulary. Teacher will write new vocabulary word and definition on large chart paper.

j. Direct students to begin a historical journal with the entry "from sea to shining sea" and its definition.

5. Evaluation/Assessment:

- a. The student will correctly label on a map the above rivers, mountains and Wilderness Road. Students will write the above terms and definitions with teacher direction.
- b. The student will begin an historical journal.

6. Standardized Test/State Test Connections (Social Studies):

- a. Acquire a comprehensive understanding of the facts, concepts, theories and terminology of physical and human geography.
- b. Know and use appropriate tools to acquire, organize, analyze, interpret and communicate geographic data.

B. Lesson Two: Daniel Boone and the Wilderness Road

1. Objectives:

- a. The student will be introduced to Daniel Boone and his early role in the exploration of the American West.
- b. The student will complete a factual drawing and short story about Daniel Boone and add terms to his/her historical journal.

2. Materials:

- a. Student journal
- b. Crayons, markers, pencils
- c. Overhead projector and transparency pens
- d. Transparency outline map of the United States
- e. Student outline maps of the United States used in the previous lesson
- f. Large chart paper and marker for teacher use

3. Key Vocabulary:

Frontier, trailblazer, gap, Wilderness Road, blazing a trail, Daniel Boone

4. Procedures:

- a. Read "America Grows," pp. 171-172, What Your First Grader Needs to Know.
- b. Read and discuss Daniel Boone: Man of the Forest.
- c. Identify and list new vocabulary.
- d. Define and discuss new vocabulary.
- e. Brainstorm, highlight and sequence important events in the life of Daniel Boone.

f. Brainstorm dangers faced by Daniel Boone as he explored new territory.

g. Teacher will add new vocabulary words and definitions to chart paper.

h. Direct students to define and add vocabulary words to their journals. i. Direct the students to visualize and draw a re-creation of one particular piece of factual information learned about Daniel Boone and write several facts. Stream of Dreams (music from the audio tape Harmony) may be played for inspiration.

5. Evaluation/Assessment:

a. Students will correctly add new words and definitions to their journals.

b. Students will correctly illustrate a drawing of Daniel Boone and his travels.

c. Student participation in discussion of Daniel Boone and his achievements.

6. Standardized Test/State Test Connections (Social Studies):

Apply geographic knowledge and skills to solve problems and make informed decisions.

C. Lesson Three: Thomas Jefferson and the Louisiana Purchase 1. Objectives:

a. The student will be introduced to how our country increased in size after the Louisiana Purchase in 1803.

b. The student will label cities and define the borders of the Louisiana Purchase. The student will add new terms to the historical journal. The student will compare and contrast needs of the Corps with modern journeys.

2. Materials:

a. Student journals

b. Student outline maps of the United States used in lesson one

c. Overhead projector and transparency pens

d. Transparency outline map of the U.S. and overlay of the Louisiana Purchase

e. Crayons, markers, pencils

f. Large chart paper and marker for teacher use

g. Venn diagram page for each student (Appendix C)

3. Key Vocabulary:

“I got a bargain,” purchase, Louisiana, doubled, Thomas Jefferson

4. Procedures:

a. Read “What a Bargain! The Louisiana Purchase.” pp. 172-173, What

Your First Grader Needs to Know to help students understand Jefferson’s role in

acquiring the Louisiana Purchase and develop an awareness of the boundaries of the United States being doubled.

b. Read and discuss p.3-9 of Lewis and Clark - Explorers of the American West.

c. Locate and identify the cities of St. Louis and New Orleans. Relate to the students that President Jefferson wanted only to purchase the city of New Orleans. The French would only sell the entire parcel. Thus the term “what a bargain.”

d. On the transparency outline map of the United States used in previous lessons, locate and add the cities of St. Louis and New Orleans.

e. Add the overlay image of the Louisiana Purchase.

f. Identify the Mississippi River as the beginning of the new territory.

g. Demonstrate how the United States doubled its size using the above visuals.

h. Teacher will add new vocabulary words and definitions to the chart paper.

i. Direct students to continue journal entries of new vocabulary and definitions.

j. Direct students to locate and write the names of the cities of St. Louis and New Orleans on the map used in previous lessons.

k. Direct students to locate and color in the area known as the Louisiana Territory.

l. Complete a Venn Diagram showing what the Corps of Discovery needed for the expedition and what we would need for a trip today.

5. Evaluation/Assessment:

a. Students will correctly label a map with the cities of St. Louis and New Orleans and the Louisiana Territory.

b. Student journals will show new the additions of new vocabulary words and definitions. Students will demonstrate understanding of the topic by completing a Venn diagram.

c. Student responses to discussion will show an understanding of the reasons for acquiring the Louisiana Territory.

6. Standardized Test/State Test Connections (Social Studies):

Know and examine issues involving people and places from more than one perspective.

D. Lesson Four: Exploration: Meriwether Lewis and William Clark

1. Objectives:

a. The student will be introduced to the route and trip of the Corps of Discovery in the early exploration of the American West. b. The student will identify and trace the path of the Lewis and Clark Expedition. The student will compare and contrast the journey of the Corps with a modern trip. 2. Materials:

- a. Student journals
- b. Student outline maps of the United States used in previous lessons
- c. Crayons, markers, pencils
- d. Transparency outline map of the United States
- e. Overhead projector and transparency pens
- f. Large chart paper and marker for teacher use
- g. Large floor map, if available
- h. Suitcase page for each student (Appendix D)

3. Key Vocabulary:

“Trading for supplies,” Corps of Discovery, Lewis and Clark

4. Procedures:

- a. Read and discuss p. 173, What Your First Grader Needs to Know.
- b. Review the location of the Louisiana Territory and the reason for its purchase.
- c. Brainstorm reasons to send Lewis and Clark to explore the territory.
- d. Read and discuss Lewis and Clark Explorers of the American West.
- e. If a large floor map is available, have a student follow the path of the Corps of Discovery.
- f. Teacher will add new vocabulary words and definitions to the chart paper.
- g. Direct the students to continue journal entries of vocabulary words and definitions.
- h. Direct the students to draw the part of the Lewis and Clark Expedition to their outline maps used on previous days.
- i. Student will complete a “suitcase,” with words and drawings of supplies needed by the Expedition with journeys of today.

5. Evaluation/Assessment:

Students will correctly trace the path of the Lewis and Clark Expedition on their maps. Students will write the above terms and definitions. Students will complete a supply “suitcase” to show understanding of supply needs.

6. Standardized Test/State Test Connections (Social Studies):

Conduct inquires and research-gathering, analyzing, interpreting and communicating facts associated with themes, movements, and general principles operating in history and civics.

E. Lesson Five: Exploration: Meriwether Lewis, William Clark and Sacajawea 1.

Objectives:

- a. The student will be introduced to the roles played by three members of the Corps of Discovery in the early exploration of the American West.
- b. The student will display an understanding of the accomplishments of Meriwether Lewis, William Clark and Sacajawea by completing a flip book of historical facts.

2. Materials:

- a. Student journal
- b. Flip book for each student (see Zike, Dinah: Big Book of Books and Activities)
- c. Chart paper and markers
- d. Crayons, pencils, markers
- e. Large drawing paper

3. Key Vocabulary:

Sacajawea

4. Procedures:

- a. Read and discuss: Sacagawea, Dennis Fradin, and/or watch the video Sacajawea.
- b. Discuss the roles played by the expedition leaders and Sacajawea.
- c. Ask for sentences describing the most important accomplishments of each and record on chart paper.
- d. Children write the name of each of these explorers on the top flap of the flip book. Underneath they write two facts about each explorer in the appropriate section and illustrate. Add to the historical journal.
- e. Students will draw an illustration of one part of the exploration of the American West. The audio tape Last of the Mohicans may be played for inspiration. Students will write a sentence explaining the drawing. With teacher direction, students sequence the drawings, which are then bound into a class big book.

5. Evaluation/Assessment:

Students will take part in discussion about the expedition leaders and record factual information in the flip book. Students will sequence a group of drawings.

6. Standardized Test/State Test Connections (Social Studies):

Acquire historical knowledge and understanding that result from a comprehensive study of American history, world history, and western civilization.

F. Lesson Six: Scientific Discoveries

1. Objectives:

a. The student will be introduced to information describing animals and plants not seen by the leaders prior to the expedition.

b. The student will include information about the newly discovered animals and plants in a pop up book

2. Materials:

a. Pop-up book (See Zike, Dinah: Big Book of Books and Activities)

b. Computer with ClarisWorks and KidPix (optional)

c. Chart paper and markers

d. Pencils, crayons, markers

3. Key Vocabulary:

Names of plants and animals listed by the students

4. Procedures:

a. Read and discuss How We Crossed the West.

b. The students recall plants and animals in the book which had not been seen by Americans.

c. Discuss why these animals and plants were important to study.

d. The teacher will write the names of animals and plants in appropriate categories (plant and animal) on chart paper.

e. The students include the animal and plant names in their historical journal.

f. The students will create a pop-up book with an illustration of an animal or plant and write about it.

5. Evaluation/Assessment:

a. Students will correctly draw and write about newly discovered animals.

b. Students will add vocabulary words to the historical journal. 6. Standardized Test/State Test Connections (Social Studies)

Apply geographical knowledge and skills to solve problems and make informed decision.

VI. CULMINATING ACTIVITY

The students will take part in a class reenactment of prominent events of the early exploration of the American West. Characters included will be narrators, singers, Daniel Boone, Meriwether Lewis, Sacajawea, mountains, trees and river waves.

VII. HANDOUTS/WORKSHEETS

A. Appendix A

Technology projects

B. Appendix B

Student outline map of the United States

C. Appendix C

Individual student Venn diagram

D. Appendix D

Suitcase pattern

E. Appendix E.

Chain of events (optional)

F. Appendix F

Character study (optional)

G. Appendix G

Web (optional)

H. Appendix H

List of additional projects for the unit

VIII. BIBLIOGRAPHY

A. Books

1. Brandt, Keith. Daniel Boone Frontier Adventures. Mahwah, New Jersey:

Troll Associates, 1983, ISBN 0-89375-843-4.

2. Chambers, Catherine E. Daniel Boone And The Wilderness Road. Mahwah,

New Jersey: Troll Associates, 1984, ISBN 0-81167-0037-0.

3. Fradin, Dennis. A New True Book Continents. Chicago: Childrens Press, 1984, ,
ISBN 0-516-01291-6.

4. Fradin, Dennis B. A New True Book Pioneers. Chicago: Children's Press, 1984,
ISBN 0-516-01927-9.

5. Fradin, Dennis. Sacagawea. Parsippany, New Jersey: Silver Press, 1998,

ISBN 0-382-39488-7.

6. Gleiter, Jan. Sacagawea. Raintree/Steck-Vaughn, 1995.

7. Greene, Carol. Daniel Boone, Man of the Forests. Danbury, Connecticut: Childrens
Press, 1990, ISBN 0-516-04210-6.

8. Greene, Carol. Thomas Jefferson: Author, Inventor, President. Danbury, Connecticut: Childrens Press, 1991.
9. Hakim, Joy. A History of US The New Nation. New York: Oxford University Press, 1993, 0-19-507751-2.
10. Hirsch, E.D., Jr. What Your First Grader Needs to Know. New York: Doubleday, 1997, ISBN 0-385-48119-5.
11. Jaeggi, Chris. I Know About Maps. Rand McNally, 1995, ISBN 0-528-83736-7.
12. Kroll, Steven. Lewis and Clark Explorers of the American West. New York: Holiday House, 1994, ISBN 0-8234-1034-X.
13. Montgomery, Dennis. "Jefferson's Vision and the Corps of Discovery," Colonial Williamsburg. Winter, 1996-97: pp. 38-53.
14. Petersen, David. Meriwether Lewis and William Clark. Regensteiner Publishing Enterprises, Inc., 1988, ISBN 0-516-03264-X.
15. Raphael, Elaine. Sacajawea The Journey West. New York: Scholastic, 1994, ISBN 0-590-47899-0
16. Sanford, William. Daniel Boone Wilderness Pioneer. Springfield, New Jersey: Enslow Publishers, Inc., 1997, ISBN 0-89490-674-7.
17. Schanzer, Rosalyn. How We Crossed the West The Adventures of Lewis and Clark. Washington, D.C.: National Geographic Society, 1997, ISBN 0-7922-3738-2.
18. Smith-Baranzini, Marlene. US Kids History: Book of the New American Nation. Boston: Little, Brown and Company, 1995, ISBN 0-316-96923-0.
19. Zike, Dinah. Big Book of Books and Activities. San Antonio: Dinah-Might Activities, 1992.
- NOTE: The name "Sacajawea" is spelled "Sacagawea" by some authors.

Appendix A

TECHNOLOGY PROJECTS FOR EARLY EXPLORATION OF THE WEST

by Gina Sartorius and Jennifer Luzier

Forestville Elementary, Great Falls, Virginia

1. KWL

Use a quick take camera to photograph the entire class. Load the picture on the hard drive or desk top.

Use a computer hooked to a TV monitor so the entire class can see the teacher record one fact (using ClarisWorks) in sentence form that each child learned about this unit. (Example: Sam learned that a Native American woman named Sacajawea helped Lewis and Clark explore the west. Allison learned that...) List the names of the children in the class in alphabetical order and save in the computer scrap book on the hard drive.

Copy and paste the class picture at the top of the sentence document. Print out enough copies, so each child has his/her own. This should be in a scroll form down the page. Read with the class as a summary.

2. ClarisWorks Slide Show with KidPix Picture Import

Each child will draw a picture representing one aspect of the unit of study in KidPix. A slide show will be created by the teacher in ClarisWorks.

The teacher will create a title page as the first slide. Then she/he will import each child's picture onto a slide. Each child will have a turn to change the background and colors in her/his slide before the final "save."

The slide show will be saved on the hard drive and disk to be shown as a final class project.

3. HyperStudio Presentation

Each class chooses a different topic in the unit. Each student in the individual classes writes a few sentences about the topic. Each also draws a draft a an illustration to go with it.

The teacher creates a template of a HyperStudio card with a text box and pre-chosen font, size and style. The students type their sentences in the text box. Some may design illustrations for the title page.

The classes vote on the transition, sound, and icons that will be used to connect all of the cards.

The teacher creates a title card, then copies and pastes the cards into one stack. The stack is saved.

To transfer the computer stack onto a video tape, go to FILE and drag to PRINT TO VIDEO and follow directions on the screen.

NOTE: Each of these projects takes lots of time and multiple computers are needed.

Appendix H

ADDITIONAL PROJECTS

A. Response log

B. Letter writing

As a Corps member write to a loved on back home.

C. Mural

Students work in cooperative groups to illustrate various stages of exploration of the American West.

D. Character "paper doll"

An adult traces around the body of each student. Student draws appropriate clothing of the exploration character chosen on this large "paper doll."

E. Diorama

F. Table top village made of covered boxes and other containers

G. Quilt made of paper or fabric depicting scenes of the early exploration of the American West

H. Rewrite events as a poem.

I. Make an illustrated time line of important historical events included in the unit.

J. Draw advertising posters to promote the movement west to settlers.

K. Rewrite events as a play and state it for another class.

L. Dramatize events with puppets.

M. Compare and contrast two explorers.

N. Draw and cut out historic figures and animals from felt.

O. Prepare a paper scroll using scenes of the movements of the explorers.

P. Model characters from clay.