

Lewis and Clark Unit: First Grade

Social Studies/Reading/Writing/Technology Integration

- This unit focuses on social studies, reading, writing, and technology standards. Students will bring minimal prior knowledge about the explorers Lewis and Clark as well as Sacagawea to the unit. The teacher will expose students to multiple informational texts about Lewis and Clark as well as Sacagawea. To activate knowledge, the teacher will show a www.BrainPopJr.com learning focused video on Lewis and Clark to the class. Students will reflect on their knowledge.
- Throughout the unit, students will learn to infer, generate questions on informational text, cite evidence to prove and justify their reasons about characters and events in Reading. In Social Studies, they will specifically look at the American Historical figures to give them the tools to describe their lives. In Writing, students will participate in shared research projects by utilizing www.pebblego.com and reporting on their knowledge by producing informational text. The students will complete a graphic organizer after they've gained concrete knowledge on Lewis and Clark. They will transfer the new learning that focuses on the main topic and key details of informational text to into a bubbl.us concept map, located at www.bubbl.us. They will be expected to print these for assessment.

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- Finally, students will be expected to demonstrate their knowledge through an activity that utilizes www.voicethread.com. Within Voicethread, students will have pictures available of various images of Lewis and Clark as well as Sacagawea. They will be working in groups of 2-3 to comment on an image of choice of Lewis and Clark/ Sacagawea to answer questions about key details in a text. The question they will be expected to answer will depend on their ability level and need, which will be assigned as a written prompt. Students will be exposed to the prompts in small groups. Students will choose which prompt they want to respond to and the teacher will create pairs that choose the same prompts. The pairs will be expected to participate in collaborative conversations with diverse partners with in the classroom setting to discuss contributions of Lewis and Clark using Voicethread.

Overview

- Pages 1-3: Overview/Unit Summary
- Pages 4-5 Differentiated research activity to correspond with www.PebbleGo.com task.
- Page 6- Rubric for www.PebbleGo.com and www.BrainPopJr.com assignment
- Pages 7-8: Differentiated Graphic organizers to be used with the www.bubbl.us concept map.
- Page 9- Rubric for www.bubbl.us assignment.
- Pages 10-14: Questions/Prompts for students to analyze, collaborate on, and address using www.voicethread.com.
- Page 15- Rubric for www.voicethread.com assignment.
- Page 16- Informational Writing checklist for student use and teacher review
- Page 17-18 All About Lewis and Clark/Sacagawea research project that integrates writing.
- Page 19- Classroom Conversations Checklist to address whether or not a child is meeting the speaking and listening standards assessed.
- Page 20—Rubric for culminating Informational writing project



My Research on Lewis & Clark/Sacagawea

Note 1:
I learned...

Note 2:
I learned...

Note 3:
I learned...

Evidence of this is
found under the
"Introduction" heading.

Evidence of this is
found under the
"Life's Work" heading.

Evidence of this is
found under the
"Contribution" heading.

Rubric

	3	2	1
Key Ideas and Details ELACC IR12	Consistently and independently stayed on task during research time period, recording facts and key details. .	Progressing toward demonstrating the skill of identifying the main topic and retelling key details of a text.	Limited progress demonstrating the skill of identifying the main topic and retelling key details of a text.
Research to Build and Present Knowledge ELACC IW8	Consistently and independently, with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Progressing toward, with guidance and support from adults, recalling information from experiences or gathering information from provided sources to answer a question.	Limited progress, with guidance and support from adults, recalling information from experiences or gathering information from provided sources to answer a question.
Technology	Consistently and independently uses various forms of technology (www.pebblego.com and www.brainpopjr.com) to research a given topic.	Progressing toward using various forms of technology (www.pebblego.com and www.brainpopjr.com) to research a given topic.	Needs frequent assistance and limited progress using various forms of technology (www.pebblego.com and www.brainpopjr.com) to research a given topic.



Classifying Information

Name: _____

Title: _____

Who were they?

What challenges did they face?

Lewis and
Clark

What did they explore?

What contributions did they make?



Classifying Information

Name: _____

Title: _____

Lewis and
Clark

Rubric

bubbl.us

	3	2	1
Key Ideas and Details ELACC IR12	Consistently and independently identifies the main topic and retell key details of a text.	Progressing toward demonstrating the skill of identifying the main topic and retelling key details of a text.	Limited progress demonstrating the skill of identifying the main topic and retelling key details of a text.
Describes the life of American historical figures SS IH1, SS IH2	Identifies and describes the contributions and character traits of Lewis and Clark and Sacagawea.	Identifies with limited description the contributions and character traits of Lewis and Clark and Sacagawea.	Unable to identify and describe the contributions and character traits of Lewis and Clark and Sacagawea.
Technology	Retells the main topic and key details by demonstrating knowledge of Lewis, Clark, and Sacagawea independently using the website www.bubbl.us	Needs assistance retelling the main topic and key details by demonstrating knowledge of Lewis, Clark, and Sacagawea using the website www.bubbl.us .	Needs frequent assistance and limited progress using the website www.bubbl.us .

Compare and contrast
Lewis & Clark, and Sacagawea.

Identify the main topic and provide 2
key details about Lewis, Clark, and
Sacagawea.

Choose one word to describe Lewis
and Clark. Defend your answer.

Create 3 questions that you would ask Lewis and Clark if you met them today.

Describe the contributions that Lewis & Clark and Sacagawea have had on our country.

Analyze an image of your choice. Cite evidence of the key details that you observe within the picture.

Compare and contrast character traits of Lewis and Clark to Thomas Jefferson.

Formulate a specific problem that Lewis and Clark or Sacagawea were likely to have faced as they explored the west.

Imagine you were Lewis or Clark and you encountered American Indians. Develop an approach you would have taken to interact with them effectively.

An expedition is a journey with a specific goal. What is an expedition you'd like to go on? Where would you go? Why? How would you get there?

Meriwether Lewis collected plants, rocks, and other items to study and share with others. Make your own specimen box and describe its contents.

Why was the journey called the voyage of discovery?

Analyze the adventures of Lewis & Clark and Sacagawea by citing facts and providing opinions of the historical figures.

Analyze the author's purpose in creating a book about Lewis and Clark's explorations.

Select or devise an approach that you would have taken if you were Lewis and Clark and were asked to explore the west.

Rubric

www.voicethread.com

	3	2	1
Key Ideas and Details ELACC RI.2	Consistently and independently stayed on task during research time period, recording facts and key details. .	Progressing toward demonstrating the skill of identifying the main topic and retelling key details of a text.	Limited progress demonstrating the skill of identifying the main topic and retelling key details of a text.
Describes the life of American historical figures SS.IH.1, SS.IH.2	Identifies and describes the contributions and character traits of Lewis and Clark and Sacagawea.	Identifies with limited description the contributions and character traits of Lewis and Clark and Sacagawea.	Unable to identify and describe the contributions and character traits of Lewis and Clark and Sacagawea.
Research to Build and Present Knowledge ELACC.IW.8	Consistently and independently, with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Progressing toward, with guidance and support from adults, recalling information from experiences or gathering information from provided sources to answer a question.	Limited progress, with guidance and support from adults, recalling information from experiences or gathering information from provided sources to answer a question.
Technology	Consistently and independently answers prompts using www.voicethread.com . Clearly articulates points, provides thoughtful answers, and uses appropriate expression.	Progressing towards: <ul style="list-style-type: none"> • Responding to prompts using www.voicethread.com. • Clearly articulates points, provides thoughtful answers, using appropriate expression. 	Limited progress <ul style="list-style-type: none"> • Responding to prompts using www.voicethread.com. • Clearly articulates points, provides thoughtful answers, using appropriate expression

Name _____

W.1.2

MY INFORMATIONAL Writing Checklist



- _____ I named a topic.
- _____ I stayed on topic.
- _____ I included facts about the topic.
- _____ I provided some sense of closure.
- _____ I used a variety of resources.
- _____ I used capitalization correctly.
- _____ I used punctuation correctly.
- _____ I spelled words correctly.
- _____ I printed upper and lowercase letters correctly.
- _____ I left spaces between my words.

Name _____

W.1.2

MY INFORMATIONAL Writing Checklist



- _____ I named a topic.
- _____ I stayed on topic.
- _____ I included facts about the topic.
- _____ I provided some sense of closure.
- _____ I used a variety of resources.
- _____ I used capitalization correctly.
- _____ I used punctuation correctly.
- _____ I spelled words correctly.
- _____ I printed upper and lowercase letters correctly.
- _____ I left spaces between my words.

Name _____



W.1.2

Organizing MY Research

TOPIC:

Lewis and Clark / Sacagawea

FACT 1

FACT 2

FACT 3

FACT 4

Name _____

W.I.2

All About Lewis & Clark and Sacagawea

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Name _____

Classroom Conversations Checklist



The child follows the rules for appropriate classroom conversations. _____

The child answers questions when asked. _____

The child asks questions to better understand something. _____

The child's questions and responses relate to the topic being discussed. _____

The child responds appropriately to other peers when they are speaking. _____

The child does not interrupt others when they are speaking. _____

The child uses an appropriate speaking voice (not too loud or too quiet.) _____

The child speaks in complete sentences during discussion. _____

Other notes and observations:

Rubric

Informational Writing

	3	2	1
Research to Build and Present Knowledge ELACC IW8	Consistently and independently, with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Progressing toward, with guidance and support from adults, recalling information from experiences or gathering information from provided sources to answer a question.	Limited progress, with guidance and support from adults, recalling information from experiences or gathering information from provided sources to answer a question.
Text Type and Purposes ELACC IW2	Consistently and independently writes informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Progressing toward writing informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Limited progress writing informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Comprehension and Collaboration ELACC SL1a	Consistently and independently follow agreed upon rules for discussions (e. g., listening to others with care, speaking one at a time about the topics and text under discussion).	Progressing toward following agreed upon rules for discussions (e. g., listening to others with care, speaking one at a time about the topics and text under discussion).	Limited progress following agreed upon rules for discussions (e. g., listening to others with care, speaking one at a time about the topics and text under discussion).