Why is it important to consider/learn about different perspectives on the same topic or event?
Why do some people persevere through difficult situations?
*Lewis and Clark and Me*, Laurie Myers
*Undaunted Courage*, anonymous
Westward Expansion

Kathleen Olson
Lake Pend Oreille School District No. 84
Sandpoint, Idaho

The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education
### Universal Design for Learning (UDL)

- [☑] Multiple Means of Engagement
- [☑] Multiple Means of Expression
- [☑] Multiple Means of Representation

### Differentiated Instruction

- [☑] Remediation
- [☐] ESOL
- [☑] Gifted/Talented
- [☑] Acceleration

### Webb's Depth of Knowledge - Level 1 (Recall)

- [☑] Who, What, When, Where, Why
- [☑] Define
- [☑] Identify
- [☑] Illustrate
- [☑] Label
- [☑] List
- [☐] Match
- [☑] Measure
- [☑] Recite
- [☑] Recognize
- [☑] Report
- [☑] Use

### Webb's Depth of Knowledge - Level 2 (Skill/Concept)

- [☑] Categorize
- [☐] Classify
- [☑] Collect and Display
- [☑] Compare
- [☑] Construct
- [☐] Estimate
- [☐] Graph
- [☑] Identify Patterns
- [☑] Infer
- [☐] Interpret
- [☐] Observe
- [☑] Organize
- [☑] Predict
- [☑] Summarize

### Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

- [☑] Assess
- [☑] Construct
- [☑] Differentiate
- [☑] Draw Conclusions
- [☑] Hypothesize
- [☑] Investigate
Webb's Depth of Knowledge - Level 4 (Extended Thinking)

- Analyze
- Apply Concepts
- Connect
- Create
- Critique
- Design
- Prove
- Synthesize

Bloom's Taxonomy

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

Grouping

- Heterogeneous grouping
- Homogeneous grouping
- Individualized instruction
- Large Group instruction
- Small group instruction
- Non-graded instructional grouping

Teaching Methods

- Cooperative learning
- Direct Instruction
- Team teaching
- Lecture
- Lab
- Hands-on instruction
- Think Pair Share
- Experiential learning

Gardner's Multiple Intelligences

- Bodily-Kinesthetic
- Linguistic
- Naturalist
<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Logical-Mathematical</th>
<th>Spatial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrapersonal</td>
<td>Musical</td>
<td></td>
</tr>
</tbody>
</table>
Idaho Core Teacher Network Unit Plan Template

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>Corps of Discovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created By:</td>
<td>Kathleen Olson</td>
</tr>
<tr>
<td>Subject:</td>
<td>ELA and Social Studies</td>
</tr>
<tr>
<td>Grade:</td>
<td>4th and adapted to include 5th grade</td>
</tr>
<tr>
<td>Estimated Length</td>
<td>6-8 weeks</td>
</tr>
</tbody>
</table>

**Unit Overview (including context):**

The Corps of Discovery Unit is focused on the United States westward expansion from the original landing of the European’s on the eastern coast. The specific journey of focus is Lewis and Clark’s expedition from St. Louis, MO to the Pacific Ocean. Other adventurers can be referenced throughout the unit, dependent on the instructor teaching. The Corps of Discovery unit is both informative and literature based with Social Studies integrated. Students will learn about some American history and geography of the United States prior to the massive expansion West. This Unit is intended to be taught towards the middle to end of the school year, due to the higher lexile of one of the central texts (*Undaunted Courage* poem, anonymous) and synthesizing needed to complete the end project. There are numerous close reading strategies to enable the high leveled text to be accessible to all levels of readers.

The concepts that are most worth understanding in this unit are: how do different perspectives about one topic contribute to understanding the topic. Another key understanding is that people can persevere through difficult situations, ultimately teaching students HOW to persevere through unknown and challenging life experiences. These essential understandings will help to prioritize the instruction by having a FOCUS that is not just about Lewis and Clark. This unit will lend itself to teaching current events and life skills in conjunction with reading and social studies.

**Unit Rationale (including Key Shift(s)):**

- **Shift Two:** Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.
- The focus standards were chosen to be deeply rooted with textual evidence. The larger purpose is to have students think deeply about the content and synthesize their learning, so that they can produce a written piece of work that demonstrates analysis, comparison, and evidence supported personal opinion.
- Prior to this unit, students have been in guided reading groups and are familiar with leveled books and sharing in groups. A literature circle approach has also been taught throughout the year. Students are also familiar with the Step Up to Writing process of outlines, color coding, and vocabulary acquisition.
- The student population this Unit was written for is a 4th and 5th grade multi-age class. Two grade levels of standards are focused on throughout the Unit. Rubrics include a choice of the 3-5 Step Up to Writing Opinion Essay/Report and the Smarter Balanced Opinion Performance Task Writing grades 3-5. The school this Unit was taught in, is a rural school with a total population of 100 students grades K-6. The school is located in a mountain setting less than 10 miles from Lake Pend Oreille in Northern Idaho. Many students were familiar with the name “Lewis and Clark,” due to living on the Clark Fork river. However, the depth of knowledge students had, at the beginning of the unit, was no further than the names “Lewis and Clark.”
**Targeted Standards:**

- **Idaho Core Grade-Level Standards**
  - **RL and RI 4.1 & 5.1**
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
  - **5th Grade: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

**Reading (Informational):**

- **RI 4.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **R.I. 5.3:** Explain the relationships and interactions between two or more individuals, events, ideas, or concepts in....

**Reading (Literature):**

- **RL 4.3:** Describe in depth a character, setting, or even in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions)
- **RL 5.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **RL 5.6:** Describe how a narrator’s or speaker’s point of view influences how events are described.

**Writing:**

- **W 4.1 and 5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**Speaking and Listening:**

- **SL 4.1 and 5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partner on grade 4/grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

**Essential Questions/Enduring Understandings:**

- **Essential Questions**
  - **Why is it important to consider/learn about different perspectives on the same topic or event?**
  - **Why do some people persevere through difficult situations?**

**Measurable Outcomes:**

**Learning Goals (Desired Results):**

This unit is centered around the academic content of Lewis and Clark Expedition and Exploration of the West. However, for deeper learning, students will be focusing on two essential questions which can be applied to their own lives. Students will be involved in a variety of texts from poetry to novels throughout the course of the Unit. The desired result is that students will be able to identify and define why it is important to consider different perspectives and/or what makes people persevere through difficult situations.

**Success Criteria (Evidence):**

Students will write an Opinion essay addressing one of the Essential Questions.

For assessments throughout the Unit, students will be involved in a text based questioning, close reading, discussions, and smaller writing assignments.

**Learning Plan:**

Major learning activities include the following:

- Learn about the Lewis and Clark Expedition
- Know and understand the path Lewis and Clark ventured to explore the West
- Know the major people who were part of the expedition and how they contributed
- Explore different artistic interpretations of the expedition
- Map out the expedition and note where particular hardships were in relation to a variety of texts
- Read a book that has the Lewis and Clark theme, but is leveled, based on the individual reader
- Plan, write, revise, edit, and publish a final Opinion essay to demonstrate the student's final understanding of the essential question(s).
L 4.4 and 5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4/grade 5 reading and content, choosing flexibly from a range of strategies.

**Content Standards:**

**Social Studies**

4.SS.1.2.1 Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho.

4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data.

5.SS.1.2.3 Analyze and discuss the motives of the major groups who participated in western expansion.

5.SS.1.2.5 Discuss the significant individuals who took part in western expansion.

**Summative Assessment:**

- Summative Assessment Description: Students will pick one of the essential questions and write an Opinion essay that both answers the essential question and states their opinion in reference to the chosen essential question.
- Rubric or Assessment Guidelines: A choice of rubrics: 1) Step Up to Writing OR 2) SBAC Opinion Writing
  - Included in Supplemental Materials

**Central Text: Undaunted Courage poem by anonymous**

- Poem → This poem is used for a Close Read → Text Complexity Analysis is included in “other” at the end of unit

**Other materials/resources (including images and videos):**

- Guided reading books to accompany the unit:
  - Sacajawea, by Joseph Bruchac
  - Naya Nuki, by Kenneth Thomasma
  - The Captain’s Dog, by Roland Smith
  - The Lewis and Clark Expedition, by John Perritano
  - Bold Journey West with Lewis and Clark, by Charles Bohner
  - Seaman’s Journal On the Trail with Lewis and Clark, by Patricia Reeder Eubank
  - Books extending Lewis and Clark:
    - Daily Life in a Covered Wagon, by Paul Erickson
    - Bound for Oregon, by Jean Van Leeuwen
    - Beardance, by Will Hobbs
    - Sing Down the Moon, by Scott O’Dell
    - Sign of the Beaver, by Elizabeth George Speare
    - Children of the Dust Bowl, by Jerry Stanley
- Artwork
- *Lewis and Clark* by Shino Arihana
- *Lewis and Clark 2* by Shino Arihana
- *Bison and Elk* by Karl Bodmer, on http://exhibits.hsl.virginia.edu/lewisclark/
- Edgar Paxon art: http://www.lewis-clark.org/article/2261

- Song about Lewis and Clark (lyrics) → Can be used as a supplement, not directly written into the Unit.

- Read Aloud: *Lewis and Clark and Me*, by Laurie Myers
  - Close read → Text Complexity Analysis is included in “other” at end of unit directions

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**Vocabulary Instruction**

The vocabulary words for this Unit were selected from the multiple texts students will be engaged in reading. Many of the following vocabulary will be taught and encountered during the teaching of the central text, *Undaunted Courage*.

<table>
<thead>
<tr>
<th>Targeted Academic Vocabulary (Tier II)</th>
<th>Targeted Content Area Vocabulary (Tier III)</th>
</tr>
</thead>
<tbody>
<tr>
<td>perspective</td>
<td>Corps of Discovery</td>
</tr>
<tr>
<td>perseverance</td>
<td>Louisiana Purchase</td>
</tr>
<tr>
<td>strain</td>
<td>continent</td>
</tr>
<tr>
<td>defiant</td>
<td>Northwest Passage</td>
</tr>
<tr>
<td>undaunted</td>
<td>tribes</td>
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<tr>
<td>inspiring</td>
<td>keelboat</td>
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<tr>
<td>enterprise</td>
<td>trapper</td>
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<tr>
<td>loyal</td>
<td>prairie</td>
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<tr>
<td>melancholic</td>
<td>trader</td>
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<tr>
<td>sallied</td>
<td>navigate</td>
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<tr>
<td>yoke</td>
<td>territory</td>
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<tr>
<td>equipped</td>
<td>interpreter</td>
</tr>
<tr>
<td>ragtag</td>
<td>muskets</td>
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<tr>
<td>christening</td>
<td>pioneers</td>
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<tr>
<td>devoted</td>
<td>Terrain</td>
</tr>
<tr>
<td>idyllic</td>
<td>Territory</td>
</tr>
<tr>
<td>flora</td>
<td>Continental Divide</td>
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<tr>
<td>fauna</td>
<td>Expedition</td>
</tr>
</tbody>
</table>

Importance of Tier II and Tier III vocabulary instruction:
It is important to teach Tier II and Tier III vocabulary words because they may have multiple meanings depending on the context/subject they are being used in. Tier II words are also commonly found in multiple texts and are imperative to comprehending the text. Tier III vocabulary words are domain specific and assist content knowledge.

Tier II and Tier III words can both be taught in generally the same manner. One suggestion of teaching is to use Vocabulary’s CODE (Connect, Organize, Deep-processing, and Exercise). The big difference between Tier II and Tier III is that for Tier II vocabulary words, instruction needs to include how the word may be used in different contexts. For example, the word “mouth” can have different meanings depending on how it is used (body part vs. part of a river). Students need to know what manner the Tier II words are being used so that they can comprehend what is being said in the text. Using the example of “mouth,” if the student were learning about senses they may hear the word mouth and know that it means the part of the body in which we taste, speak, breathe. However, if the student were learning about rivers, the word “mouth” now has the definition of the part of a river that empties into a lake or large body of water.

<table>
<thead>
<tr>
<th>Connect</th>
<th>Students will use Power Decoding for the following words: territory, terrain, and expedition to decode the words and develop a definition for those three words. Students will Associate by labeling a blank United States map for Northwest Passage, Continental Divide, Fort Clatsop, and Louisiana Purchase. For all words students will record their words on the Frayer Model (included in Supplemental Section) and/or the vocabulary table.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize</td>
<td>A Diagram to Die For: Students will create a diagram showing how the vocabulary words are related.</td>
</tr>
<tr>
<td>Deep Process</td>
<td>Visualizing Vocabulary: Based on the definitions the students have learned, they will create images, sketches, or icons with a brief explanation to demonstrate understanding.</td>
</tr>
<tr>
<td>Exercise</td>
<td>Use It or Lose It - students will write a paragraph using their organizing diagram to die for. They will use all the six of the vocabulary words to create a comprehensive paragraph with correct vocabulary term usage. Three’s a Crowd: Students will be posed with three different words from the six (in different combinations), they will then need to decide which word does not belong as well as providing an explanation for the “odd man out.”</td>
</tr>
<tr>
<td>Mini Assessment</td>
<td>Students will make a collage of the vocabulary words, showing the definition in a collage of pictures which define the vocabulary word. Students will need to also write a reason why they paired the picture to the vocabulary word. Evidence: Students will create a collage that show a logical pairing of picture to word. To go beyond, students will show how the words are related in the placement and creation of their collage.</td>
</tr>
</tbody>
</table>
## Instructional Sequence

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Texts and Resources</th>
<th>Instructional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Prep:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Make or provide a Unit Folder/binder for students to place work and close reading texts in. This folder/binder should include reflection pages for the unit, use either papers stapled together or a composition notebook (large or small).</td>
<td></td>
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<tr>
<td>● Gather all texts needed for the Unit.</td>
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<tr>
<td>● Write Essential Questions in a location of the room that is viewable throughout the entire lesson.</td>
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<tr>
<td>● Have available red, green, and blue colored pencils or pens (to be used in Poetry Close Read), highlighters (red, yellow, and green)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frontloading</th>
<th>Artwork</th>
<th>Standards Addressed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day(s) 1 **approximately 1 hour lesson</td>
<td><a href="http://www.johnpaulstrain.com/art/spirit-of-discovery.htm">http://www.johnpaulstrain.com/art/spirit-of-discovery.htm</a></td>
<td><strong>Reading: Informational</strong></td>
</tr>
<tr>
<td>Activities/Strategies: DBI with artwork of Lewis and Clark</td>
<td><a href="http://www.johnpaulstrain.com/art/by-the-fires-glow.htm">http://www.johnpaulstrain.com/art/by-the-fires-glow.htm</a></td>
<td>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.johnpaulstrain.com/art/thoughts-of-the-great-spirit.htm">http://www.johnpaulstrain.com/art/thoughts-of-the-great-spirit.htm</a></td>
<td>RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</td>
</tr>
<tr>
<td></td>
<td>Lewis and Clark by Shino Arihana</td>
<td><strong>Speaking and Listening:</strong></td>
</tr>
<tr>
<td></td>
<td>Lewis and Clark 2 by Shino Arihana</td>
<td>SL 4.1 and 5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partner on grade 4/grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td></td>
<td>Bison and Elk by Karl Bodmer, on <a href="http://exhibits.hsl.virginia.edu/lewisclark/">http://exhibits.hsl.virginia.edu/lewisclark/</a></td>
<td>SL 4.2 and 5.2: Paraphrase (4th) Summarize (5th) portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
</tr>
<tr>
<td></td>
<td>Edgar Paxon art: <a href="http://www.lewis-clark.org/article/2261">http://www.lewis-clark.org/article/2261</a></td>
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</tr>
<tr>
<td></td>
<td><strong>Prep for lesson:</strong></td>
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<tr>
<td></td>
<td>● Copy pages from Supplemental Section - <em>Corps of Discovery DBI</em>.</td>
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<tr>
<td></td>
<td>○ One copy of DBI template for each student.</td>
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<tr>
<td></td>
<td>○ One <strong>COLOR</strong> copy of pictures only for each group of 3 or 4 students - place the picture set for each group in a folder or envelope.</td>
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<tr>
<td></td>
<td>■ Color copies may want to be either laminated or placed in a plastic sheet protector.</td>
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<tr>
<td></td>
<td>○ One copy of pictures with text for each group of 3 or 4 - place the picture with text set for each group in another folder or envelope. The pictures with text do not need to be in color.</td>
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</tr>
<tr>
<td></td>
<td>● Split students into groups of 3-4 students per group.</td>
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<tr>
<td></td>
<td>● Write Essential Questions on a large poster paper or whiteboard.</td>
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<tr>
<td></td>
<td>○ <strong>Why is it important to consider/learn about different perspectives on the same topic or event?</strong></td>
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</tr>
<tr>
<td></td>
<td>○ <strong>Why do some people persevere through difficult situations?</strong></td>
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</tbody>
</table>
Lesson:
1. Pass out the DBI note-catcher and read through the Essential Questions. Tell students that they will need to focus on the EQ as they will be concluding with a mini performance task at the end of the lesson.
2. Provide each group with an folder/envelope of images. Instruct them not to open the envelopes until you say “go.”
3. Guide students to Phase 1 of the DBI note-catcher, where they will Notice and Wonder. Instruct students to write down what they notice about each of the images as well as what they wondered.
4. Instruct students to open their envelopes and provide students with 5 min. to look at the images and record their notices and wonders on the note-catcher.
   a. Modification: structure Phase I so it is more guided. Provide students with 45 sec. to 1 min. to look at and record notices and wonders for each picture and then move students on each picture when a time signal is sounded.
5. At the end of 5 min. Regain students’ attention and ask for volunteers to share either their notices or wonders. Ask a few students to share. Move through each picture for sharing, allowing students to share a notice and wonder for each picture.
6. Direct students to Phase II and note that students will be looking at text that provides clues into the paintings and the Lewis and Clark Expedition.
7. Pass out the three text excerpts (from John Paul Strain website). Instruct students to read through the text and record their notices and wonders.
   a. The text has been modified from the original to allow for it to more readable to 4th and 5th graders.
8. Provide students with 5 min. to complete this task.
   a. Instruct students to record their notices and wonders as they read the text. If they finish one text and notes before the time is up, then instruct students to move on to another text.
   b. Not all students will be able to read through all of the text excerpts. This is okay as students will have an opportunity to share and learn from one another.
9. Call time at 5 min. Instruct students to share within their groups of 3 or 4 peers. Allow 3-5 min. for sharing within groups.
10. Direct students to Phase 3 where they will be completing a reflection about the images and text they viewed. Their prompt is as follows:
    a. Review the essential questions. Pick one of the essential questions and write a reflection of how the pictures and text, you just viewed and read, connect to the essential question. Explain your reasoning and support with at least 3 pieces of evidence from the sources.
    b. Explain to students that their evidence can be from Phase I and II, and/or the actual images and text.
    c. Have students write their reflections for 5 min.
11. At the end of 5 min. Instruct students to share their reflection with another student. (Evaluating). Students are to read their reflection, discuss, and compare and contrast their journal entries with one other student.
12. Instruct students to grab one “Take away” from the conversations they had with each other and write it down on their DBI form.
13. Bring the class back together and discuss the last two questions on the DBI. Fill out this section together as a class.
   a. Use an overhead/Elmo to write down students’ answers to the questions → students are to record board to paper what is gathered.
   b. Instruct students to save this DBI in their Unit folders for use on their end of Unit summative paper.

| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | Lewis and Clark and Me, by Laurie Myers |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | Standards Addressed: |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | Language |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | L.4.4 and 5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 (grade 5) reading and content, choosing flexibly from a range of strategies. |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | L.4.5 and 5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | Reading: Literature |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | RL 4.3: Describe in depth a character, setting, or even in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions) |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | RL 5.6: Describe how a narrator’s or speaker’s point of view influences how events are described |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | Reading: Informational |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | Writing |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | W.4.9 and 5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | Prep for lessons: |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | ● Have Lewis and Clark and Me, by Laurie Myers ready for read aloud activity. |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | ● If desired have Projection system set up to show specific sections of text and images in the book. |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | ● Post Essential Questions and/or refer to them from yesterday’s lesson. |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | ○ The first and last chapter (one and nine) of the book will serve as close reading chapters. These excerpts from the book speak directly to the essential questions in that Seaman is the character “speaking” and students will be able to discuss the different perspectives centered around one experience. Looking at the first and last chapter will also allow students to consider a range of perspectives (from animals to people to the earth). Students will also be taught more about personification and how the author has developed a story centered around an animal’s perspective. Note: Personification is a 6th grade CCSS, so this lesson is intended to be an introduction to personification, not an assessed portion of the unit. |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | ○ Prep to be done before Day 6: Copy Chapter 1: |
| Day(s): 15 (some lessons can be combined, to make for fewer instructional days. This is dependent on the group, time, and personal choice on the teacher’s part.) | Lewis and Clark and Me, by Laurie Myers | ○ Copy the pages of Chapter 1 on different colors of paper: |

Activities/Strategies:
- Read Aloud (3-5 sessions)
- Close Read
- Writing:
  - Textual Evidence Based questions and answers
- Vocabulary catchers
Tape or glue copies onto a large 11 x 14 white paper so that students will have ample margin to annotate.

Make enough copies so each student can have all of the colors

Students are to keep the copies folded in half in their work folders.

Lessons:

Days 1-5: Read aloud Chapters 1-2 (pages 1-15), Lewis and Clark and Me, by Laurie Myers. As students listen to the read aloud, instruct them to have their reflection pages ready to record thoughts, questions, and pictures related to the read aloud.

- The follow read aloud sections are only suggestions, the sequencing is designed based on a 15 min. Read aloud time.
  - Day 1: Chapters 1-2 (pages 1-15)
  - Day 2: Chapters 3-4 (pages 16-27)
  - Day 3: Chapters 5-6 (pages 28-41)
  - Day 4: Chapters 7-8 (pages 42-54)
  - Day 5: Chapters 9-afterword (paged 55-end of book)

Day 6 Lesson: Teacher will support to allow for scaffolding from modeled - guided - independent. Note: the first read through for Day 6 was on the whole book read aloud.

1. Instruct students that they will be going through the process of close reading for Chapter 1. This will be done in a modeled and board to paper style, so that all students can understand the expectations and be scaffolded to work more independently by the 3 set of pages.
2. Give each student the pink copied pages from Chapter 1 (note these should be already be on the large 11x14 papers). Instruct students to read to self the pink pages, silently → this serves as the 2nd read though on close reading.
3. For the 3rd read through, the teacher will reread paper with annotations. Show your paper on an overhead so students can see teacher annotations and close reading strategies. Instruct students how to use the margins around the printed copy. Guide students through the following annotations: 1) Underlining major points that could potentially answer the EQ, 2) Using an exclamation mark (!) for anything that they find surprising or exciting 3) Circle any keywords/phrases that are unknown to them 4) Question mark (?) for anywhere students have questions about 5) Mark EX when the author provides an example about perseverance.
4. Teacher is to annotate pages 1 and 2 of Chapter 1 as students also annotate in a board to paper style - student papers should match the teacher’s paper.
5. Instruct students to store Pink page in their Unit folder.

Day 7 Lesson: Blue copied papers are needed for today’s lesson. Teacher will support to allow for scaffolding from modeled - guided - independent. Today’s lesson will have less guidance from the teacher.

1. Partner students with mixed abilities.
2. Provide copies of blue (pages 3 and 4) of Chapter 1 (these should already be copies and taped or glued to large papers, per the prep instructions).
3. Share the EQ again. The teacher is to do a first read through of pages 3 and 4. Instruct students to follow along.
4. Instruct students to reread the two pages with their partners. (2nd read through).
5. Signal for students to come back together after approximately 8 minutes - approximate time for 2nd read through with partner.
6. Post and review the annotation coding on a large paper for all students to see:
   a. 1) Underlining major points that could potentially answer the EQ, 2) Using an exclamation mark (!) for anything that they find surprising or exciting 3) Circle any keywords/phrases that are unknown to them 4) Question mark (?) for anywhere students have questions about 5) Mark EX when the author provides an example about perseverance.
7. Instruct students to partner up again and complete a 3rd read through, this time adding annotations as they read. Provide students approximately 10-15 minutes to complete this portion of the lesson. Circulate and provide assistance.
8. Signal students to come back together for discussion of annotations and ah-ha moments as they are reading.
   a. Discuss discoveries, similarities, and differences partners found in their annotations.

Day 8 Prep: Light green copies are needed for today (pages 6 and 7 from Chapter 1).

Day 8 Lesson: Teacher will support to allow for scaffolding from modeled - guided - independent. Today’s lesson will be composed of independent practice of annotating and close reading.

1. Review EQ and provide each student with light green pages 6 and 7 of Chapter 1.
2. Read pages 6 and 7 aloud as students follow along - first read through)
3. Instruct students to do a 2nd read through with their partner from yesterday.
4. Signal for students to come back to whole group.
5. Review annotation coding from Day 6/7 lessons. Explain that today they will be completing the 3rd read through and annotation coding independently, to show their understanding of close reading.
6. Instruct students to read to self and annotate pages 6-7. Provide 8-10 minutes for this activity.
7. Signal for students to come back to the whole group for discussion.

Day 9 Prep: Print text dependent questions for Chapter 1 (Supplemental Materials).

Day 9 Lesson: Students will be engaged in writing to answer questions using textual evidence.

1. After the close reading from Chapter 1, students will be involved in answering text dependent questions using their annotated chapter pages. Provide each student with a graphic organizer for recording their thoughts/responses to the text dependent questions (see Supplemental Materials).
   a. Questions used are from “Closing in on Close Reading” from Educational Leadership, by Nancy Boyles.

Day 10-12 Prep: Copy Chapter 9 and place on large paper so students have ample margin to annotate. The text should be made to fit on 3 large papers (11x14). Make enough so each student can have the entire Chapter 9 on
large papers. Use the same protocol for color coding the pages - use different colors than Chapter 1 if they are available.

**Day 10 Lesson:** Have the first 2 pages of Chapter 9 ready for students. Considering students have gone through modeled, guided, and independent practice for close reading Chapter 1; the teacher will support through guided - partner - independent close reading.

1. Review the EQ.
2. Give each student the first 2 pages of Chapter 9 (which will be one page of the large paper). Read aloud pages 55 and 56 as students follow along.
3. For the 2nd read through call on two to three students to read aloud pages 55 and 56 while the rest of the class follows along.
4. For the 3rd read through, teacher and students will reread paper with annotations. Remind students how to use the margins around the printed copy. Guide students through the following annotations: 1) Underlining major points that could potentially answer the EQ, 2) Using an exclamation mark (!) for anything that they find surprising or exciting 3) Circle any keywords/phrases that are unknown to them 4) Question mark (?) for anywhere students have questions about 5) Mark EX when the author provides an example about perseverance.
5. Discuss as a whole class why certain annotations were used.

**Day 11 Prep:** Have copies of pages 57 and 58 from Chapter 9 ready for each student.

**Day 11 Lesson:** Teacher will circulate and support as students work through close reading with partners.

1. Partner students with mixed abilities - new partnerships (different from Chapter 1 partnerships).
2. Provide copies of pages 57 and 58 of Chapter 9.
3. Review the EQ again. Do a first read through of pages 57 and 58. Instruct students to follow along.
4. Instruct students to reread the two pages with their partners. (2nd read through)
5. Signal for students to come back together after approximately 8 minutes - time for 3rd read through while adding annotations.
6. Review the annotation coding on the large paper posted from Chapter 1 close read for all students to see:
   a. 1) Underlining major points that could potentially answer the EQ, 2) Using an exclamation mark (!) for anything that they find surprising or exciting 3) Circle any keywords/phrases that are unknown to them 4) Question mark (?) for anywhere students have questions about 5) Mark EX when the author provides an example about perseverance.
7. Instruct students to complete a 3rd read through, this time adding annotations as they read. Provide students approximately 10-15 minutes to complete this portion of the lesson. Circulate and provide assistance.
8. Signal students to come back together for discussion of annotations and ah-ha moments as they are reading.
   a. Discuss discoveries, similarities, and differences partners found in their annotations.

**Day 12 Prep:** Have copies of pages 59 and 60 from Chapter 9 ready for each student.
**Day 12 Lesson:** Teacher will circulate and support during independent practice. Today's lesson will be composed of independent practice of annotating and close reading.

8. Review EQ and provide each student with pages 59 and 60 of Chapter 9.
9. Instruct students to read pages 59 and 60 with their partners from yesterday (first read through).
10. Signal for students to come back to whole group for independent practice of close reading.
11. Review annotation coding from Day 10/11 lessons. Explain that today they will be completing the 2nd and 3rd read through and annotation coding independently, to show their understanding of close reading.
12. Instruct students to read to self and annotate pages 59-60. Provide 8-10 minutes for this activity.
13. Signal for students to come back to the whole group for discussion.

**Day 13 Prep:** Write on large pieces of paper text dependent questions for Chapter 9 - see below. Each question should be written twice on two separate sheets of large paper. *If a class is particularly large or small the number of papers per question can be increased or decreased.*

One question per page (repeat question twice - one question written on two large pieces of paper):

1. What was the author telling me in Chapter 9? What was the author's purpose for Chapter 9?
2. What challenging words did you find in Chapter 9? What words do you think are important to Chapter 9 and the book as a whole?
3. What does the author want me to understand?
4. How does Chapter 9 relate to the essential questions?

**Day 13 Lesson:** Students will be engaged in writing to answer questions using textual evidence. The format of answering questions will be different than that from Chapter 1. A “Scoot” activity will be used.

1. After the close reading from Chapter 9, students will be involved in answering text dependent questions using their annotated chapter pages.
   a. Questions used are from “Closing in on Close Reading” from Educational Leadership, by Nancy Boyles.
2. Sit out large poster papers with the questions written on them around the room. Split students into groups of 3 or 4 students per group. Distribute the groups so that each group has a paper with a question to answer. Students may bring their Chapter 9 close reading pages with them as they circulate from question to question.
3. Give groups 3-5 min to answer each question. After the allotted amount of time, instruct groups to rotate to the next poster - saying “Scoot.” When the group gets to a new poster, have them read the previous answers before writing their own. Assure students that it is ok to have similar answers, their job is to add more meaning to each poster they go to. Remind students that they will see a question more than once. However, after reading what other groups have said they may have to modify their original answers from the first time they viewed the question. Make sure each group gets to all the posters.
4. Collect poster and post for tomorrow’s lesson

**Day 14 Prep:** Hang up the collected posters from Day 13’s lesson around the room. Hang each question together (2 pages per question).
**Day 14 Lesson:** This lesson will focus on finding similarities in answers and creating a vocabulary list of words to learn. This will be a whole class, collaborative learning experience.

1. Focus on one question at a time. Read through the question and then the answers.
2. Ask students to talk with their group or shoulder partners (depending on how the classroom seating is arranged). Have students discuss similarities between the answers.
3. Cold call a few students to share their responses.
4. Repeat steps 2 and 3 except instead of similarities they will find differences.
5. Do step 1-4 for Questions 1, 3, and 4. Save question 2 for last.
6. For question 2: read through the words listed and circle in a bold color the words that are repeated.
7. Make a vocabulary list of words the students found challenging or important. This will be used in Day 15.

**Day 15:** From the word list created from class yesterday, either fill in the vocabulary template located in the Supplemental Materials or complete vocabulary instruction with SUTW or other vocabulary learning strategy used in the class. Depending on how many words the class came up with, there may be more than one page of words. Students are to work with partners after teacher modeling/guidance is provided. If there is more than one sheet of words, split class up and do not have all students complete all the words. So that every student can get the definitions (if there is more than one page of words) simply collect one neat page completed by a student and make enough copies for the class to have all of the words. Have students save their vocabulary pages in their folder.

<table>
<thead>
<tr>
<th>Day(s) spread throughout 9+ days 3 words per day at a minimum.</th>
<th>Vocabulary Words</th>
<th>See vocabulary CODE for instruction above this Scope and Sequence Section.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities/Strategies:</strong> Vocabulary Instruction</td>
<td><strong>Undaunted Courage Poem, Anonymous</strong> from: <a href="http://www.poemhunter.com/poem/undaunted-courage-lewis-and-clark/">http://www.poemhunter.com/poem/undaunted-courage-lewis-and-clark/</a></td>
<td>If the particular district has a specific program for vocabulary instruction (ie. Step Up to Writing), the strategies from that program may also be used in place of the CODE ideas.</td>
</tr>
<tr>
<td>Day(s) 3-4</td>
<td><strong>Standards Addressed:</strong></td>
<td><strong>Reading: Literature</strong></td>
</tr>
<tr>
<td><strong>Activities/Strategies:</strong> Close Read</td>
<td><strong>RL.4.10 and 5.10:</strong> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td><strong>Prep for lesson:</strong> Make a copy of the poem <strong>Undaunted Courage</strong> for each student.</td>
</tr>
<tr>
<td><strong>Lesson Day 1:</strong></td>
<td></td>
<td><strong>Lesson Day 1:</strong></td>
</tr>
<tr>
<td>1. Give each student an 11x14” paper (tan or white); students will need to fold the 11x14” paper vertically (hot dog fold) and cut along the fold so that they are left with two long pieces of paper. Then students will glue the two long strips together to make a long scroll. Instruct students to cut the poem (found in the Supplemental Section) into three columns -- make sure the number stays with each column. Students should cut along the black lines. When the poem is cut into three columns, students should tape the sections onto the scroll so that the stanzas are in order from 1-15.</td>
<td>1. Give each student an 11x14” paper (tan or white); students will need to fold the 11x14” paper vertically (hot dog fold) and cut along the fold so that they are left with two long pieces of paper. Then students will glue the two long strips together to make a long scroll. Instruct students to cut the poem (found in the Supplemental Section) into three columns -- make sure the number stays with each column. Students should cut along the black lines. When the poem is cut into three columns, students should tape the sections onto the scroll so that the stanzas are in order from 1-15.</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Explain how poems are divided into lines and stanzas. Instruct students to point at each number as you count through the stanzas of the poem 1-15. See Close Activity section for labeled stanzas. | 2. Explain how poems are divided into lines and stanzas. Instruct students to point at each number as you count through the stanzas of the poem 1-15. See Close Activity section for labeled stanzas.
3. Read aloud the poem
4. Instruct them to read the poem quietly to themselves and circle words that they find challenging or do not know.
   ○ Potential words students may circle
     ■ Undaunted, enterprise, inspiring, loyal, melancholic, strain, sallied, commanded, equipped, yoke, lured, ragtag, Rush's thunderbolt, quell, revolt, Christening, fraught, pristinely, persevered, idyllic, flora, fauna, devoted, portage, gauging, defiant, Shangri-La
5. Have students share out difficult words and form a word bank of words that need to be taught and/or explained.
6. Make a list of the vocabulary students circled. If the words match the Tier II or Tier III words from the vocabulary section on page 4 of this unit - complete vocabulary instruction.
7. For words that aren't on the vocabulary list, have a brief conversation with the students about what the word means.
   ○ Words that may be mentioned but do not need to be written down or directly taught are:
     ■ Rush’s thunderbolt -- see notes in Close read section.
     ■ Shangri-La (for students to visualize show them an image of Shangri-La)
     ■ Virgin: untouched land, as the land west had not been explored.
     ■ Ragtag: a group of people who are viewed as unorganized, untidy
     ■ Slavery: a misconception may come up with students thinking the “slavery” was similar to that of the Civil War. Discuss how this slavery was due to the King desiring control over the Americas when it was first settled (this may be a spark or connection into the Revolutionary War)
     ■ Madison, Gallatin, Jefferson: tributaries of the Missouri river
     ■ Mandans, Lakotas, Crows: native tribes
     ■ Shangri-La: place of beauty and peace (a picture search helps students visualize)
8. Instruct students to put their scroll in their Unit folders to save for tomorrow.

Lesson Day 2:

1. Bring out poem scrolls. Read the poem aloud as students follow along. After this read through, students (with guidance) will be analyzing each stanza for meaning.
2. Read through each stanza and annotate with students, through discussion, what they think is happening in each particular stanza. Use a blue colored pencil/pen to write their thoughts next to each stanza. Project this onto the overhead so that students may complete board to paper - recording the shared thoughts onto their own scrolls.
3. Have students draw boxes around the following stanzas: 1, 2, 3, 6, 7, 10, 13.
4. Pass out the vocabulary catcher for Undaunted Courage (Supplemental Section). Starting with vocabulary words from Stanza one - complete the chart for the vocabulary word in the boxed out stanzas. This may be done whole group, or divide the class up and have individual groups complete the vocabulary chart for a specific stanza and then share.
5. Instruct students to place the poem scroll and vocabulary tables in their unit folders.

Lesson Day 3:
1. Stanzas 1, 2, 3, 6, 7, 10, and 13 have text dependent questions for the students to explore and answer.
2. Pass out the Text Dependent questions for Undaunted Courage.
3. Complete text dependent question #1 as a class. Show students how to answer in complete sentences as well as how to use their resources to answer the questions. For example, they can find the answer for question #1 on their vocabulary chart from yesterday.
4. Assign students the task of answering the text dependent questions for the remaining stanzas. Before writing their answers down, students are to discuss with their groups. Circulate during work time to clear up any misconceptions of answers.
5. Have students turn their answers in for grading and checking for correct answers.
6. Instruct students to place their poem scroll in their Unit folder.

Lesson Day 4:

1. Hand back text based question/answers from yesterday.
2. Instruct students to get out their poem scroll and a red OR green pen. On the overhead put up a poem scroll to make notes for students to see. Do a cold call or volunteer students to share their answers to the text based questions. Write the answers in a green or red pen at the margin of the Stanza referenced.
3. Students should complete board to paper of recording the answers.
4. Instruct students to put poem scroll and text-based answers in their unit folder.

Text-Dependent Questions and Answers

Answers in blue:

1. Why did the author choose to name the poem Undaunted Courage?
   a. The author chose to name the poem Undaunted Courage, because the explorers on the Corps of Discovery possessed bravery without letting fear overcome them. They continued on despite their hardships.

2. Stanza 1:
   a. How many people were in the Corps of Discovery?
      i. According to the poem, there were 28 people in the Corps of Discovery.

3. Stanza 2:
   a. Who is Lewis loyal to?
      i. Lewis is loyal to the president Thomas Jefferson.
   b. What did the author mean by “melancholic strain?”
      i. Lewis was depressed throughout his life and had the stress of the depression during the journey and after.

4. Stanza 3:
   a. What is the meaning of “equipped with bravery?”
      i. The men were brave, courageous to the point that their bravery was like having a weapon to protect themselves from danger.

5. Stanza 6:
   a. Why is the Mississippi River given the adjective of mighty?
      i. The Mississippi River is one of the largest rivers in the world.

   1. Fun Fact: The Mississippi River is the 2nd longest in the U.S. and the fourth longest in the world!
6. Stanza 7:
   a. What is the “prize” the explorers sought?
      i. The explorers wanted to find the passage from the east to the west coast of the United States.

7. Stanza 10:
   a. What is a gentle persona and how could this help “win” the native people over?
      i. A gentle persona is when people are kind, polite, and respect the uniqueness of different cultures. The gentle persona helped the native people have trust in Lewis and Clark.

8. Stanza 13:
   a. Why would the men have chosen starvation and forged forward on their journey?
      i. When the men were in the Rocky Mountains they faced starvation because it was very difficult to find food. They pressed forward to meet their goal of making it to the Pacific Coast.

Lesson Day 5: After completing the close reading and text dependent questions for specific stanzas, students will be discussing new understanding of the poem and Unit.
1. Discuss their new understandings of the poem after the text dependent questions.
2. End with an Exit Ticket:
   According to the poem what are some of the hardships the Corps of Discovery had to persevere through? How did the author illustrate that the members were strong and kept their goals in the forefront of thought?

Prep for Guided Reading Groups: Split the class into leveled groups, based on reading ability and assessment scores such as the Measures of Academic Progress (MAPs). Assign books based on Lexile and Text Complexity Levels. See Text Complexity in Other. All guided reading book fall within the 4th and 5th grade Lexile grade level band. For students below the grade level band, more direct teaching and support will be needed. Audiobooks could also support lower level readers.

<table>
<thead>
<tr>
<th>Day(s) 10+</th>
<th>Guided Reading books:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Reading groups</td>
<td>Sacajawea, by Joseph Bruchac (840 Lexile)</td>
</tr>
<tr>
<td></td>
<td>Naya Nuki, by Kenneth Thomasma (790 Lexile)</td>
</tr>
<tr>
<td></td>
<td>The Captain’s Dog, by Roland Smith (890 Lexile)</td>
</tr>
<tr>
<td></td>
<td>The Lewis and Clark Expedition, by</td>
</tr>
</tbody>
</table>

Lesson Framework:
- After books have been distributed, assign pages to read per group reading ability.
- Meet with Tier 3 strategic readers: 4-5 times a week.
- Meet with Tier 2 strategic readers: 3-4 times a week.
- Meet with on-level readers (Tier 1): 2-3 times a week.
- Meet with advanced readers (Tier 2 or 3 advanced): 2 times a week.

Lessons:
- Point out that during the reading of leveled books, students are to keep the EQ in their minds. Make sure they are posted in the classroom and at the guided reading stations/tables.
- Students should also be directed to make notes each day on what portions of their guided reading books speak directly to the essential questions. This can be done as a journaling option -- and example setup page is in the Supplemental Section.
- Read both silently and aloud for fluency.
- Usage of Literature Circle jobs is recommended, so students are engaging with the books in a variety of manners.
  - One example: http://www.reallygoodstuff.com/literature-circles-pocket-chart/p/158394/
• Ask general text dependent questions throughout the reading of the book(s) and have students journal their answers and discuss how their answers may change throughout the reading of the book.

• Sample Text-Dependent Questions:
  o What was the peril or difficult situation the character/person/animal had to persevere through? What made it a complicated situation?
  o How did the character/person/animal persevere through difficult times? What qualities did he/she/they have?
  o What did the author do to textually illustrate a perilous situation? Did the author use figurative language, vivid details, dialogue? Give an example of the author’s craft.
  o Specific to books that have Seaman as a main character:
    ■ How did the author use personification? How did the author help you to believe the speaker was the dog?
    ■ Did the author use personification effectively? Are the dog’s thoughts believable why?

Grouping possibilities for books and books that fit within each category. Different groups will move faster or slower than other, so offering students options to read a variety of text will benefit their ability to have multiple examples to include in their final essay.

<table>
<thead>
<tr>
<th>Advanced</th>
<th>High</th>
<th>Average</th>
<th>Strategic</th>
<th>Intensive</th>
</tr>
</thead>
</table>
| **All titles** | *Sacajawea*  
*Naya Nuki*  
*The Captain’s Dog*  
*The Lewis and Clark Expedition*  
*Bold Journey West*  
*Seaman’s Journal*  
*Bound for Oregon*  
*Beadance*  
*Sing Down the Moon*  
*Sign of the Beaver* | *Naya Nuki*  
*The Lewis and Clark Expedition*  
*Bold Journey West*  
*Seaman’s Journal*  
*Sign up the Beaver* | | | |
Day(s): 3:

Activities/Strategies: Funds of Knowledge for individual students and book characters

Guided Reading books
Funds of Knowledge notice and wonder worksheet
Blank papers

When each group is in approximately the middle of the book, have each student create a “Funds of Knowledge” activity for a choice character. See example Funds of Knowledge in Supplementary Material.

Day 1: Instructions for Funds of Knowledge:
1. Provide each student with the Funds of Knowledge worksheet for themselves.
2. Have them write their names on the worksheet. After their names, students will write in characteristics of themselves on the appropriate spaces on the worksheet.
   a. Strengths
   b. Weaknesses
   c. Family/Friends
   d. Job/Duty
   e. Thoughts
   f. Events they persevered through
   g. Personality

Day 2: Instructions for Funds of Knowledge:
1. Provide each student with the Funds of Knowledge template on a book character.
2. Instruct students to complete the worksheet, putting themselves in the characters shoes.
3. Students will explain and describe how the character is in the following aspects of his/her life:
   a. Strengths
   b. Weaknesses
   c. Family/Friends
   d. Job/Duty
   e. Thoughts
   f. Events they persevered through
   g. Personality

Collect and post both Funds of Knowledge for students to see.

Day 3: Funds of Knowledge Gallery Walk
- Provide each students with a Notice/Wonder page (in Supplemental Materials).
- Instruct students that they will be moving around the classroom or hallway (wherever the Funds of Knowledge were posted). Students will be viewing the Funds of Knowledge of their Classmates first. Direct them to the top section of the worksheet. Explain that they will not get to all classmates’ Funds of Knowledge. However, their goal should be to find some Notices and Wonders for at least 3 classmates.
- Provide students with 4 rounds of 2 minutes at each image and then call out a signal to rotate to the next Funds of Knowledge paper. Use a signal you have pre-taught so students are aware that they are to move when they hear it (chimes or call-back work best).
- After 4 rounds of students looking at their classmates personal Funds of Knowledge, refocus students to switch to looking at the character Funds of Knowledge. Again, remind students that they will not get to all characters, but their goal should be to make notices and wonders (now at the bottom of the worksheet) about 4 characters.
- Provide students with 4 rounds of 2 minutes at each character Funds of Knowledge.
- Refocus class and have them return to their seats. Cold call students to share notices/wonders about
their classmates. After 5-6 students share, switch the discussion to the character Funds of Knowledge.
• Collect Notice and Wonders and access for completion.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Texts and Resources</th>
<th>Instructional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day(s) varies (10+):</td>
<td>Guided Reading books</td>
<td>Ideas for Guided Reading Groups: Students will be involved with formative assessment throughout the unit. See table below. Students will be involved as they answer questions in their small reading groups and have discussions about the questions. Students will be asked to reflect on their understanding of the essential questions from the beginning of the unit and throughout. At the end of the unit, students will get to see their understanding and how it developed/changed over time.</td>
</tr>
<tr>
<td>Activities/Strategies: Guided reading discussions</td>
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<td>Book talks/Exit tickets - students meet in small groups and discuss how different people overcome difficult situations.</td>
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<td>Guided reading groups - interpreting what the characters do in the stories.</td>
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<tr>
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<td>Guided reading groups - discuss how character in the stories are gone; discuss the EQ and the book being read</td>
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<tr>
<td></td>
<td></td>
<td>Guided reading groups - discussing perspectives of different people in the expedition.</td>
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<td></td>
<td></td>
<td>Listen to others and consider how the person overcame the difficult.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Texts and Resources</th>
<th>Instructional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day(s) 5: End of Unit Opinion Writing</td>
<td>Google Drive/Docs SUTW lessons on Opinion Writing Student notes from throughout the unit</td>
<td>When students are nearly completed with their guided reading books, ask each student to make a choice of which question they want their Opinion Essay to focus on. See Opinion Essay Directions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essential Questions - Why is it important to consider/learn about different perspectives on the same topic or event? Why do some people persevere through difficult situations?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lessons - Outline can be modified based on what Writing program is implemented in individual schools. The day outline is loosely written, so that individual teachers can copy and sequence the activities based on current writing curriculum and students needs. Suggestions for teaching have been made based on the Step Up to Writing program for Opinion Writing. References are made to SUTW tools, which come with the program. The Opinion Writing section in SUTW is Section 5, many tools and lessons are included within this section. However, other writing programs have excellent resources which can be adapted to this end of unit essay.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Pass out the Opinion Writing directions to each students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Read through the directions and writing prompt as students follow along.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Select two students to read aloud the Essential Questions.</td>
</tr>
</tbody>
</table>
4. Instruct students to select one Essential Question that he/she will focus on for their Opinion Writing end of unit project. Students are to write this on their Opinion Writing Directions page. Students should then highlight the selected EQ - to keep that particular EQ focused.

5. Teach students different topic sentences for Opinion essays. It is suggested to not teach more than TWO topic sentence options per day. SUTW has lessons that speak directly to each of the topic sentence formats.
   a. Topic Sentences to teach:
      i. Action Verb: SUTW tool E5-10a
      ii. Where or When Plus Statement: SUTW tool E-10b
      iii. Occasion-Position: SUTW tool E-10c
      iv. Power (Number): SUTW tool E-10e
   b. When teaching the topic sentences, have students write a topic sentence in each style. Making sure students are answering their selected EQ and stating their opinion.
   c. Instruct students to save all their topic sentence and writing tools/instruction in their unit folder.

6. Hand out an informal outline for opinion essay. There is a suggested outline provided in the Supplemental Section. SUTW also has an outline tool: E5-7d and E5-7e.

7. Instruct students to write their favorite topic sentence on their informal outline.

8. Guide students through writing their informal outlines to include key thoughts and ideas that will support their opinion, which was stated in the topic sentence.

9. Instruct students to search through their learning throughout the unit, including, but not limited to: art DBI, Undaunted Courage activity, guided reading notes/journal/Funds of Knowledge, vocabulary, close reading of Lewis and Clark and Me, and any other resources they found that are pertinent to answering their essential question and supporting their opinion.

10. Guide students to find examples and evidence for their key ideas and insert those pieces of evidence into the informal outline.

11. Once the informal outline is complete students can move onto putting transition words into their informal outline, by placing the words in front of the key ideas. They will be writing their final draft after their outline is roughly created.

12. Instruct students on writing a strong conclusion to an opinion essay - examples and check-offs are included in the Opinion Essay Directions page.

13. Students may be in different learning stages at this point of writing. Working with individual students or small groups is recommended.

14. Students will then begin taking their informal outlines and turning their thoughts into sentences. It is encouraged to have students type a final draft into a digital format, so that it may be shared, modified, revised, and edited electronically.

15. Students can meet with peers to share their writing, discuss possible areas of growth and areas of strength.

16. Students are to take suggestions and edit their essays and submit at a “professional and completed essay.”

17. Grade papers based on either the SUTW rubric or SBAC rubric (included in the Supplemental Section).

---

**Close Reading Activity**

*Undaunted Courage* Close Read will occur on approximately Day 17 of the Unit.
Poem: *Undaunted Courage* by Madam Anonymous on Poemhunter.com

**Stanza 1**
Let me tell you a story,
A story of 28 great lives,
Of hope, of enterprise,
An inspiring story,
Of adventure, of glory

**Stanza 2**
Clark, hero of Kentucky
Lewis, loyal to the President
With a melancholic strain,
Sallied into the unknown
The Corps of Discovery’s
Body and brain.

**Stanza 3**
Commanded by
The Son of America
Equipped with bravery,
A Giant,
Who dared throw off
The yoke of King’s slavery.

**Stanza 4**
Lured by a dream
Of the virgin land,
Set forth to discover
The Northwest Passage,
This ragtag band.

**Stanza 5**
Armed with
Gifts, guns, stores
And Rush’s thunderbolt,
Barrels of Whiskey
To quell shiphand revolt.

**Stanza 6**
They sailed
The mighty Mississippi
Christening from the start,
Madison, Gallatin, Jefferson
A young republic
Honored from their heart.

**Stanza 7**
The journey into the unknown
Was fraught with surprise,
Would they ever win
And claim their prize?

**Stanza 8**
The west was
Pristinely beautiful
Rockies, Prairies, Great Plains,
With death as their friend
Persevered without complaints.

**Stanza 9**
Many a times voted
In American tradition,
Strengthened by discipline
Their leaders' demanding condition.

**Stanza 10**
Enriched science with
Idyllic flora and fauna,
Won over the
Mandans, Lakotas, Crows
With their gentle persona.

**Stanza 11**
Sacagawea, the Shoshonee
Stood with many a males,
York, the slave
Was devoted to the cause
Of keeping the Corps a-sail.

**Stanza 12**
After long patient winter
And portage over their backs,
They finally stood atop
The Continental Divide
Gauging their stocks.

1. The men were brave, courageous to the point that their bravery was like having a weapon to protect themselves from danger.

13. **Stanza 6:**
   a. Why is the Mississippi River given the adjective of mighty?
   i. The Mississippi River is one of the largest rivers in the world.

   1. Fun Fact: The Mississippi River is the 2nd longest in the U.S. and the fourth longest in the world!

14. **Stanza 7:**
   a. What is the “prize” the explorers sought?
   i. The explorers wanted to find the passage from the east to the west coast of the United States.

15. **Stanza 10:**
   a. What is a gentle persona and how could this help “win” the native people over?
   i. A gentle persona is when people are kind, polite, and respect the uniqueness of different cultures. The gentle persona helped the native people have trust in Lewis and Clark.

16. **Stanza 13:**
   a. Why would the men have chosen starvation and forged forward on their journey?
   i. When the men were in the Rocky Mountains they faced starvation because it was very difficult to find food. They pressed forward to meet their goal of making it to the Pacific Coast.

Notes at the end of the poem from Poemhunter.com

1. Undaunted Courage: the title has been borrowed from Stephen Ambrose’s book of the same
2. 28 lives: I am unable to confirm the number. They lost only one member of the expedition, to a burst appendicitis
3. Loyal to the President: Lewis was part of President Jefferson’s staff
4. Melancholic strain: Lewis was plagued with depression all his life and committed suicide after completion of the expedition
5. Corps of Discovery: The just name given to the expedition
6. Son of America: President Jefferson who fulfilled his long cherished dream of exploring the west
7. Ragtag band: The expedition comprised of soldiers, civilian volunteers, frontiersmen, gentlemen’s sons, one slave and one Indian woman with a child
Stanza 13
Dumbstruck
At the expanse ahead,
They pressed on
Into the unknown
And chose starvation instead.

Stanza 14
Finally, at Fort Clatsop
In misty Columbia Gorge
The Shangri-La was claimed,
Thanks to the defiant few
The Wild West had been tamed

Stanza 15
It took 4 years
For this momentous journey,
Of adventure, of enterprise,
Of great lives,
Of glory,
That inspires
With its singular story.

8. Rush’s thunderbolt: A potent purgative prescribed by famous Philadelphia doctor, Benjamin Rush, as a cure-all
9. Whiskey: An essential part of everyday ration, to be drunk instead of un-potable water
10. Madison, Gallatin, Jefferson: Lewis and Clark named rivers, hills, plains in the virgin land after the President’s cabinet and other American ideas. My favorite: Independence
11. Sacagawea: The wife of a French trapper, more intrepid and resourceful than many male members of the expedition
12. York: Clark’s inherited slave, baffled the Indians who had never seen a black man before
13. Gauging their stocks: With no wildlife in the high Rockies, the expedition faced starvation. Many even ate their shoes to keep hunger at bay

Scaffolds and Extensions

UDL Components:

Representation Barriers:
- Some students may have difficulty reading the poems, journals, and novels.
- Some students may struggle with decoding text
- Some students may struggle with differentiating their own opinion with those opinions of others who wrote, drew, or spoke in the resources provided.

Action and Expression barriers:
- Writing an opinion essay
  - Some students may have difficulty forming sentences that make sense
  - Some students may not be able to effectively organize

Support for students who are ELL, have disabilities or read well below grade level text band:

Representation:
- Students are required to learn about Lewis and Clark, but they may use alternative methods for assessing the information (e.g., audiobooks, internet, videos)
  - Some of these are already built in - internet and video
  - Audiobooks will need to be found and added as an option

Action and Expression:
The students still need to demonstrate their understanding of the essential questions, however through breaking down the steps of writing an opinion essay, students will be

Extensions for advanced students:
- Element of choice for the summative Opinion Essay.
  - Students can chose which essential question they want to answer and speak to in their essay.
- Opinion Essay can be extended to have the advanced students include citations of their textual evidence.
- Teachers may also extend the essay to an argumentative essay.
  - This is dependent on whether the teacher wants to extend the writing to the next grade level, as argumentative writing is introduced in 6th grade.
- Leveled guided reading books.
- Poem
  - Some students may have a difficult time assimilating their information learned to answer the essential questions for the poem *Undaunted Courage*.

Potential Support to overcome obstacles:
- Support is provided throughout the unit in scaffolding, plus the teacher may pull aside individual students to meet with one-on-one to clear up any confusion. The integration of guided reading groups works nicely to incorporate small group or individual conferencing.

|                                                                                     | successful through the scaffolding provided. |                                                                                     |
**Text Complexity Analysis**

**Central Text: Undaunted Courage**, by anonymous

- Quantitative: 1360 Lexile
- Qualitative:
  - Text Structure (story structure or form of piece):
    - **Very Complex**: The text is written as a poem, organized in chronological order. Each stanza focuses on a specific event either leading up to, during, or after the expedition. The lines are short with advanced vocabulary, requiring the reader to infer and have a strong background knowledge of the people involved in the journey west.
  - Language Clarity and Conventions (including vocabulary load):
    - **Complex**: The lines and language used varies from moderate to complex vocabulary. The vocabulary is both content specific (Social Studies focused) and used across content areas (academic). The stanzas vary in length and are non-rhyming.
  - Levels of Meaning/Purpose:
    - **Between Very Complex and Moderately Complex**: The poem is chronologically arranged which supports the reader’s comprehension of events. The complexity in this qualitative measure is directly related the task students will be engaged in. The overall theme of the text is developed as the reader closely reads the poem and focuses on one stanza at a time before working on the overall message and theme.
  - Knowledge Demands (life, content, cultural/literary):
    - **Very Complex**: Depending on the student’s background and living location this text could be complex in relation to the experiences portrayed. Students who have knowledge of the expeditions west and/or are familiar with hunting and the outdoors may make strong connections with the poem. However, for a student who is from a city or has limited knowledge of westward expansion and/or hunting and the outdoors, the connections may be limited. The use of complex vocabulary also increases the knowledge demands since some words are rarely used in current language: melancholy, yoke, ragtag, christening, fraught, idyllic, portage.

**Lewis and Clark and Me, by Laurie Myers**

Text Complexity Analysis:
- Quantitative: 470 Lexile
- Qualitative:
  - Slightly Complex: The text is written in narrative form, organized in chronological order. The titles of the chapters make it somewhat easy to predict what will happen in the chapter. It is written in first point of view, dog’s perspective. The illustrations support the chapter in that they are directly related to what the chapter is about and provides deeper meaning to the chapter itself. Use of realistic art and the facial expressions also support the text.
  - Language Clarity and Conventions (including vocabulary load):
  - Moderately Complex: The sentences and language used varies from simple to complex sentences. There is some content vocabulary related to the expedition time period. Specific vocabulary could be taught through a vocabulary map. The addition of Lewis’s journal adds complexity to the text. The spelling of words and old language used increase the difficulty of reading those sections. Analyzing how the journal and the book relate to one another will likely enhance the language clarity of Lewis’s journal.
  - Levels of Meaning/Purpose:
    - **Between Very Complex and Moderately Complex**: The complexity in this qualitative measure is directly related the task students will be engaged in. The story itself has a couple levels of meaning. The overall theme of the text is developed as the reader embarks on the story of Seaman. There are multiple opportunities for the reader to find multiple meanings in the story - dependent on the discussion and comparison.
with different books. The overall theme also pushes this text into very complex as the theme could be seen as Seaman’s devoted love for his owner and this is not explicitly stated until the conclusion of the book.

- **Knowledge Demands (life, content, cultural/literary):**
  - **Very Complex:** Depending on the student’s background and living location this text could be complex in relation to the experiences portrayed. Students who are familiar with hunting and the outdoors may make strong connections with the story. However, for a student who is from a city or has limited knowledge of hunting and the outdoors, the connections may be limited. The references to Lewis's journal are complex in the way in which Lewis wrote and the sentence/word structure. The time period of the 1800 also adds to the complexity as students may not have any visual background of what the land and world looked like over 200 years ago. The openness and scarcity of resources may be difficult for students to grasp how difficult expeditions were 200+ years ago.

- **Reader-Task:** Lewis and Clark and Me, by Laurie Myers will serve as an introductory read aloud. Students will integrate this text with their guided reading books which are leveled from 650L to 1000L. The task will have students comparing and analyzing the various perspectives from different characters of the Corps of Discovery. This comparison and analysis will include guided reading books that are also from the perspective of Seaman and others are from the perspective of the men of the expedition would enhance the CCSS criterion for a variety of text.
Supplemental Materials
Corps of Discovery
Vocabulary Frayer Model

Definition

Vocabulary Word

Examples

Facts/Characteristics

Non-examples
I can determine the meaning of unknown and multiple-meaning words and phrases based on reading and content, using a variety of strategies.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>Definition</th>
<th>Picture</th>
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</thead>
<tbody>
<tr>
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</table>
**Essential Questions:**

1. **Why is it important to consider/learn about different perspectives on the same topic or event?**
2. **Why do some people persevere through difficult situations?**

<table>
<thead>
<tr>
<th>Phase I: Paintings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notices: What do you notice about the pictures?</td>
</tr>
<tr>
<td>#1</td>
</tr>
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<td>#2</td>
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<tr>
<td>#3</td>
</tr>
<tr>
<td>#4</td>
</tr>
<tr>
<td>Notices</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>What do you notice in your text selections?</td>
</tr>
</tbody>
</table>
### Essential Questions:

3. **Why is it important to consider/learn about different perspectives on the same topic or event?**

4. **Why do some people persevere through difficult situations?**

Review the essential questions. Pick one of the essential questions and write a journal entry of how the pictures and text, you just explored, connect to the essential question. Explain your reasoning and support with at least 3 pieces of evidence from the sources.

---

Evaluating: Read another student’s paper and compare and contrast your entry to theirs. What can you add to your journal entry to make it one degree better?

---

**Take-aways:**

<table>
<thead>
<tr>
<th>What were some of the different perspectives to consider during our Corps of Discovery Unit?</th>
<th>How did the people and animals survive during difficult times, according to the images and text?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
#1
Spirit of Discovery, by John Paul Strain
#2

By the Fire's Glow, by John Paul Strain
#3
Thoughts of the Great Spirit, by John Paul Strain
#4
Bison and Elks Tableau 47 by Karl Bodmer
#5

*Lewis and Clark 2* by Shino Arihana
#6
*Lewis and Clark* by Shino Arihana
At the turn of the 19th century, President Thomas Jefferson's dream of developing a young nation which offered its citizens “life, liberty, and the pursuit of happiness,” as he had written in the Declaration of Independence was well on its way. In order to know everything about the country, the West needed to be explored.

To lead the group of explorers the President chose a young man who had been his personal secretary and friend, Meriwether Lewis. Lewis then chose a close friend to be his co-leader, William Clark.

The “Corps of Discovery” began their journey on the rainy day of May 14, 1804, to explore the Missouri River to its source, find a way over the mountains, and float down the Columbia river system to the Pacific Ocean. Captains Lewis’ and Clark’s mission would focus on geographic discovery and mapping which would lead the country to claim all lands west of the Mississippi River.

For the next 6 months the expedition made their way up the Missouri River. On October 25th the men arrived at the Mandan-Hidatsa villages in North Dakota where the party stayed for the next 5 months until the ice broke up from the river. When the expedition started their journey again they were accompanied by a 16 year-old mother named Sacagawea and her husband, Charbonneau a French trapper. The two new members of the expedition would become invaluable guides as the most dangerous phase of the expedition.

In the Autumn of 1805 the members of the expedition met another Indian tribe, this time the Shoshone. The expedition made friends and traded with the tribe. Lewis and Clark traded for 29 horses and 2 mules, so the party could travel on horseback. Captain Lewis’s dog “Seaman” was a great help throughout the journey, alerting the men to dangers such as grizzly bears.

Artist's Comments:
Featured in the painting from right to left is Captain Clark, Sacagawea and child, Captain Lewis, Charbonneau, Sergeant Ordway, and York.
By the Fire's Glow, by John Paul Strain

The mystic warriors of the plains known as the Blackfoot Indian tribes roamed the northern mid-west territories of the United States during the 1800's. The tribes followed the great buffalo migrations using their skills of hunting and horsemanship to provide for their families. Their personal possessions were beautifully decorated, signifying religious themes, nature, or physical importance. The skill and workmanship of these artifacts today are highly sought after by collectors.

The Blackfoot tribes were known as the fiercest warriors in North America, and were feared by many of the other Indian Tribes they came into contact with. Lewis and Clark were the first explorers to document this. Their culture was highly organized and profoundly religious. Although they never built churches or wrote religious books, almost every part of their daily lives was bound up in their beliefs and religion. This accounted for the exceptional quality of everything they produced. They spoke of their God as the Great Spirit who was eternal and never ending. They believed he would guide their lives and destinies.
In the daily life of a Blackfoot warrior prayer took priority over everything else. His morning recognition of the eternal and unseen power that controls the universe was more important even than food. Before battle, hunting, riding, and other activities he ask for the Great Spirit’s help and attempt to win the Great Spirit over to his side in order to ensure success. Sacrifices of food, tobacco, ornaments, or even a small lock of hair were presented as gifts whenever he received blessings from God.

The Blackfoot tribes were known as the fiercest warriors in battle, and also known as the most refined and beautifully adorned in North America. Lewis and Clark were the first explorers to document this. They spoke of their God as the Great Spirit who was never ending. They believed he would guide their lives and destinies. And even though the days of these mystic warriors of the plains ended before the turn of the 19th century, their way of life and culture would become a permanent part of the history of America.
Based on your close reading of Chapter 1, answer the following questions in complete sentences and providing textual evidence to support your answers.

<table>
<thead>
<tr>
<th><strong>What was the author telling me in Chapter 1? What was the author’s purpose for Chapter 1?</strong></th>
<th><strong>What challenging words did you find in Chapter 1?</strong></th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th><strong>What does the author want me to understand?</strong></th>
<th><strong>How does Chapter 1 relate to the essential questions?</strong></th>
</tr>
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</tbody>
</table>
**Poem: Undaunted Courage, by Madam Anonymous on Poemhunter.com**

<table>
<thead>
<tr>
<th>Line</th>
<th>Text</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Let me tell you a story, A story of 28 great lives, Of hope, of enterprise, An inspiring story, Of adventure, of glory</td>
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<td>Clark, hero of Kentucky Lewis, loyal to the President With a melancholic strain, Sallied into the unknown The Corps of Discovery's Body and brain.</td>
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<td>3</td>
<td>Commanded by The Son of America Equipped with bravery, A Giant, Who dared throw off The yoke of King's slavery.</td>
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<td>Lured by a dream Of the virgin land, Set forth to discover The Northwest Passage, This ragtag band.</td>
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<td>Armed with Gifts, guns, stores And Rush's thunderbolt, Barrels of Whiskey To quell shiphand revolt.</td>
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<td>They sailed The mighty Mississippi Christening from the start, Madison, Gallatin, Jefferson A young republic Honored from their heart.</td>
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<td>The journey into the unknown Was fraught with surprise, Would they ever win And claim their prize?</td>
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<td>The west was Pristinely beautiful Rockies, Prairies, Great Plains, With death as their friend Persevered without complaints.</td>
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<td>Many a times voted In American tradition, Strengthened by discipline Their leaders' demanding condition.</td>
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<td>Enriched science with Idyllic flora and fauna, Won over the Mandans, Lakotas, Crows With their gentle persona.</td>
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<td>12</td>
<td>After long patient winter And portage over their backs, They finally stood atop The Continental Divide Gauging their stocks. Dumbstruck At the expanse ahead, They pressed on Into the unknown And chose starvation instead.</td>
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<tr>
<td>13</td>
<td>Finally, at Fort Clatsop In misty Columbia Gorge The Shangri-La was claimed, Thanks to the defiant few The Wild West had been tamed It took 4 years For this momentous journey, Of adventure, of enterprise, Of great lives, Of glory, That inspires With its singular story</td>
</tr>
</tbody>
</table>
1. Why did the author choose to name the poem *Undaunted Courage*?

2. Stanza 1:
   a. How many people were in the Corps of Discovery?
      ■ further research: confirm number via research online and in other text

3. Stanza 2:
   a. Who is Lewis loyal to?
      ■ further research/talking point: Which President was in office at the time of Lewis and Clark’s adventure?
   b. What did the author mean by “melancholic strain?”

4. Stanza 3:
   a. What is the meaning of “equipped with bravery?”

5. Stanza 6:
   a. Why is the Mississippi River given the adjective of mighty?

6. Stanza 7:
   a. What is the “prize” the explorers sought?

7. Stanza 10:
   a. What is a gentle persona and how could this help “win” the native people over?

8. Stanza 13:
   a. Why would the men have chosen starvation and forged forward on their journey?
Each day of reading guided reading books, record thoughts and textual evidence that will support the end goal of providing an opinion on the essential questions.

Essential Questions:
1. Why is it important to consider/learn about different perspectives on the same topic or event?
2. Why do some people persevere through difficult situations?

Journal Setup:

Date:
Book Title:
Pages Read:

You are encouraged to use page numbers in your specific pieces of textual evidence. You can use these collected examples in your final paper as textual citations.

Textual Evidence for Question 1:

Textual Evidence for Question 2:
Funds of Knowledge for Me

My Name:

Personality

Thoughts

Passions (Things you value)

Strengths

Family/Friends

Job/duty

Events you persevere through

Weaknesses
Funds of Knowledge for Leveled Book Character

Character's Name

Thoughts

Personality

Passions (Things the character valued)

Strengths

Job/duty

Family/Friends

Events they persevered through

Weaknesses

Student name:__________________
### Gallery Walk: My Classmates

<table>
<thead>
<tr>
<th>Notice: As you are viewing the Funds of Knowledge for your classmates what do you notice?</th>
<th>Wonder: What do you wonder about your classmates as you look at their Funds of Knowledge?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Gallery Walk: Characters

<table>
<thead>
<tr>
<th>Notice: As you are viewing the Funds of Knowledge for the book characters what do you notice?</th>
<th>Wonder: What do you wonder about the characters as you look at their Funds of Knowledge? Be specific to with the character names.</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Corps of Discovery Unit - Final Opinion Essay
4th or 5th Grade

You have went on journey with Lewis and Clark, reading and discussing about their encounter with different cultures, people, landforms, weather, animals, and life challenges. Now is your turn to pick one of the Essential Questions from our Corps of Discovery Unit to write your opinion and understanding that will answer the question.

1. Why is it important to consider/learn about different perspectives on the same topic or event?
2. Why do some people persevere through difficult situations?

TASK CHECKS INs:
- Pick ONE Essential Question to Focus on:
  - My EQ is: ___________________________________________________________________________
- Write an Opinion Topic Sentence in each of the following ways (we did this in class):
  - Action/Verb/Topic
  - Where or When Plus a Statement
  - Occasion-Position Statement
  - Power (Number)
- Pick your favorite Topic Sentence and write it on your Informal Outline
- Complete an Informal Outline
- Add transitions to your Informal Outline
- Use textual evidence to support your opinions
  - Go back through your notes and capture the evidence/examples you wrote down (journal, art DBI, poem, guided reading books, close reading)
- Add a strong conclusion to your essay. Which did you do?
  - Summarize important points
  - Give readers something to think about
  - Encourage readers to take action
  - Remind the reader of your opinion
  - Tie together the ideas in the essay
- Type a final draft and submit it for revising
- Edit essay
- Correct errors and suggestions made during revision
- Final copy
Opinion Essay Example Outline

Topic Sentence
★ Key Star Idea (Supports Opinion)
○ Example/Evidence (Supports Key Star Idea)
○ Example/Evidence (Supports Key Star Idea)
★ Key Star Idea (Supports Opinion)
○ Example/Evidence (Supports Key Star Idea)
○ Example/Evidence (Supports Key Star Idea)
★ Key Star Idea (Supports Opinion)
○ Example/Evidence (Supports Key Star Idea)
○ Example/Evidence (Supports Key Star Idea)

Conclusion Sentence
# Opinion Essay and Report Scoring Guide

<table>
<thead>
<tr>
<th>Topic/Prompt =</th>
<th>No Credit (0)</th>
<th>Below Basic (1)</th>
<th>Basic (2)</th>
<th>Proficient (3)</th>
<th>Advanced (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Introduction is missing</td>
<td>Introduction is unclear or incomplete</td>
<td>Introduction has opinion and fits part of the task or purpose</td>
<td>Introduction has opinion and plan that clearly fit the task and purpose</td>
<td>Introduction has a plan and presents an opinion in an interesting way that clearly fits the task and purpose; may include a lead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions are missing or don't make sense</td>
<td>Some transitions are used, but they don't connect ideas</td>
<td>Transitions are used to connect most body paragraphs and ideas; some are missing or repeated</td>
<td>Transitions connect the body paragraphs and ideas in an order that mostly follow a plan</td>
<td>Different transitions are used to connect body paragraphs and ideas in an order that follows a plan</td>
<td>Strong conclusion paragraph connects back to the opinion in an interesting way</td>
<td></td>
</tr>
<tr>
<td>There is no conclusion, or it is not about the opinion</td>
<td>Conclusion is not about the opinion or is not a paragraph</td>
<td>Conclusion paragraph restates the opinion</td>
<td>Conclusion paragraph connects back to the opinion</td>
<td></td>
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</tr>
<tr>
<td><strong>Ideas/Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasons are missing, unclear, or don’t support the opinion</td>
<td>Reasons don't support the opinion</td>
<td>Some reasons support the opinion</td>
<td>Reasons support the opinion and answer the prompt</td>
<td>Reasons support the opinion and answer the prompt completely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details and facts (the E’s) are missing, not correct, or repeated</td>
<td>Body paragraphs may have few details and facts (the E's), or they are incorrect or don't support reasons</td>
<td>Body paragraphs have some details and facts (the E's) that support reasons</td>
<td>Each body paragraph includes important details and facts (the E's) that support the reason</td>
<td>Each body paragraph has many interesting and important details and facts that support the reason</td>
<td>Reader will understand the opinion in detail</td>
<td></td>
</tr>
<tr>
<td>Reader will not learn anything about the opinion</td>
<td>Reader may be confused about the opinion</td>
<td>Reader needs more information to understand the opinion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language/Style</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Sentences are not complete; do not make sense</td>
<td>Many sentences are not complete, making it difficult for reader to follow</td>
<td>Sentences are mostly complete, but with little variety</td>
<td>Sentences are complete and have some variety</td>
<td>Sentences are a variety of simple, compound, and complex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many words are repeated or not used correctly</td>
<td>Some words are repeated or not used correctly</td>
<td>Words are used correctly and fit the topic</td>
<td>Includes some action verbs, precise words, descriptions, or content vocabulary</td>
<td>Includes many action verbs, precise words, descriptions, or content vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No clear style</td>
<td>Style does not fit the task and audience</td>
<td>Style fits task and audience</td>
<td>Style fits the task and audience</td>
<td>Style fits the task and audience</td>
<td></td>
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</tr>
<tr>
<td><strong>CUPS: Tool E5-29a</strong></td>
<td></td>
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</tr>
<tr>
<td>Because of mistakes in CUPS, the reader can’t understand the writing</td>
<td>Many mistakes in CUPS make it hard for reader to understand writing</td>
<td>Several mistakes in CUPS, but the reader can understand writing</td>
<td>A few mistakes in CUPS that don't stop the reader from understanding writing</td>
<td>Very few or no mistakes in CUPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t look like paragraphs</td>
<td>Attempts paragraph format</td>
<td>Clear effort to write in paragraph format</td>
<td>Mostly neat, can be read</td>
<td>Very neat and easy to read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not neat, can't be read</td>
<td>Not neat, hard to read</td>
<td>Not neat, hard to read</td>
<td>Mostly neat, can be read</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Neat = Neatness  Conventions, or CUPS: C = Capitalization  U = Usage  P = Punctuation  S = Spelling  Total Score (16 possible)*
<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose/Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</td>
<td>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</td>
<td>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</td>
<td>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</td>
<td>• opinion is clear, and the focus is mostly maintained for the purpose, audience, and task</td>
<td>• opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</td>
<td>• opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</td>
<td>• Unintelligible</td>
<td></td>
</tr>
<tr>
<td>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• adequate use of transitional strategies with some variety to clarify relationships between and among ideas</td>
<td>• inconsistent use of transitional strategies and/or little variety</td>
<td>• few or no transitional strategies are evident</td>
<td>• In a language other than English</td>
<td></td>
</tr>
<tr>
<td>• effective introduction and conclusion</td>
<td>• adequate introduction and conclusion</td>
<td>introduction or conclusion, if present, may be weak</td>
<td></td>
<td>• Off-topic</td>
<td></td>
</tr>
<tr>
<td>• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</td>
<td>• adequate progression of ideas from beginning to end; adequate connections between and among ideas</td>
<td>• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</td>
<td>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</td>
<td>• Copied text</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Off-purpose</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>-------</td>
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</tr>
<tr>
<td><strong>Evidence/Elaboration</strong></td>
<td>The response provides thorough and convincing support/evidence for the opinion and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively expresses ideas, using precise language:</td>
<td>The response provides adequate support/evidence for the opinion and supporting idea(s) that includes the use of sources, facts, and details. The response adequately expresses ideas, employing a mix of precise with more general language:</td>
<td>The response provides uneven, cursory support/evidence for the opinion and supporting idea(s) that includes partial or uneven use of sources, facts, and details. The response expresses ideas unevenly, using simplistic language:</td>
<td>The response provides minimal support/evidence for the opinion and supporting idea(s) that includes little or no use of sources, facts, and details. The response’s expression of ideas is vague, lacks clarity, or is confusing:</td>
<td>• Unintelligible</td>
</tr>
<tr>
<td>• comprehensive evidence from sources is integrated; references are relevant and specific</td>
<td>• adequate evidence from sources is integrated; some references may be general</td>
<td>• some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</td>
<td>• evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective use of a variety of elaborative techniques*</td>
<td>• adequate use of some elaborative techniques</td>
<td>• weak or uneven use of elaborative techniques; development may consist primarily of source summary</td>
<td>• minimal, if any, use of elaborative techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• vocabulary is clearly appropriate for the audience and purpose</td>
<td>• vocabulary is generally appropriate for the audience and purpose</td>
<td>• vocabulary use is uneven or somewhat ineffective for the audience and purpose</td>
<td>• vocabulary is limited or ineffective for the audience and purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective, appropriate style enhances content</td>
<td>• generally appropriate style is evident</td>
<td>• inconsistent or weak attempt to create appropriate style</td>
<td>• little or no evidence of appropriate style</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Elaborative techniques may include the use of personal experiences that support the opinion.
<table>
<thead>
<tr>
<th>Score</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NS</th>
</tr>
</thead>
</table>
| Conventions | The response demonstrates an adequate command of conventions:  
• adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates a partial command of conventions:  
• limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates little or no command of conventions:  
• infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | - Unintelligible  
- In a language other than English  
- Off-topic  
- Copied text  
(Off-purpose responses will still receive a score in Conventions.) |

Holistic Scoring:

- **Variety**: A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- **Severity**: Basic errors are more heavily weighted than higher-level errors.
- **Density**: The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.