

Our Goal Pole

Kindergarten



OBJECTIVES

Students will demonstrate their knowledge of the sequencing of events by studying the westward journey of the Corps of Discovery. Students will correctly use terms that indicate the sequence of events. Students will demonstrate an understanding of certain historical figures in United States history.



CLASS TIME

Four 20- to 30-minute sessions



NATIONAL STANDARDS

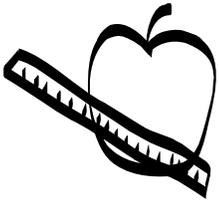
This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS) and the National Council for Teachers of English (NCTE). These standards are listed below:

- Social Studies: Culture
- Social Studies: People, Places, and Environment
- Social Studies: Time, Continuity, and Change
- Language Arts: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Language Arts: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).



MATERIALS

- Images of Lewis and Clark
- 1 overhead projector
- Copies of the worksheets attached to this lesson plan (see “Preparations”)
- 1 copy of the Westward Journey Nickel Series™ Resource Guide (available at www.usmint.gov/kids)
- Blank overhead transparencies
- 1 copy of a text that provides basic historical information about the Lewis and Clark Expedition (see “Preparations”)
- Chart paper
- Markers
- Images of carvings of Pacific Northwest American Indians



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PREPARATIONS

- Make copies of the following:
 - “My Coin” worksheet (1 per student)
 - “My Goal Pole” worksheet (1 per student)
 - “My Goal Pole” worksheet (1 per class, enlarged)
- Make overhead transparencies of the following from the Resource Guide:
 - “Louisiana Territory Map”
 - “Ocean in View Nickel Reverse” page
 - “Peace Medal Nickel Reverse” page
 - “Keelboat Nickel Reverse” page
 - “American Bison Nickel Reverse” page
- Gather images of Lewis and Clark.
- Locate a text that provides basic historical information about the expedition of Lewis and Clark, such as:
 - *Lewis and Clark: Discover the Life Of An Explorer* by Trish Kline
 - *Lewis and Clark: Explorers of the American West* by Steven Kroll
 - *A Picture Book of Lewis and Clark* by David Adler
 - *Going Along with Lewis and Clark* by Barbara Fifer
- Gather images of carvings of Pacific Northwest American Indians.
- Review the text to locate terms related to sequencing, such as “first,” “next,” “then,” and “finally.”



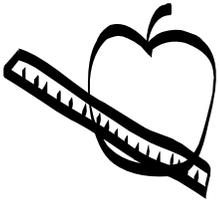
GROUPINGS

- Whole group
- Independent work



TERMS AND CONCEPTS

- | | |
|-----------------------|--------------------|
| • Obverse (front) | • Explorer |
| • Reverse (back) | • Ocean |
| • Lewis and Clark | • American Indians |
| • Louisiana Territory | • Nickel |
| • Corps of Discovery | • Goal |



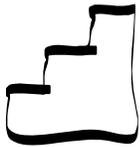
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BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Sequence
- American Indians



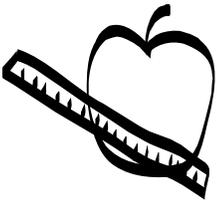
STEPS

Session 1

1. Display images of Meriwether Lewis and William Clark and explain that these men are very important to our country's history. Ask the students to brainstorm ideas about what these men may have done. Explain to the class that these men were explorers and were named Meriwether Lewis and William Clark.
2. Engage the students in a discussion about the meaning of the term "explorers," directing them to realize that an explorer is a person who goes to a new place to find new things. Have the students brainstorm the names of other explorers with whom they may be familiar, such as Christopher Columbus.
3. Display the "Louisiana Territory Map" overhead transparency and show the students the area that Lewis and Clark explored. Note the area's position in relation to your school's location. Explain that the territory was explored a long time ago. Explain to the students that Lewis and Clark were looking for a water route across the continent to the Pacific Ocean. Tell the students that Lewis and Clark were also to befriend and learn more about the American Indian tribes they met on their way and to study the plants and animals in the new territory.
4. Introduce the students to the selected text about Lewis and Clark. As a group, preview the text and illustrations to generate predictions about what will occur in the text. Explain to the students that, as you read the text out loud, the class will make a list of important events from the journey as they occur. Review the vocabulary related to sequencing that occurs in the text, such as "first," "next," "then," and "finally."
5. Read the text aloud. During the reading, discuss the important events and record all responses on chart paper. Add a simple sketch next to each event to help non-readers remember these points. Link events on the chart using the sequencing terms. Attend to unfamiliar vocabulary and concepts.
6. Discuss and review the chart and the order in which the events happened. In this discussion, guide the students to mention that Lewis and Clark traveled a very long way and endured hardships to reach the Pacific Ocean. Explain that reaching the Pacific Ocean was one of Lewis and Clark's goals.

Session 2

1. Review the chart from the previous class.

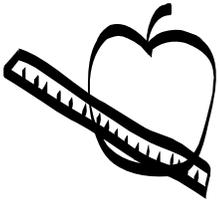


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2. Display the “Peace Medal Nickel Reverse,” the “Keelboat Nickel Reverse,” and the “American Bison Nickel Reverse” overhead transparencies. Explain to the students that these images represent significant parts of the journey of the Corps of Discovery. Relate these to the events and the sequencing terms on the chart from the previous session.
3. Display the “Ocean In View Nickel Reverse” overhead transparency. Ask the students what they see in the image. Ask the students what parts of the text from the previous session they remember when looking at the coin.
4. Discuss the quote on the coin, “Ocean in view! O! The joy!” Ask the students why they think those words are on the coin. Ensure that the students know the meaning of the word “joy.” Discuss synonyms. Explain to them that Clark wrote that statement in his map journal upon reaching the Pacific Ocean. Discuss why it was a joy for him to see the ocean.
5. Review what things may have been important to the Corps of Discovery, guiding the students to mention that they reached the Pacific Ocean. Add any new ideas to the chart from the previous session.
6. Distribute a “My Coin” worksheet to each student. Explain to the students that they will pick one of the events from the chart and illustrate it on this worksheet. Allow time for the students to complete this activity.
7. As a class, display the finished coins in sequential order of the events.

Session 3

1. Review the chart and the coin display from the previous session. Highlight the various American Indian tribes that Lewis and Clark met during the journey.
2. Display the “Louisiana Territory Map” overhead transparency and show the students the area where Lewis and Clark met the Plains Indians and the Northwest (Clatsop) Indians. Explain to the students that the Northwest Indians that Lewis and Clark met near the Pacific Ocean were different from those they had met before. Explain that they ate fish because they lived near the Pacific Ocean, some of them spoke English because they had met English-speaking travelers who had arrived by boat, and they made their houses out of trees because they lived near forested areas.
3. Explain to the students that these American Indians also had many distinctive carvings and paintings in their houses and on their canoes. Explain that these pictures and carvings were of importance to them. Show some images of the carvings to the students.
4. Create a class “goal pole” on the enlarged copy of the “My Goal Pole” worksheet. Explain to the students that each of the four sections of the pole will illustrate one key event from the journey. The top section will illustrate Lewis and Clark’s arrival at the Pacific Ocean. Copy the sequencing terms from the chart onto the goal pole to signify the order of events.



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5. Explain to the students that they will be creating their own “goal pole” in the next session to illustrate the journey of Lewis and Clark.

Session 4

1. Review the class “goal pole,” the coin display, and the chart from session 1.
2. Explain to the students that now they will be using the chart and the coin display to create their own “goal pole” about the journey.
3. Tell the students that they are to pick four events from the journey of Lewis and Clark to illustrate on the “goal pole.” Direct the students to pay close attention to the sequence of the events that they choose to illustrate on their pole and to place them in sequential order. Assist the students with choosing sequencing terms for their goal poles.
4. Allow the students 15 to 20 minutes to complete the task.
5. Once the students are finished, have them share their completed assignments with the class. Display the finished poles.



ASSESSMENT

- Take anecdotal notes about the students’ ability to meet the lesson objectives.
- Use the “My Goal Pole” worksheet to assess students’ understanding of the material presented, of sequencing, and of the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Students can create their own “goal pole” of something that they want to accomplish or have in their life.
- Students can create another “goal pole” for other explorers or famous historians and their accomplishments.



DIFFERENTIATED LEARNING OPTIONS

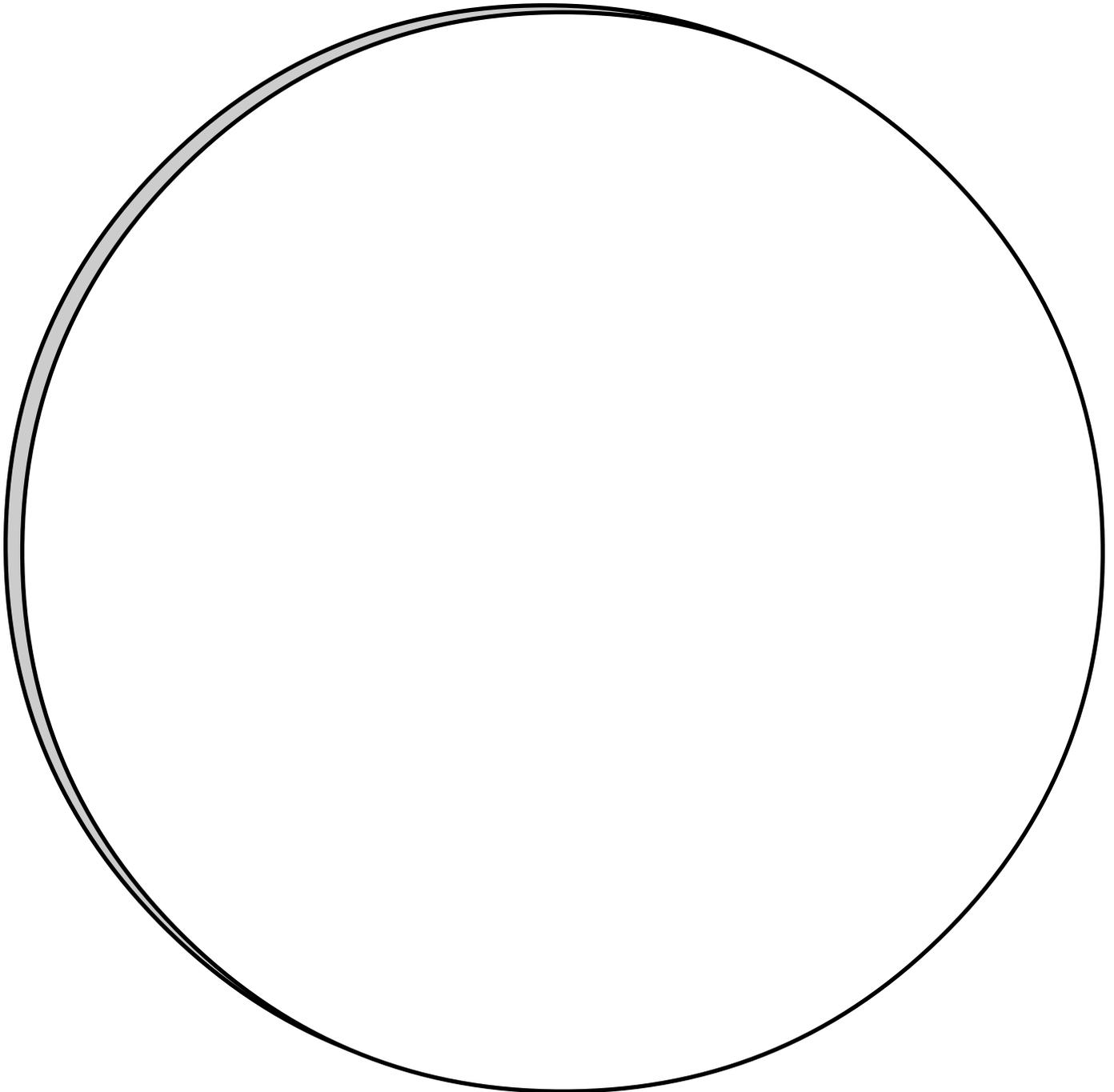
- Have students work in pairs on their “My Goal Pole” worksheets.
- Give students access to the text read aloud to help them recall some of the significant points of the journey.



Name _____

My Coin

Directions: Choose one of the events from the class chart and illustrate it.





Name _____

My Goal Pole



Directions: Draw the important events from the journey of Lewis and Clark in each of the four parts. Make sure to put them in the order they happened starting from the bottom.
