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# I Did It!

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## Grade Three



### OBJECTIVES

Students will gain general knowledge of major historical events. Students will be able to identify and define the three major end marks and how to use them correctly in writing. Students will demonstrate understanding of the process of sequencing events and of telling a story. Students will create a picture book and a coin design to tell the story of an accomplishment from their lives.



### CLASS TIME

Four 30- to 45-minute sessions



### NATIONAL STANDARDS

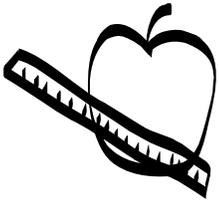
This lesson plan reflects some of the national standards of learning as defined by the National Council for Teachers of English (NCTE) and the National Council for Social Studies (NCSS). These standards are listed below:

- 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 employ a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interaction with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- 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).
- Social Studies: People, Places, and Environment



### MATERIALS

- 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](http://www.usmint.gov/kids))
- Blank overhead transparencies
- Copy of a text that provides information about the Lewis and Clark Expedition and the difficulties it faced (see “Preparations”)
- Chart paper and markers
- White construction paper



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- Colored construction paper (optional, for cover)
- Pencil
- Crayons
- Stapler
- Scissors
- Hole punch (optional)
- Yarn (optional)



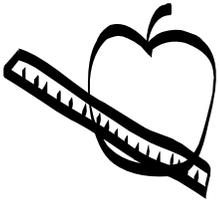
## PREPARATIONS

- Make copies of each of the following:
  - “Louisiana Territory Map” from the Resource Guide (1 per student)
  - “How Does it End?” worksheet (1 per student)
  - “I Did It!” worksheet (1 per student)
  - “My Own Story Coin” worksheet ( 1 per student)
- Make an overhead transparency of the following pages from the Westward Journey Nickel Series Resource Guide:
  - “2005 Nickels Obverse” page
  - “Ocean in View Nickel Reverse” page
- Locate a text that provides information about the Lewis and Clark Expedition, such as:
  - *Picture Book of Lewis and Clark* by David A. Adler
  - *Lewis and Clark: Explorers of the American West* by Steven Kroll
  - *The Travels of Lewis and Clark* by Laura Bergen
  - *How We Crossed the West: The Adventures of Lewis and Clark* by Rosalyn Schanzer
  - *Stories from Where We Live—The California Coast* by Sara St. Antoine
  - *Going Along with Lewis and Clark* by Barbara Fifer
- Cut white construction paper into approximately 4-by-8-inch pieces (8 per student).
- On a piece of chart paper, create a chart with four columns. Label the columns “Challenge,” “Cause,” “Effect,” and “Feelings.”
- Cut yarn into lengths for binding picture books (optional).



## GROUPINGS

- Whole group
- Pairs
- Independent work



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## TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Lewis and Clark/Corps of Discovery
- Explorer
- Accomplishment
- Louisiana Purchase



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

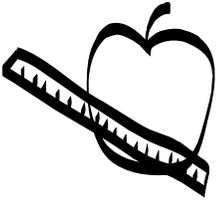
- Nickels
- Thomas Jefferson
- Sequencing events
- Cause and effect
- Punctuation
- Story writing



## STEPS

### Session 1

1. Display the “2005 Nickels Obverse” overhead transparency. Ask the students to examine it and tell you what they know about the picture. The students should be able to identify this as the obverse (front) of a nickel and identify the man as President Thomas Jefferson. Tell the students that the obverse design for the 2005 nickels will bear, for the first time in 67 years, a new likeness of America’s third president, Thomas Jefferson, and that the “Liberty” inscription on the coin is based upon Jefferson’s own handwriting.
2. Display the “Louisiana Territory Map” overhead transparency. Show the students the area that Meriwether Lewis and William Clark explored. Note the territory’s position in relation to your school’s location. Explain that our country’s shape was not always the same as it is today. Point out the area that was the United States before the Louisiana Purchase.
3. Explain to the students that, when our country was very young, President Jefferson bought some new territory for our country. After the purchase, he sent a group of people led by Lewis and Clark to explore this new territory.
4. Tell the students that exploring this unknown land was a huge undertaking and took years to accomplish. Explain to the students that the Westward Journey Nickel Series™ commemorates this important expedition.
5. On the map, show Lewis and Clark’s route to the students, pointing out that the explorers traveled over both land and water. Tell the students that one goal of the Expedition was to find a waterway that led from the East to the Pacific Ocean, known as the “Northwest Passage.” Another goal was to explore the land all the way to the Pacific Ocean. When the explorers reached the ocean, it marked the end of the first half of their difficult journey. Even though they had not found the Northwest Passage, seeing the ocean was



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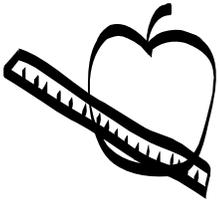
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the way the explorers knew that they had accomplished the goal of reaching the West Coast.

6. Display the “Ocean in View Nickel Reverse” overhead transparency for the students.
7. Discuss the image on the coin with the students. Have them discuss possible reasons why the ocean image and quote were chosen. Student reasons may include that the ocean view marked the final piece of the first half of the journey and one of the major accomplishments of the Corps of Discovery.
8. Read aloud the quote found on the nickel from Clark’s map journal, “Ocean in view! O! The joy!” Ask the students about the meaning and importance of the quote. Student responses should include the Corps of Discovery’s excitement over finally seeing the ocean, a goal that was accomplished after more than a year of difficult travel.
9. Ask the students what words might be used today to show excitement over the completion of a large task or accomplishment. Student responses may include words like “wow” and “awesome.”
10. Draw the students’ attention to the punctuation mark used with the quote on the coin. Review the name of the mark and when it’s used in writing. Student responses should identify the exclamation point and its use as showing strong feelings, surprise, or excitement.
11. Record student responses on chart paper to be used for notes later.
12. Review the period and question mark and when they are used in writing. Record the information on chart paper.
13. Distribute a copy of the “How Does It End?” worksheet to each student.
14. Review the directions on the top of the worksheet with the students. Allow them to work with a partner to discuss their answers and complete the worksheet.
15. Review the answers as a class.

## Session 2

1. Display the “Ocean in View Nickel Reverse” overhead transparency and review the discussion from Session 1 about the emotions Lewis and Clark felt when they finally saw the Pacific Ocean.
2. Introduce the selected text. As a group, preview the selected text and illustrations to generate observations about what may be happening in the text. Ask the students to listen for examples of the difficulties or challenges the Corps of Discovery faced when they were exploring the new land.
3. Read the selected text aloud to the class. Invite the students to point out examples of difficulties the Corps of Discovery faced when they were exploring the new land. Student responses should include being in unknown areas, encountering strange animals, lacking food and shelter, and experiencing severe weather conditions.
4. Display the “Cause and Effect” chart.



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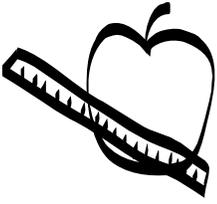
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5. Record the student responses on the chart paper. The students should understand the causes and effects of the challenges and some of the emotions Lewis and Clark had about these challenges. The teacher should provide an example for the students on the chart.
6. Once a challenge is listed on the chart paper, discuss the cause and effect of the challenge. Ask the students to provide words that would describe how Lewis and Clark and the Corps of Discovery were feeling when faced with the difficult situation during the journey.
7. Record student responses in the last column of the chart paper.
8. Review and discuss the chart with the students.
9. Ask the students to think of a time that they have faced a difficult task or tried to accomplish something new and succeeded. Have the students briefly share their example with a partner.
10. Invite the students to share their accomplishments with the class. Record student responses on chart paper to help generate further student ideas.
11. Review the responses with the class. Ask the students for key emotion words to describe how they felt when they accomplished their task. Student responses could include pride, relief, and happiness.
12. Record student emotion words on the chart paper using exclamation points at the end.
13. Distribute an “I Did It!” worksheet to each student.
14. Tell the students they will use the worksheet to record details about their special accomplishment in story form and then create a picture book with captions to be shared with others.
15. Display all charts from Session 1 in the room to be used as a reference for the students during writing time.
16. Allow sufficient time for the students to generate ideas and work on their worksheet.
17. Collect the “I Did It!” worksheets.

## Sessions 3 and 4

1. Review the chart paper and ideas discussed in the previous sessions.
2. Distribute the “I Did It!” worksheets from the previous session to each student.
3. Explain to the students that each question on the “I Did It!” worksheet now will become a page in their picture book.
4. Distribute eight pieces of white construction paper to each student for the “I Did It!” picture books.
5. Allow time for the students to write and illustrate the story of their accomplishment. Stress the use of captions and punctuation to explain the image. The students should also create a front and back cover.
7. Bind the picture book together with staples or yarn.



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8. Display the “Ocean in View Nickel Reverse” overhead transparency.
9. Distribute a “My Own Story Coin” worksheet to each student.
10. Have the students draw an image on their coin outline to symbolize their accomplishment. The students also need to include their “famous quote” from the “I Did It!” worksheet.
11. Allow sufficient time for the students to complete their coin outline.
12. Display the coin images in the room or combine them to create a class book of student accomplishments.
13. Invite the students to read their stories aloud to another class, using the punctuation correctly and reading with inflection.



## ASSESSMENT

- Use the worksheets and student-created picture books to evaluate the students’ ability to meet the lesson objectives.
- Use the student created coin to evaluate the ability to meet the lesson’s objectives.



## ENRICHMENTS/EXTENSIONS

- Have students expand their “I Did It!” books to compare their accomplishments with those of Lewis and Clark.
- Invite students to take their “I Did It!” books “on the road.” Have students share their books with other students and staff at the school.
- Have students create a poem and a watercolor to describe the beauty of something in nature when they saw it for the first time.
- Have students create a handout explaining when and why other punctuation marks (commas, semicolon, and quotation marks) are used.



## DIFFERENTIATED LEARNING OPTIONS

- Have students create a punctuation poster detailing each of the three marks discussed in the lesson. Have students create an example and an illustration of each mark.
- Provide students with a scribe for writing their ideas on the “I Did It!” worksheet and creating their picture book.
- Allow students to orally answer the questions on the “How Does it End?” worksheet.



Name \_\_\_\_\_

## How Does It End?

### Part 1

**Directions:** After each definition, place the correct end mark—period (.), question mark (?), or exclamation point (!).

1. This end mark follows a question: \_\_\_\_\_
2. This end mark shows strong feelings, surprise, or excitement:  
\_\_\_\_\_
3. This end mark is used at the end of a statement or command:  
\_\_\_\_\_

### Part 2

**Directions:** Read each sentence and place the correct end mark at the end.

1. The nickel is worth five cents\_\_
2. When did Lewis and Clark begin their journey\_\_
3. Who is on the front (obverse)of the nickel\_\_
4. I can't believe it\_\_
5. Lewis and Clark met many American Indian tribes on their journey\_\_
6. What year did Lewis and Clark begin the Expedition\_\_
7. What a beautiful orange and red sunset\_\_
8. The Pacific Ocean is in the northwest region of the United States\_\_
9. Did you write in your journal today\_\_
10. It has rained every day for 30 days\_\_



Name \_\_\_\_\_

# I Did It!

**Directions:** Think about your major accomplishment and answer each question with as much detail as possible.

1. What task were you trying to accomplish (riding a bike, making a team, saving money)?

\_\_\_\_\_

2. About how long did it take?

\_\_\_\_\_

3. Who helped you?

\_\_\_\_\_

4. How did you feel when you were trying to accomplish your goal? ( Try to include at least 5 adjectives and explain why you felt that way.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. How were your feelings of accomplishment similar to what Lewis and Clark felt at the end of their journey?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. When Lewis and Clark's achieved their goal, Clark's famous quote was "Ocean in View! O! The joy!" What is your famous quote for finishing your task or accomplishment?

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

# My Own Story Coin

**Directions:** Draw an image on the coin outline to symbolize your large accomplishment. Include your 'famous quote' telling how you felt when you completed your accomplishment.

