

We Found It!

Grade One



OBJECTIVES

Students will identify and describe landforms. Students will demonstrate an understanding of the compass rose and a map key using the trail of Lewis and Clark and the Corps of Discovery. Students will generate a map key. Students will demonstrate an understanding of certain historical figures in United States history.



CLASS TIME

Four 20- to 30-minute sessions



NATIONAL STANDARDS

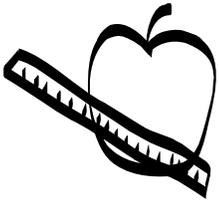
This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS) and the National Council for Teachers of English (NCTE). These standards are listed below:

- Social Studies: Individual Development and Identity
- Social Studies: People, Places, and Environment
- Social Studies: Geography
- 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 copy of a text that provides basic historical information about the Lewis and Clark Expedition (see “Preparations”)
- Copies of the worksheets attached to this lesson plan (see “Preparations”)
- 1 blank map of your school
- 1 copy of the Westward Journey Nickel Series™ Resource Guide (available at www.usmint.gov/kids)
- 1 overhead projector
- Blank overhead transparencies
- Clipboards
- Pencils
- Crayons



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PREPARATIONS

- Make copies of the following:
 - “Go For It!” worksheet (1 per student)
 - “How Did It Feel?” worksheet (1 per student)
 - Map of the school, including a compass rose (1 per 3 students)
- Make overhead transparencies of the following:
 - “Landforms” worksheet
 - “West Coast Animals” worksheet
 - “Louisiana Territory Map” (from the Resource Guide)
 - “Ocean in View Nickel Reverse” (from the Resource Guide)
 - “Peace Medal Nickel Reverse” (from the Resource Guide)
 - “Keelboat Nickel Reverse” (from the Resource Guide)
 - “American Bison Nickel Reverse” (from the Resource Guide)
 - Map of the school
- Gather images of Lewis and Clark.
- Locate 1 copy of a text that provides basic historical information about the Lewis and Clark Expedition, 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 clipboards (1 per student).



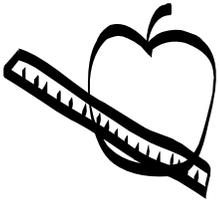
GROUPINGS

- Whole group
- Small group
- Independent work



TERMS AND CONCEPTS

- | | | |
|----------------------|--------------------|----------------------|
| • Obverse (front) | • Reverse (back) | • Explorer |
| • Thomas Jefferson | • Lewis and Clark | • Ocean |
| • Louisiana Purchase | • American Indians | • Corps of Discovery |
| • Nickel | • Map | • Compass rose |
| • Map key | | |



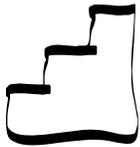
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BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Map key
- Compass rose



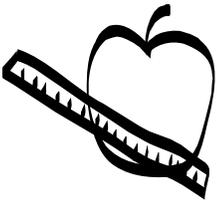
STEPS

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. They led a group named the Corps of Discovery.
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 that Lewis and Clark were looking for a water route across the continent to the Pacific Ocean. Explain that they came across many new things along the way and passed by many different landforms, such as mountains, rivers, waterfalls, and plains. Display the "Landforms" overhead transparency. Discuss the landforms.
4. Explain to the students that Lewis and Clark saw many things at the Pacific Ocean that were different from those they had seen along the way, such as salmon, seals, whales, and sea lions. Display the "West Coast Animals" overhead transparency. Discuss the animals. Explain that as Lewis and Clark saw new things, they recorded them in their journals.
5. 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. Make a chart on chart paper with three columns and label them "People," "Landforms," and "Things." Before reading the text, review the chart with the students. Tell the students to pay close attention to the text so that they can help you complete the chart.
6. Read the text aloud. During the reading, discuss the various sights reported in the text. Record all responses on chart paper and add a simple sketch next to each item to help non-readers remember them. Attend to unfamiliar vocabulary and concepts.

Session 2

1. Review the chart from the previous session.

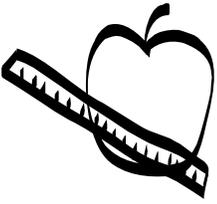


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2. Display the “Peace Medal Nickel Reverse,” the “Keelboat Nickel Reverse,” and the “American Bison Nickel Reverse” overhead transparencies. Explain to the students that these images represent significant parts of the journey of the Corps of Discovery. Relate these to the categories 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. Explain to them that Clark wrote that statement in his journal upon reaching the Pacific Ocean. Ensure that the students know the meaning of the word “joy.” Discuss synonyms. Discuss why it was a joy for Lewis and Clark to see the ocean. During the discussion, guide the students to mention that Lewis and Clark had achieved one of the things they had set out to do: reach the Pacific Ocean.
5. Display the “Louisiana Territory Map” overhead transparency.
6. Explain to the students that maps are visual representations of land and water. Discuss with the students the uses of maps. Discuss how this map represents the journey of Lewis and Clark. Point out the compass rose. Explain how the compass rose marks direction on a map and focuses on the North. Review the map key and how it shows the meaning of various symbols on the map.
7. Choose three to five items and create a new map key on the map. Model choosing a symbol to represent something, such as an “O” for a lake. Place the symbol in the appropriate location on the overhead transparency. Add a map key.

Session 3

1. Review the “Louisiana Territory Map” from the previous sessions.
2. Explain to the students that they will be setting out on their own journey to explore, like Lewis and Clark did. Display the map of the school overhead transparency. Point out the final destination. Ask the students to think about people and “landmarks” they could see along the way.
3. Distribute a “Go For It!” worksheet and a clipboard to each student. Explain that their goal is to reach their destination. Explain to the students that, like Lewis and Clark, they will create a map with a map key based on their journey. Explain to the students that they will need to list five things on the “Go For It” worksheet that they will represent on their map in the next session.
4. As a class, travel to the destination, allowing time for the students to record the people and landmarks that they encounter along the way on their worksheets.
5. When back in the classroom, distribute a “How Did It Feel?” worksheet to each student. Ask the students to describe how they felt during the journey and when they reached their final destination. Remind the students of the journals that Lewis and Clark kept from their journey and the quote from Clark’s journal, “Ocean in view! O! The joy!”



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6. Ask the students to share their worksheets with a partner or with the class.
7. Collect the students' completed "Go For It!" worksheets.

Session 4

1. Divide the class into small groups.
2. Display the map of the school overhead transparency. Hand back the students' completed "Go For It!" worksheets. Distribute a blank map of the school to each group.
3. Review the journey from the previous session.
4. Direct the groups to choose five people and landmarks from their "Go For It!" worksheets to include on their school map. Direct the students to use symbols to record their sightings of people and landmarks from the previous session and create a map key for the symbols. Using the map of the school overhead transparency, model choosing a person or landmark, finding its location on the school map, selecting a symbol, and placing that symbol on the map key for the students.
6. Allow the students 15 to 20 minutes to complete the task.
7. Once the students are finished, have the groups present their completed assignments to the class. Display the finished maps.



ASSESSMENT

- Take anecdotal notes about the students' ability to meet the lesson objectives.
- Use the "How Did It Feel?" worksheets and the student generated maps to assess the students' ability to meet the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have students create their own map, including a map key, of a place they have visited or a location in the community.
- Have students recreate a map of Lewis and Clark's journey, incorporating a map key.



DIFFERENTIATED LEARNING OPTIONS

- Have students draw instead of write on their "How Did It Feel?" worksheets.
- Have students work in pairs to complete the "Go For It" worksheets.



Name _____

Go for It!

Directions: Draw or write at least five things you see on our journey. Remember, you will need to think of a symbol for each thing or person that you choose (for example, "X" for the water fountain).

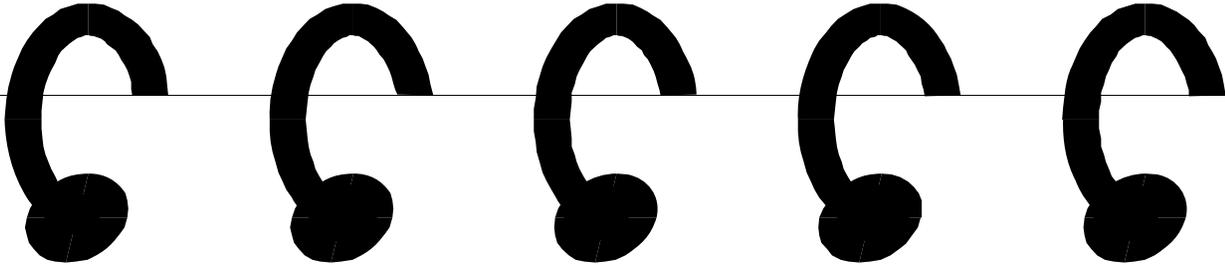




Name _____

How Did It Feel?

Directions: Draw or write how you felt on your journey when you reached your goal.



A large notepad with a grey cover on the right side. The page is ruled with horizontal blue lines. The top edge of the page is held by five black spiral binding rings.



Name _____

Landforms

MOUNTAIN

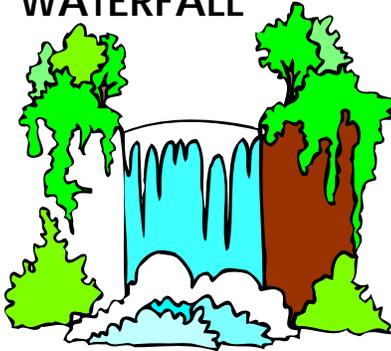


VOLCANO



LAKE

WATERFALL



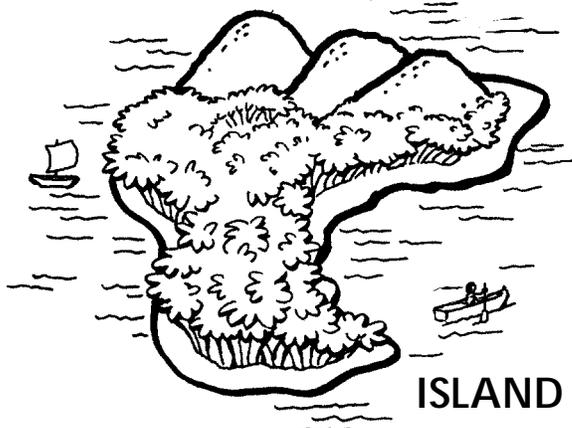
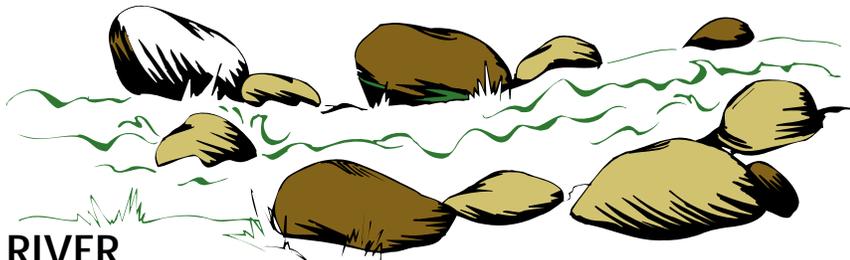
PLAIN



OCEAN COAST

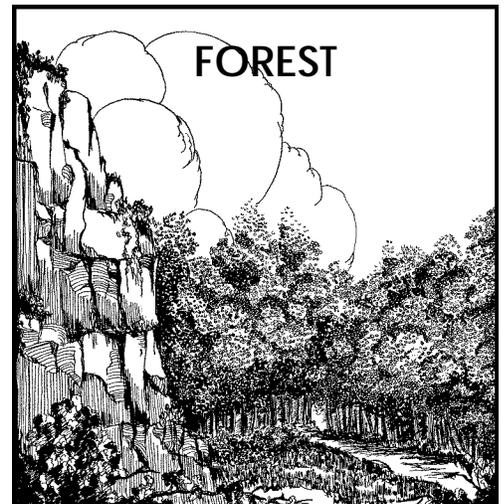


RIVER



ISLAND

FOREST

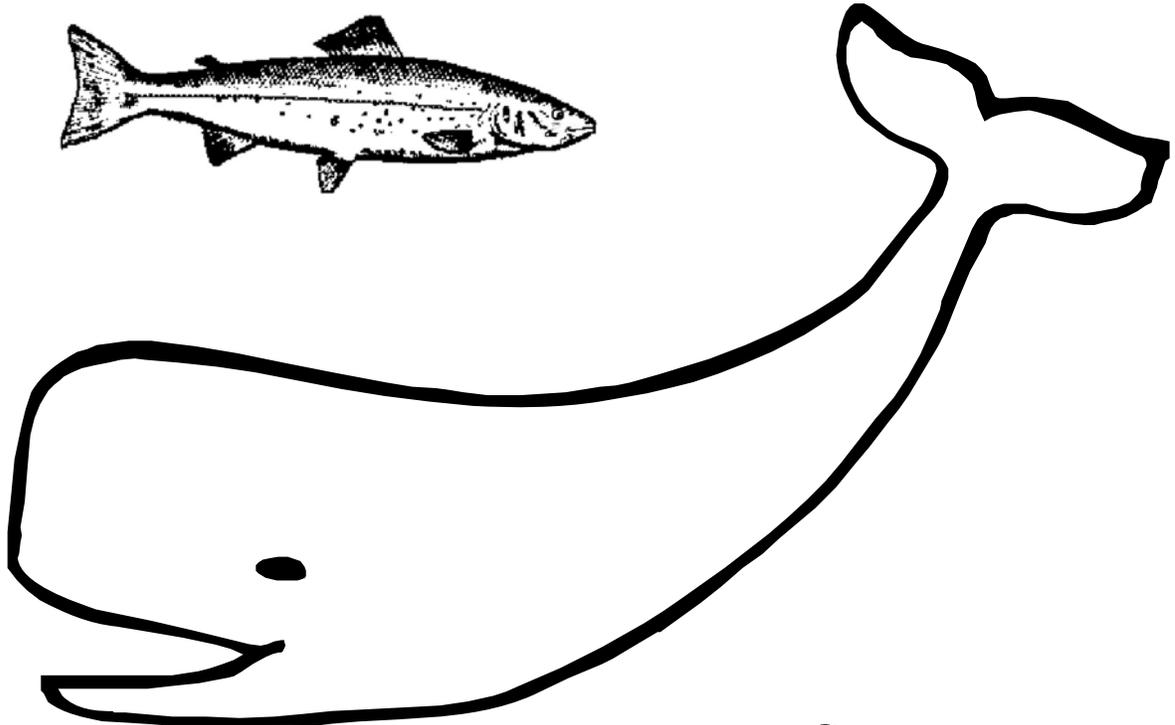




Name _____

West Coast Animals

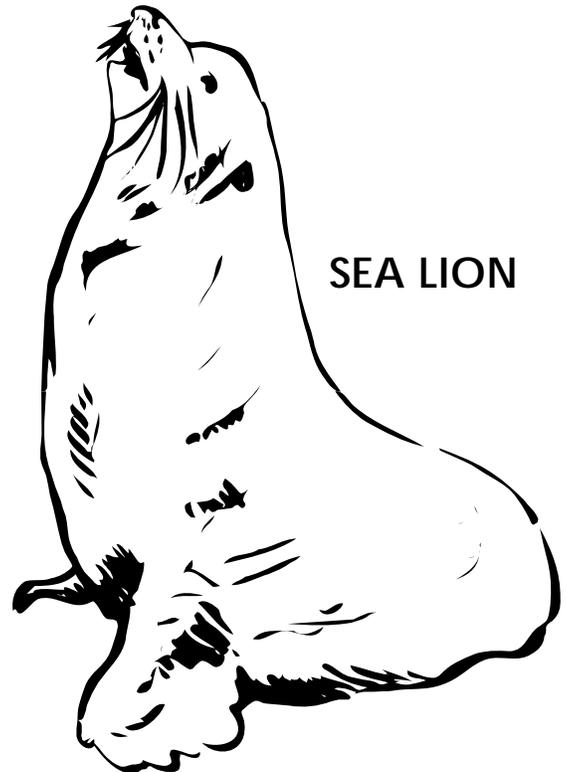
SALMON



WHALE



SEAL



SEA LION