

## Developed Lesson Plan Format

### Teaching American History Grant

Upon completion of the TCI Level I training, exposure to primary sources, and collaboration with TAH coaches develop your first quarter lesson plan into the following format:

**Designer:** Katie Andrade

**Publication Date:** June 16, 2005

**Standard (Include analysis skills)** Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers; 5-1.2,5-2.1, 5-2.3, 5-2.4

1. **Key concepts (CA. Concepts Collection II)/Vocabulary:** Understand the Lewis and Clark expedition and its significance.

**Learning Outcome/ “Big Idea”/ “Essential Learning” (Objective):**

Was the Lewis and Clark Expedition successful? Why or why not?

**EL/Inclusion Strategies:** collaboration with other students, note taking with graphic organizer to be placed in student interactive notebook- TCI Visual Discovery Strategy

**Materials:** Harcourt Brace-Social Studies pages 410-412, History Alive page 164, Tall Tails Cross-country with Lewis and Clark by Dona Smith, interactive notebooks and printed journal entries from Lewis for note taking.

**Opportunities to Learn/Perform (Procedure):**

**What will students need to do to achieve knowledge and skills identified in standards and learning outcomes?**

1. **Preview-** Students will be presented with the following scenario- You are a team member on the school soccer team. Your team has practiced very hard and you especially have made a lot of improvement in your own kicking and passing skills. The day has finally arrived for the big tournament between 4 other schools. At the end of the day your team places 3<sup>rd</sup> out of the 5 schools participating. Though your school didn't place 1<sup>st</sup>, you know you played your best. Do you think your soccer team should consider themselves successful?
2. Students write their response and then pair/share. Class has a discussion of opinions.

3. Students listen to read aloud , Tall Tails With Lewis and Clark.
4. Read key concepts from Harcourt Brace and History Alive.
5. Place 8 journal entries from the Lewis' journal around the classroom. Instruct groups of 4 students to rotate around the room reading and recording answers to questions at each station after reading each entry.
6. Groups discuss answers.
7. Glue into their interactive notebooks.
8. **Processing-** Students write a response to the question: Was the Lewis and Clark Expedition successful? Why or Why not? Use the TCI Strategy: Writing for Understanding (Read Around Technique)

**Technology Component:** Internet: website- [www.lewisandclark200.org/index.php?CID=782](http://www.lewisandclark200.org/index.php?CID=782) for Lewis' journal entries

**Resources (Indicate primary sources):** Lewis and Clark: The Journey of the Corps of Discovery. Dayton Duncan. Alfred A. Knopf, 1997. The above website for primary sources.

**Assessment (Description of 2 or more assessment tasks with specific directions, questions, and prompts):**

1. The students' interactive notebooks with questions answered from journal entries.
2. Students' final response to the processing question after using the Peer Read Around.