

- A. Title:** Book in a Day
- B. Subjects:** Language Arts, Technology and Social Studies
- C. Grade:** 4th Grade
- D. Time Required:** One Day (two for extension activities)
- E. Summary/Purpose:** The class will read and reflect on the book Seaman: the Dog Who Explored the West with Lewis and Clark by Gail Langer Karwoski.
- F. Essential Questions:**
- a) How can using a visual representation help you better understand history?
- G. Objectives:**
- a) **The student will**
- i) Summarize a chapter of a book using a graphic organizer.
- ii) Create discussion questions about their chapter for others to answer.
- iii) List the main characters from the book, and the part they played.
- iv) Describe the overall theme, setting and plot of the book.
- v) Create a place marker with pictures, summary, discussion questions, and web links for a classroom Google Lit Trip
- H. Standards:**
- SS4H6 The student will explain westward expansion of America between 1801 and 1861. The student will**
- a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).
- b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.
- SS4G2 The student will describe how physical systems affect human systems. The student**
- b. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.
- e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).
- SS4H2 The student will describe European exploration in North America. The student**
- a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier.
- b. Describe examples of cooperation and conflict between Europeans and Native Americans
- ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.**
- a. Relates theme in works of fiction to personal experience.
- b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.
- f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.

ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student
 c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

ELA4W3 The student uses research and technology to support writing. The student
 c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers, and key words).
 d. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).

ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student
 a. Initiates new topics in addition to responding to adult-initiated topics.
 b. Asks relevant questions.
 c. Responds to questions with appropriate information.
 d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”).
 e. Confirms understanding by paraphrasing the adult’s directions or suggestions.
 f. Displays appropriate turn-taking behaviors.
 g. Actively solicits another person’s comments or opinions.
 h. Offers own opinion forcefully without domineering.
 i. Responds appropriately to comments and questions.
 j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
 k. Gives reasons in support of opinions expressed.
 l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

I. Recommended Technology-

- a) Laptop Computers
- b) LCD projector
- c) SmartBoard
- d) Printer
- e) Thinking Maps Software
- f) Word Processing Software
- g) Internet Access
- h) Google Earth

J. Key Terms/Vocabulary:

Pioneer	Sacagawea	Frontier
Louisiana Purchase	Northwest Territory	keelboat
Conestoga wagon	plains	Trail of Tears
migrate	emigrate	settlement
territory	wilderness	trading post
piroque	Lewis and Clark	explorer
Thomas Jefferson	Northwest Passage	Corps of Discover
expedition	Newfoundland	Pacific Ocean

servant

latitude

longitude

K. Graphic Organizers/Thinking Maps- The students will create:

- a) A circle map (see Warm Up section).
- b) A Flow Map

L. Warm Up/Anticipatory Set: (in the library)

- a) The Media Specialist and class will create a circle map on westward expansion.
- b) The Media Specialist will read the introduction of Seaman: the Dog Who Explored the West with Lewis and Clark by Gail Langer Karwoski.

M. Activities and Procedures:

- a) Hour 1- Whole class
 - i) The Homeroom teacher will read the first chapter of Seaman: the Dog Who Explored the West with Lewis and Clark by Gail Langer Karwoski to the students.
 - ii) The students will create with the teacher and media specialist a flow map on the SmartBoard for chapter 1.
 - iii) The class will also generate a summary for chapter 1.
 - iv) The paired students will research on line for further information
 - (1) latitude and longitude
 - (2) pictures
 - (3) websites
- b) Hour 2 Paired Groups
 - i) Students will work independently to read their assigned chapter
 - ii) The paired students will create a flow map of the assigned chapter.
 - iii) The paired students will create a summary of the assigned chapter
 - iv) The paired students will create discussion questions about their chapter for others to answer.
 - v) The paired students will research on line for further information
 - (1) latitude and longitude
 - (2) pictures
 - (3) websites
- c) Hour 3- Whole Class
 - i) Students will share with the class their summary and flow map.
 - ii) Students will answer questions about their chapter for fellow students.
- d) The media specialist will introduce Google Earth on the SmartBoard to the students.
 - i) The media specialist will explain Google Lit Trips and show an example of a lit trip.
 - ii) The class will create a place marker on the SmartBoard for chapter 1.
 - (1) Input Latitude and Longitude on the map
 - (2) Input summary
 - (3) Input pictures
 - (4) Input websites
 - (5) Input discussion questions about the chapter.
- e) Hours 5-6-Paired groups
 - i) The paired students will create a place marker on Google lit trips for their chapter.
 - (1) Input Latitude and Longitude on the map
 - (2) Input summary
 - (3) Input pictures

- (4) Input websites
- (5) Input discussion questions about the chapter.
- ii) If students finish early they will develop questions about the chapters previous to theirs and predictions about upcoming chapters.

N. Assessments/Closure:

- a) Place marker on Google lit trip will be scored using a rubric.
- b) Paired students will present their place marker and flow map to the class in order of the chapters.
- c) Assess the class' knowledge by asking them about the characters, plot, setting, theme, description, etc.
- d) Question the class about the book.
 - i) How did the visualization of the Google Lit Trip develop their understanding of the Lewis and Clark Expedition?
- e) Flow maps will be hung in order in the media center when sharing is complete.

O. Differentiation:

- a) Book on tape
- b) Partner Reading

P. Extensions:

- a) **READING-**
 - i) Read other books on Lewis and Clark and their travels.
 - ii) Read other books on Seaman and his adventures with Lewis and Clark.
- b) **SCIENCE-** In the book, plants are described in detail. Students will describe in words or pictures a plant that is found near the school. Then a field guide version of the description will be read aloud and compared to the student descriptions.
- c) **SOCIAL STUDIES-**In the book Lewis and Clark have an altercation with the Native Americas and end of taking a canoe. Students will debate the pros and cons of stealing the canoe.
- d) **MATH-** In the book, the crew had to figure out their location by measuring latitude and longitude. Students will research the latitude and longitude of their home, school and city.
- e) **WRITING-**
 - i) Students will keep a journal of their family journal during vacation or over the weekend.
 - (1) Record dates
 - (2) Record distances
 - (3) Record landmarks
 - ii) Write to the author
 - iii) Write a biography of their own pet
- f) **CREATIVE WRITING-**
 - i) Students will create historical fiction based on a primary source.

Q. Remediation (if applicable):

R. Reference:

S. Authors: Stacey Buckalew, Susie Throop

T. School: Marietta Center for Advanced Academics, Marietta City Schools