

UNIT THEMES/OBJECTIVES
Westward Expansion—Middle School-1

Week 1

Historical Theme: A Journey of Discovery

Historical Objectives

- Learn about the Louisiana Purchase
- Understand the purposes of the Lewis & Clark Expedition
- Memorize the states of the U.S.
- Read about what life was like for those colonizing the West
- Begin learning the major rivers and mountain ranges of the U.S.
- Take notes about various Indian tribes encountered by Lewis & Clark
- Learn how to figure distances on a map

Science Theme: The Human Body

Science Objectives

- Learn the basics of sight and how we can see in dim light
- Read about how sound is produced by the body
- Understand more about the physiology of taste and smell

Language Arts Objectives

- Learn about idioms and make a list of common ones and their meanings
- List Native American words and their translation from the *Sign of the Beaver*.
- Understand hyperbole and find examples in reading
- Review sensory language in writing
- Learn about and practice descriptive writing
- Practice narrative writing

Fine Arts Objectives

- Listen to classical music by various composers during this time period
- Read poetry describing the Lewis & Clark expedition

Projects

- Create a U.S. map and various overlays showing major geographical features and charting the L & C expedition
- Continue human body vocabulary book

Unit: #6 - Westward Expansion

Week: 1/3

History Theme: A Journey of Discovery

Science Theme: The Human Body

BOOK LIST

Independent:

Dear Mr. President: Thomas Jefferson – Letters from a Philadelphia Bookworm by Jennifer Armstrong (DMP)

ISBN 1890817309

Of Courage Undaunted: Across the Continent with Lewis & Clark
by James Daugherty (OCU) ISBN 1893103021

The Human Body for Every Kid by Janice VanCleave (HB)

ISBN 0471024082

Gray's Anatomy coloring book by Dr. Freddy Stark (GA)

ISBN 0762409444

Read Together:

The Sign of the Beaver by Elizabeth George Speare (SB)

ISBN 0395338905

SUPPLY LIST/RESOURCE BOOKS

Internet

Uncle Josh's Outline Map CD

A number of transparencies (from office supply store)

Grammar reference

Penlight, helper

Hand mirror

United States atlas (or reference showing the major rivers and mountain ranges)

		HISTORY/READING	
Day 101	<p>Reading: DMP – pp 13 – 18 OCU – pp 13 – 22 SB – pp 1 – 9 <i>During this unit, we will begin working on U.S. Geography—the location of the states as well as the major rivers and mountain ranges. If your student already knows the 50 states, you might have him work on learning the state capitals.</i></p>	<p>Time Line/Map Skills/Discussion: DMP – Where was the seat of the U.S. government at the time of Jefferson’s inauguration? (Washington DC) Where was it originally? (Philadelphia, PA) What happened in 1803 that greatly changed the geography of the U.S.? (the Louisiana Purchase-see writing assignment) SB – How old was Matt when his dad left? Do you think children grew up faster in those days? Does responsibility help children grow up faster?</p>	
	<p>Poetry/Fine Arts: Musically, this time period is incredible! Choose composers listed on p. 1 and listen to classical music selections during lunch this week at www.classicalarchives.com</p>	<p>Projects: See U.S. map project directions at the end of this week’s lesson plans. Make the ‘base’ map today.</p>	
Day 102	<p>Reading: DMP – pp 19 – 24 OCU – pp 23 – 32 SB – pp 10-18</p>	<p>Time Line/Map Skills/Discussion: DMP - What was the Corps of Discovery, and what were its primary objectives? (To explore the Missouri river and try to find a water route to the Pacific, to find out what they could about Indian tribes, learn about the flora and fauna and make a map of the Northwest Territory) Why did Jefferson send Lewis to Philadelphia first? (to learn about plants, animals, weather science, navigation, etc.) Start memorizing the states: http://www.sheppardsoftware.com/web_games.htm Begin at States 1. Progress through the levels as able.</p>	
	<p>Poetry/Fine Arts: Listen to classical music.</p>	<p>Projects: Finish your base map if you didn’t finish it yesterday.</p>	
Day 103	<p>Reading: DMP – pp 25 – 32 OCU – pp 33 – 42 SB – pp 19 - 27</p>	<p>Time Line/Map Skills/Discussion: DMP - Why did President Jefferson take a particular interest in the plants and animals? Where did the Corps leave from? Find this location on a U.S. map. Try to squeeze in time to play the states game daily or as often as possible. Move up in difficulty as each region is mastered.</p>	
	<p>Poetry/Fine Arts: Listen to classical music.</p>	<p>Projects: Add dates encountered in your reading to your timeline.</p>	
Day 104	<p>Reading: DMP – pp 33 – 37 OCU – pp 43 - 52 SB – pp 28 – 35 <i>*old military punishment where someone runs between two lines of men armed with weapons, who beat him as he runs by. Do you think this punishment would have been a deterrent to future misbehavior?</i></p>	<p>Time Line/Map Skills/Discussion: OCU – How had Pres. Jefferson instructed the Corps to treat Indians? (‘the most friendly and conciliatory’ manner possible) Trace the journey on a U.S. map, according to p. 37. If they had traveled 600 miles upriver, where would they be? (Teach your student how to figure distances using a map to answer this question.) Do you know what is meant by the term ‘run the gauntlet*,’ p. 37? (See explanation at left.) SB – Why do you think Attean did not want to learn to read?</p>	
	<p>Poetry/Fine Arts: OCU - Read <i>The River</i> on p. 33. Read it again, aloud. Would you have liked to go on a journey such as this expedition? Why or why not?</p>	<p>Projects: Make first overlay showing the major U.S. rivers and mountain ranges. (See project directions for more information and instructions.)</p>	
Day 105	<p>Reading: DMP – pp 38 – 44 OCU – pp 53 – 62 SB – pp 36 - 45</p>	<p>Time Line/Map Skills/Discussion: Continue playing the geography game about the states! If you know the states, start working on the major rivers! (Complete the tutorial for rivers a few times then move to the test.) SB – Why do you think Matt’s thoughts about slavery were troubling to him?</p>	
	<p>Poetry/Fine Arts: Listen to classical music.</p>	<p>Projects: Begin your overlay map charting the Lewis and Clark expedition.</p>	

SCIENCE		MEMORY WORK
<p><i>Reading:</i> HB - pp 85 - 89. Add the boldface vocabulary.</p>	<p><i>Discussion:</i> Do you think sight is the most important sense to you? Why or why not? Did you know your eyes had a blind spot? Why don't you notice it?</p>	<p>Work on memorizing the location of the states this week. By the end of this unit, try and have them memorized. A little time every day will reap great results!</p>
<p><i>Projects/Experiments:</i> Continue or begin Human Body Vocabulary Book* (See Project Directions repeated at the end of this week's lesson plans.) Complete the activity mentioned on p.86 of HB. Reproduce the labeled diagram of the eye on p. 87 and add to your book or science notebook.</p>		
<p><i>Reading:</i> GA – read p. 48. Color page 49. Add terms to vocabulary list.</p>	<p><i>Discussion:</i> What do your eyes do to allow you to see in dim light?</p>	<p>The iris controls the amount of light entering the eye by making the opening in its center, the pupil, larger or smaller.</p>
<p><i>Projects/Experiments:</i> HB Activity: Open and Close, pp. 90-91.</p>		
<p><i>Reading:</i> HB read pp 93-96. Do the boldface vocabulary.</p>	<p><i>Discussion:</i> HB – Where are speaking and singing sounds produced in your body? What happens when you cough? What happens when you hiccup?</p>	<p>Vocal cords are drawn together during singing or speaking so that the air passing through will cause them to vibrate.</p>
<p><i>Projects/Experiments:</i> HB – Complete the exercises on pp. 95 – 96.</p>		
<p><i>Reading:</i> GA – read p. 56. Color page 57. Add terms to vocabulary list.</p>	<p><i>Discussion:</i> GA – What happens that causes children's voices to change as they grow older?</p>	<p>In addition to the states, have your student do the tutorial on North American rivers. (Same website) There are only 13 major ones to learn on the site.)</p>
<p><i>Projects/Experiments:</i> HB Activity: Vibrating Cords – pp. 97 - 99</p>		
<p><i>Reading:</i> HB read pp 101-103. Do the boldface vocabulary.</p>	<p><i>Discussion:</i> Which sense is stronger—your sense of taste or smell? How much stronger?</p>	<p>Print out a blank U.S. Map from <i>Uncle Josh's</i> and have your student fill in as many states as possible as a quiz. Set a deadline to have them memorized before the end of this unit.</p>
<p><i>Projects/Experiments:</i> Complete the exercise on p. 103 of HB.</p>		

Note that science vocabulary is not listed separately for this unit, but pulled from daily reading assignments by your student.

NARRATION/WRITING ASSIGNMENTS	GRAMMAR/WRITING SKILLS	VOCABULARY
<p>Research the <i>Louisiana Purchase</i>. What was it? How much land was involved? How much did it cost? Who bought and who sold it? Why was it sold? How did it change the boundaries of the U.S.?</p> <p>SB – Let your student know he will be giving you an oral summary of the plot (storyline) of SB thus far on Day 103</p>	<p>Two figurative language terms we are going to learn this week are: idiom and hyperbole. <u>Idiom</u>—a phrase with a commonly-understood, <i>non-literal</i> meaning. <u>Hyperbole</u>—exaggerating something deliberately for effect. Example: In the first paragraph of OCU, men were described as “double-jointed, fire-eating, leather-necked, half-horse, half-alligator men who could lick their weight in wildcats.” What was the author saying about these men? What other examples of hyperbole can you find on this page? (2nd ¶, “10,000 men or ten times 10,000 men...”)</p>	<p>OCU/DMP-caterwauled, undaunted, ousted, hodgepodge, untrod, shiftless, corps, expeditiously, approbation, flora, fauna, repository, polestar, philanthropist, antagonist</p>
<p>SB – This author is noted for her excellent use of descriptive language. She creates word ‘pictures’ that make what she writes about seem real to the reader. Outstanding descriptive writing uses precise verbs, interesting adjectives and descriptive adverbs. They cause the reader to ‘see, hear, taste and feel’ what the author is describing. (Remember <i>sensory language</i> from a past unit?) On p. 8, write or type the paragraph beginning, “The corn patch needed constant tending...”</p>	<p>Review the definitions of idiom and hyperbole again. Brainstorm idioms for a few minutes and come up with enough that your student understands idioms. Have him make a list of at least 10 idioms and their meanings. Examples: --take the bull by the horns/face a difficulty with decisiveness --it’s a piece of cake/it’s easy --beat around the bush/to speak indirectly about something --feel blue/be sad</p>	<p>Review vocabulary words. Continue to keep commonly misspelled word lists from writing. Review (and quiz) occasionally.</p>
<p>SB – Part One—Examine yesterday’s copywork for interesting verbs. (demanded, sprang, would dash, nibbled, stumbled...) <i>Note that this is not an exercise in parts of speech but in descriptive writing, so don’t worry about figuring out the part of speech of every word in the passage. See Teacher’s Notes at the end of this week’s lesson plans for part two of this assignment.</i></p>	<p>Review that taking notes does <i>not</i> mean copying from sources and just changing a word or two here and there. Your student should read a paragraph or so from his source, then look away from his source and write down some key words or thoughts that would help him recall the information. (For more information, see the <i>Epi Kardia Parent’s Manual</i>.)</p>	<p>Oral quiz over vocabulary words.</p>
<p>SB—Begin a list of Indian words and their English translation from the story. For further reading, here is a great website that leads to information about many Native American tribes: http://www.native-languages.org/kids.htm</p>	<p>Review definition for hyperbole and make sure your student understands the difference between the two words. Hyperboles are always greatly exaggerated. Have your student point out any he hears or comes across in his reading.</p>	<p>Quiz over commonly misspelled words.</p>
<p>SB – Add to Indian words as you come across them in your reading. Narrative Writing assignment—Describe a favorite childhood memory in two to four paragraphs. Concentrate first on just getting the event down on paper.</p>	<p>none</p>	<p>Oral or written quiz over vocabulary words.</p>

PROJECT DIRECTIONS

U.S. Map Project

Your student will be making a series of overlay maps in an effort to improve or solidify his knowledge of United States geography. For the initial map, trace the outline of the United States onto an 8 ½ x 11 sheet of white cardstock, or print the U.S. map with borders from *Uncle Josh's Outline Map* CD. (**Don't print on cardstock** unless your printer is equipped to handle cardstock. See your printer specifications to determine.) Using a black pen, go over the pencil lines so the outline is clearly marked if you have just sketched the outline in pencil. Use a colored blue-green pencil to lightly shade the areas of water, and label the oceans and seas using a world atlas or the website with the geography games as a reference.

For your first overlay, use a transparency and a permanent thin-tipped felt pen. Lay the overlay on top of the U.S. map and carefully trace and label the major rivers on the overlay. Additionally, label the major mountain ranges: the Appalachian Mountains, the Rocky Mountains, the Sierra Nevada Mountains and the Cascade Mountains. This overlay could be titled "The Major Rivers and Mountain Ranges of the U. S."

In addition to making maps, we suggest an Internet site with games created to facilitate learning U.S. geography. We recommend giving your student time to regularly play these games—maybe even offering small rewards or privileges when he has learned the location of all fifty states, the major U.S. rivers, the mountain ranges, the state capitals, etc.

Overlays included in this unit:

- Major rivers and mountain ranges
- Charting the Lewis & Clark Expedition
- Location of Indian tribes encountered by Lewis & Clark, as described in the book *Of Courage Undaunted*.

Human Body Vocabulary Book -- repeated from last unit

Have your student use various colors of paper and make an accordion book out of the science vocabulary for this unit. There is a LOT of vocabulary, and making a colorful book out of it can reduce the tedium for many students.

Using the directions on p. 32 of *Dinah Zike's Big Book of Science for Middle School and High School*, make an accordion book using different colors of 24 lb. 8 ½ x 11 paper. (Skip the first two steps, and begin with step 3 for this size paper.) Note that you can add as many pages as you need to the book as the unit progresses. Look at the example books for inspiration. Your student will be making several drawings in this unit, and they may be added to the book as well as the vocabulary.

The vocabulary list and the drawings could also be included in a science notebook if your student is not artistically inclined!

INDIAN TRIBES ENCOUNTERED BY THE Corps of Discovery

From *Of Courage Undaunted* by James Daugherty

	When and where encountered and name of any important chiefs	What did they want from the Corps, if anything, and what did they offer in return?	What was the Indian's response, if any, to Jefferson's message?
OTOES			
SIOUX			

Make additional copies for your student as necessary or have him copy this form over in his notebook.

Teacher's Notes for Descriptive Writing Exercise

The purpose of this exercise is for your student to analyze a passage of excellent descriptive writing and identify the sensory words used by the author. Sensory language causes the reader to see, feel, hear, taste, and smell what the writer is describing. The goal is for your student to eventually learn to incorporate sensory language into his own writing.

Following is a list of sensory words or phrases along with the senses they stimulate:

Hot, bright (days)	Touch and sight
Lugged (from the creek)	Touch and sight
A kettleful	Sight
Flapping	Sight and hearing
Dash at them fiercely	Sight
Shouting and waving	Sight and hearing
Fly lazily	Sight
Nibbled the tops (of the plants)	Sight and touch
Batting at the mosquitoes	Sight and touch