

A Funny Thing Happened on the Way to Monticello

Grade Three



OBJECTIVES

Students will identify the features of a non-fiction text including tables of contents, indexes, headings, key words, illustrations, maps, charts, glossaries, and captions to predict and gain meaning from text. Students will identify the main idea of a text and its supporting details. Students will retell the events of a story in sequence and create a non-fiction writing piece. Students will be able to describe the impact of certain figures in United States history, including Thomas Jefferson, Meriwether Lewis, and William Clark.



CLASS TIME

Five 30- to 45-minute sessions



NATIONAL STANDARDS

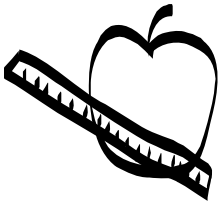
This lesson plan reflects some of the national standards of learning as defined by the National Council for Teachers of English (NCTE), the International Society for Technology in Education (ISTE), and the Social Studies (NCSS). These standards are listed below:

- 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
- Technology: Students use technology to locate, evaluate, and collect information from a variety of sources.



MATERIALS

- Copies of the worksheets attached to this lesson plan (see “Preparations”)
- 1 copy of the 2006 Westward Journey Nickel Series™ Lesson Plans Resource Guide (available at www.usmint.gov/kids)
- 1 overhead projector
- Blank overhead transparencies
- Chart paper



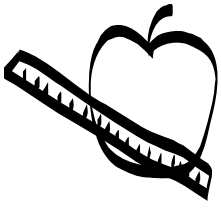
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- Copies of texts that give basic information about the Lewis and Clark Expedition (see “Preparations”)
- Web sites that include basic information about the Lewis and Clark Expedition (optional)
- Writing paper
- Pencils
- Construction paper (variety of colors)
- Markers/crayons
- Yarn or staples (to bind the student books)



PREPARATIONS

- Make copies of the following:
 - “Preview the Text” worksheet (1 per student)
 - “Reading Guide” worksheet (1 per student)
 - “Writing Guide” worksheet (1 per student)
- Make overhead transparencies of the following:
 - “Return to Monticello Nickel Obverse” (from the Resource Guide)
 - “Journey of Lewis and Clark” map (from the Resource guide)
 - “Return to Monticello Nickel Reverse” (from the Resource Guide)
 - “Westward Journey Nickel Series” worksheet (from the Resource Guide)
 - “Writing Guide” worksheet
- Locate copies of texts that provide basic information about the Lewis and Clark Expedition, such as:
 - *Lewis and Clark: Explorers of the American West* by Steven Kroll
 - *Lewis and Clark: Discover the Life of an Explorer* by Trish Kline
 - *The Incredible Journey of Lewis and Clark* by Rhonda Blumberg
 - *Lewis and Clark on the Trail of Discovery: An Interactive History with Removable Artifacts* by Rod Gragg
 - *On the Trail of Lewis and Clark: A Journey up the Missouri River* by Peter Lourie
 - *As Far As the Eye Can Reach: Lewis and Clark’s Westward Quest* by Elizabeth Cody Kimmel
 - *How We Crossed the West, The Adventures of Lewis and Clark* by Rosalyn Schanzer
- Bookmark Web sites with basic information about the Lewis and Clark Expedition (optional).



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GROUPINGS

- Whole group
- Small group
- Pairs
- Independent work



TERMS AND CONCEPTS

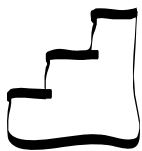
- Obverse (front)
- Reverse (back)
- Lewis and Clark's Corps of Discovery
- Louisiana Purchase
- Thomas Jefferson
- Monticello
- Artifact
- Caption
- Timeline
- Maps
- Historical sequence



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

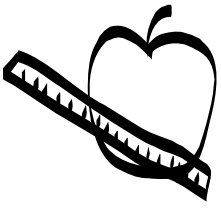
- Nickels
- Nonfiction text features
- Previewing
- Table of contents
- Glossary
- Sequencing events
- Main idea



STEPS

Session 1

1. Display the "Return to Monticello Nickel Obverse" overhead transparency. Ask the students to identify the man on the coin. The students should be able to identify the man as Thomas Jefferson, the third President of the United States. Explain to the students that, when our country was very young, President Jefferson purchased some new land for our country. After the purchase, he sent a group of soldiers led by Meriwether Lewis and William Clark to explore this new land. Tell the students that the Westward Journey Nickel Series commemorates this important expedition.
2. Display the "Journey of Lewis and Clark" overhead transparency. Explain that the shape of our country was not always the same as it is today. Point out the area that was the United States before the Louisiana Purchase. Note the territory's position in relation to your school's location.
3. On the map, trace Lewis and Clark's route and point out that the group traveled over both land and water. Explain that an important part of the mission for Lewis and Clark was to record information in their journals about the plants, animals, and people they met or saw during their journey.

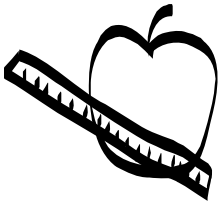


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4. Create a K-W-L chart based on Lewis and Clark’s journey on chart paper. Ask the students what they know about the expedition and Lewis and Clark. Record student responses on the chart paper. Ask the students to share questions they have about the Lewis and Clark Expedition and add them to the “W” section on the chart.
5. Tell the students that the mission of the Lewis and Clark Expedition was to explore the uncharted land that was acquired in the Louisiana Purchase. Discuss the three main goals of the mission with the students (to study the plants, animals, and land; to form relationships with American Indian tribes; and to search for a water route to the Pacific Ocean). Have the students predict what items Lewis and Clark would have brought back. Record the information on another piece of chart paper labeled “Expedition Items.”
6. Display the “Return to Monticello Nickel Reverse” overhead transparency. Ask the students to identify the building shown on the coin. Tell the students that the building is Thomas Jefferson’s home called Monticello, located in Virginia.
7. Tell the students that Lewis and Clark sent back to President Jefferson many items, some of which are artifacts (man-made objects from a particular place or time period). These items formed an important record of the trip, showing the President and the people of the United States what Lewis and Clark and the Corps of Discovery found along the way. Jefferson collected and distributed these objects to other people and places. Jefferson also kept some of the items and displayed them at Monticello.
8. Make sure that the students understand the importance of collecting and distributing the items for others to see. Explain that Jefferson was interested in science and in learning more about these new and unfamiliar items.
9. Explain to the students that they will be reading texts in small groups to learn more about the journey of Lewis and Clark and the items the explorers collected along the way. All reading will be done during class time.
10. Divide the class into small groups and choose (or let students choose) a text to read.
11. Distribute a “Preview the Text” worksheet to the students.
12. Have the students get into their groups to preview the text and complete the worksheet.
13. Collect the completed “Preview the Text” worksheets.

Session 2

1. Review the K-W-L chart from Session 1 with the students.
2. Distribute a “Reading Guide” worksheet to each student.
3. Review the directions. As a class, discuss and complete the vocabulary definitions at the top of the worksheet (see answer key). The students will use the definitions to help them complete the rest of the worksheet. Review the rest of the questions with the class.
4. Have the students get into their reading groups from Session 1 and begin reading the chosen texts.



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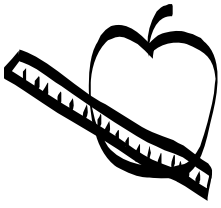
5. Circulate among the groups and check for comprehension of the texts.
6. When there is about 10 minutes left in the class period, bring the class back together. As a class, discuss overall themes and content from the texts.
7. Add student information to the K-W-L chart.
8. Collect the “Reading Guide” worksheets.

Session 3

1. Review the K-W-L chart from the previous sessions.
2. Have the students get into their reading groups from the previous sessions. Distribute the “Reading Guide” worksheets to the students.
3. Have the students continue reading from the chosen text. The students should continue to fill in information on their “Reading Guide” worksheets. Circulate among the groups.
4. Once the students have completed the reading, discuss some of the student responses from the “Reading Guide” worksheet.
5. Add any new information to the “L” section of the chart.
6. Display the “Louisiana Territory Map” overhead transparency.
7. On a separate piece of chart paper, use the information from the texts, the K-W-L chart, and the “Louisiana Territory Map” overhead transparency to discuss and record the sequence of main events from Lewis and Clark’s journey and create a timeline.
8. Display the “Westward Journey Nickel Series” overhead transparency. Discuss the sequence of main events from Lewis and Clark’s journey using the images on the coins. Remind the students of the goals of the journey (to study the plants, animals, and land; to form relationships with American Indian tribes; and to search for a water route to the Pacific Ocean) and incorporate the goals into the class discussion. Add any new information from the discussion to the chart paper. Keep the chart on display in the classroom for student reference.
9. Provide time for the students to add any information from the chart to their “Reading Guide” worksheets.
10. Collect the “Reading Guide” worksheets.

Session 4

1. Review the K-W-L chart and the sequence of events chart with the students.
2. Distribute the “Reading Guide” worksheets to the students for the class discussion.
3. As a class, review the definitions of the terms on the worksheet. Write the definitions on chart paper.

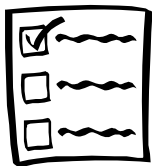


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4. Display the timeline from Session 3. Tell the students that they will use this timeline to identify the major events from their text.
5. Using the K-W-L chart, information from previous sessions, and the student worksheets, discuss the major events from Lewis and Clark's journey and add them to the timeline.
6. As a class, discuss the importance of these events and why the students think these events are the most important.
7. Distribute a "Writing Guide" worksheet to each student.
8. Have the students get into their small groups from the previous sessions. Direct the students to each choose a different event from Lewis and Clark's journey. Tell the students that they need to use resources from previous sessions, such as charts and worksheets, to complete the "Writing Guide" worksheet, and that all of the stories will be made into a group book during class. The group books need to include all the features of a non-fiction text, including a cover.
9. After the students choose their events, have the students retell the events in writing.
10. Allow the students sufficient time to work on the retelling of their event.
11. Collect the students' worksheets.

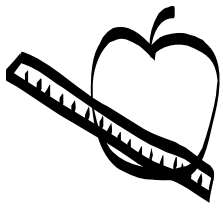
Session 5

1. Distribute the "Reading Guide" and "Writing Guide" worksheets to the students.
2. Allow the students time to finish creating their non-fiction stories using the worksheets and chart paper from previous sessions as a guide.
3. Have the students get into their small groups from the previous sessions. Have the students work together to create a book of their non-fiction stories.
4. In a central location, provide a variety of art materials for the students to use in creating their group books.
5. Allow the groups sufficient time to create their books.
6. Invite the students to share their stories with a partner.
7. Collect the students' worksheets.
8. Display the student-created non-fiction books in the classroom.



ASSESSMENT

Use the worksheets and group books to evaluate the students' ability to meet the lesson objectives.



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ENRICHMENT/EXTENSION

Have students examine the images of the obverse and reverse of the Pre-2004 Monticello Nickel and the Return to Monticello Nickel. Have them compare and contrast the images.



DIFFERENTIATED LEARNING OPTIONS

- Provide students with a scribe for the story writing.
- Allow students to listen to a text on tape.



Name _____

Preview the Text

Directions: After you preview the text, fill in the following information about the text.

Title: _____

Author: _____

Illustrator: _____

(If there is a table of contents) The chapter title that sounds most interesting is:

(If there is a timeline) Three major events found on the timeline are:

(If there are maps) The area that the maps describe are:

I chose this book because:

What else would help me understand this text?

Something I hope to learn from this book is:

One thing I think I will like about this book is:

Three questions I have about Lewis and Clark after previewing the text are:



Name _____

Reading Guide

Directions: Define the terms below. Then, fill in the other information with your reading groups based on the text you are reading.

Table of Contents: _____

Glossary: _____

Timeline: _____

Maps: _____

Captions with pictures: _____

Main idea: _____

Historical sequence: _____

The main idea of the story is: _____

Some key events are: _____

Supporting details mentioned are: _____

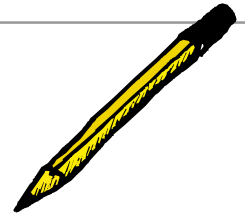
Important people mentioned in the text include: _____



Name _____

Writing Guide

Directions: Using the event from Lewis and Clark's journey that you chose to retell, answer the following questions.



What was the important event from Lewis and Clark's journey?

Who was involved?

When did it happen?

Where along the trail did the event take place?

What exactly happened?
