TITLE: Bewildered, But Not Lost – A Trip into Early Exploration of the American West

Grade Level or Special Area: First Grade
Written by: RoseMary Cardenas and Holly Stone   Bowie Elementary
Length of Unit: 6 lessons (10 - 12 days in length)

I. ABSTRACT
A. Join first grade as they blaze the Wilderness Road with Daniel Boone and set out exploring the American West with Lewis and Clark and Sacagawea. Through the use of hands on activities, journals, and websites, they will learn to appreciate the hardships our American heroes experienced as they explored America’s uncharted frontier land. These lessons evaluate student learning with the use of rubrics and teacher observation.

II. OVERVIEW
A. Concept Objectives
   1. The student understands how historical figures helped to shape our community, state, and nation. (TEKS SS 1.1)
   2. The student understands the relative location of places. (TEKS SS 1.4)
   3. The student understands the concepts of goods and services. (TEKS SS 1.7)

B. Content from the Core Knowledge
   1. Early Exploration of the American West p.30
      a. Geography: Locate the Appalachian Mountains, the Rocky Mountains, and the Mississippi River
      b. Daniel Boone and the Wilderness Road
      c. The Louisiana Purchase
         - Explorations of Lewis and Clark
         - Sacagawea

C. Skill Objectives
   1. The student will compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation. (TEKS 1.1C)
   2. The student will locate places using the four cardinal directions. (TEKS SS 1.4A)
   3. The student will create and use simple maps to identify the location of places in the United States. (TEKS SS 1.5A and 1.5B)
   4. The student will identify examples of and uses for natural resources. (TEKS SS 1.6B)
   5. The student will identify ways people exchanged goods and services. (TEKS 1.7B)
   6. The student will sequence information. (TEKS SS 1.17C)
   7. The student will create visual and written materials including pictures, maps, and timelines. (TEKS SS 1.18B)
   8. The student will draw and discuss visuals based on text descriptions. (TEKS ELA 1.12 E)

III. BACKGROUND KNOWLEDGE
A. For Teachers
   1. Core Knowledge Teacher Handbook Series Grade 1
   2. Plants on the Trail with Lewis and Clark

B. For Students
1. **From Colonies to Independence: The American Revolution (p.30)**
   Locate the original thirteen colonies
   Thomas Jefferson

2. **Geography (p.27) Spatial Sense**
   Name your country and find directions on a map: east, west, north, and south.
   Understand maps have keys or legends with symbols and their uses.

### IV. RESOURCES

A. book – *Plants on the Trail with Lewis and Clark*
B. book – *Daniel Boone Man of the Forests*
C. book – *Sacagawea Shoshone Trailblazer*
D. book – *Lewis and Clark A Prairie Dog for the President*
E. book – *Lewis and Clark Explorers of the American West*
F. book – *Bewildered for Three Days*

### V. LESSONS

**Lesson One:** Geography-Locating the Appalachian Mountains, the Rocky Mountains and the Mississippi River

#### A. Daily Objectives

1. Concept Objective(s)
   a. The student understands the relative location of places (TEKS SS 1.4)

2. Lesson Content Early Exploration of the American West (page 30)
   a. Locate the Appalachian Mountains, the Rocky Mountains and the Mississippi River

3. Skill Objective(s)
   a. The students will locate places using the four cardinal directions (TEKS SS 1.4a)
   b. The student will create and use simple maps to identify the location of places in the United States (TEKS SS 1.5a, 1.5 b)

#### B. Materials

1. overhead
2. transparency of United States map (Appendix 1-A)
3. student copies of United States map (Appendix 1-A)
4. crayons-brown and blue
5. pencil
6. classroom map of United States
7. 4” x 1/2” strips of brown paper lunch sack -2 per student
8. blue glitter glue

#### C. Key Vocabulary

1. range-a group of mountains in a line
2. barrier-something that’s in the way or that keeps things or people in or out of a place

#### D. Procedures/Activities

**Day One**

1. Use the classroom map to review the cardinal directions and the location of the thirteen colonies.
2. Hand out the student copies of the United States map and have them write their name on the page.
3. On the overhead show the transparency of the map, have the students point to a range of mountains while you model.
4. Discuss what range means and see if the students can explain why it would be considered a range of mountains. Note: Vocabulary words will be added to an existing word wall throughout this unit.

5. Discuss how many ranges they see on the map and have the students name the ranges and their location by cardinal direction. If needed, model with the transparency.

6. Have the students locate the Appalachian Mountains and trace the outline of the mountain range with the brown crayon-model on overhead if needed.

7. Have the children locate the Rocky Mountains and trace the outline of the mountain range with the brown crayon.

8. Ask the students if they see a river, have them point to it. Have the students trace the Mississippi River with a blue crayon.

9. Review the location of the Appalachian Mountains, the Rocky Mountains and the Mississippi River by having the children point to the appropriate place called out by teacher.

10. Collect the students’ papers to use in tomorrow’s lesson.

Day Two

11. Show the map on the overhead and review the location of the Appalachian Mountains, the Rocky Mountains and the Mississippi River.

12. Hand out the student maps from the previous day and the strips of paper.

13. Model how to crumble the paper strips and glue them onto the mountain ranges, have the children complete the map with both ranges.

14. Define barrier-relate it to a fence. Have the students see if they can identify what might be a barrier to a person traveling. If the students do not identify the mountain ranges and/or the river, point these out on the overhead and discuss why they would be a barrier. Tell the students that tomorrow we will learn about someone who helped others get across these barriers to other parts of the United States.

15. Have the students use the blue glue glitter to trace over the Mississippi River.

16. Collect the papers.

E. Assessment/Evaluation

1. Informal assessment by teacher observation of student participation and correct completion of the map

Lesson Two: Daniel Boone and the Wilderness Road (Three Days)

A. Daily Objectives

1. Concept Objective(s)
   a. The student understands how historical figures helped to shape our community, state, and nation. (TEKS SS 1.1)

2. Lesson Content
   a. Daniel Boone and the Wilderness Road (p.60)

3. Skill Objective(s)
   a. The student will create visual and written materials including pictures, maps, and timelines. (TEKS SS 1.12E)
   b. The student will draw visuals based on text descriptions. (TEKS SS 1.12E)
   c. The student will sequence information. (TEKS SS 1.17C)

B. Materials

1. book-Daniel Boone-Man of the Forests
2. book-Bewildered for Three Days
3. chart paper and markers
4. poem outline (Appendix 2-A)
5. manila paper 9x18
6. Daniel Boone cloze activity (Appendix 2-B)
7. sketch and write checklist (Appendix 2-C)
8. poetry rubric (Appendix 2-D)
9. third grade buddies for day three

C. Key Vocabulary
1. trailblazer- someone who makes a new path or road
2. frontier- a place with no towns
3. explore- to look at or study something new
4. gap- a hole or a place to pass through
5. bewildered- confused, not sure of what is happening

D. Procedures/Activities
1. Preview the book Daniel Boone-Man of the Forests, show the cover and ask if they know anything about Daniel Boone. Record their answers on chart paper labeled Daniel Boone.
2. Introduce the vocabulary and discuss the meaning of the words.
3. Explain to the students that they will listen to the story and at the end of each chapter we will stop so they can sketch or write what happened. Explain that sketching means no details just draw or write enough to remember what happened.
4. Hand out the manila paper to the students and have them fold the paper into fourths. In the first box have them write their name and the title Daniel Boone.
5. Read chapter 1 aloud to the students, stop and discuss the important information we learned. Have the children sketch or write in the first box. Ask two or three students to share what they recorded.
6. Continue reading the story using the same format, asking two or three students to share what they sketched or wrote for that chapter.
7. Have each student retell the story of Daniel Boone with a partner using their sketches or writing.
8. Review the chart to see if any information needs to be corrected about Daniel Boone or if we can add information we learned.
9. Collect the papers.

Day Two
10. Review what we learned about Daniel Boone from the list started the previous day.
11. Explain that today we are going to read another story about Daniel Boone. This one is based on facts but has some things that are fiction.
12. Preview the book Bewildered For Three Days. Explain what bewildered means, ask the children to listen to find out what “bewildered” has to do with the story.
13. Read the story to the students; elicit their ideas as to why the book has the title Bewildered For Three Days. Allow the children to share an experience where they have felt bewildered. Discuss the similarities and differences between the two stories. Point out the fact that Daniel Boone only wore the coonskin cap when he was young.
14. Explain that tomorrow we will be writing a poem about Daniel Boone with our third grade buddies. In order to do that we will generate words which describe him or tell about him.
15. Elicit responses from students that explain or tell what Daniel Boone did (action words or verbs). On one chart make the heading-“ed” words, another “ing” words. You may have to rephrase their ideas in order to have words with those endings. Fluency as many words as possible to have a good word bank for the poem.
16. Explain that on the next page titled “phrases”, we need to write phrases about Daniel Boone, so that this time you want them to tell you some of the jobs he did. Record their answers as phrases on a chart paper.

17. The last step will be to list nouns that name Daniel Boone, these would include: explorer, hunter, frontiersman, etc. Title this page “nouns”.

Day Three

18. Review the words listed on the four charts from yesterday.

19. Using the transparency of Appendix 2-A write a class cinquain about Daniel Boone. Model how to use words from each page to complete the pattern the poem calls for.

20. Explain that when they are working with their buddy, they will be the ones deciding which words to use; their buddy will be doing the recording for them. Have each student work with their buddy in completing a poem about Daniel Boone.

21. Have the students read their poem to the class. Collect the poems for possible publishing.

22. Optional Activity: Complete the cloze about Daniel Boone, (Appendix 2-B)

E. Assessment/Evaluation

1. Day one- checklist, (Appendix 2-C) for evaluation of students’ sketching/writing activity.

2. Day two-informal teacher observation of student participation in discussions.

3. Day three-rubric, (Appendix 2-D), evaluation of poem

Lesson Three: Louisiana Purchase

A. Daily Objectives

1. Concept Objective(s)
   a. The student understands the relative location of places. (TEKS SS 1.4)

2. Lesson Content
   a. The Louisiana Purchase (p.30)

3. Skill Objective(s)
   a. The student will create and use simple maps to identify the location and places in the United States. (TEKS SS 1.5A and 1.5B)

B. Materials

1. Outline of United States map - student copy (Appendix 3-A)

2. Outline of United States map transparency (Appendix 3-A)

3. Outline of United States map with Louisiana Territory (Appendix 3-B) optional

4. Louisiana Purchase Map puzzle piece copied on pink paper (Appendix 3-C)

5. 1803 United States territory map puzzle piece copied on green paper (Appendix 3-D)

6. scissors

7. glue sticks

8. overhead

9. What Your First Grader Needs to Know

10. Checklist for Map (Appendix 3-E)

C. Key Vocabulary

1. bargain – to buy something for less than it’s worth

2. purchase – to buy

3. territory – a piece of land

4. unconstitutional – not allowed by law
D. Procedures/Activities
1. Using transparency, (Appendix 3-A or 3-B) outline the location of the United States in 1803.
2. Read pp. 172 – 173 from What Your First Grader Needs to Know; stop reading at the map on page 173. As you read, check for understanding of the vocabulary and continue adding words to word wall.
3. Mark the location of the Louisiana Purchase on overhead map.
4. Discuss how much land was added to the United State at that time.
5. Hand out the outline map of the United States, (Appendix 3-A or 3-B); the Louisiana Purchase map puzzle piece, (Appendix 3-C); and the 1803 United States map puzzle piece, (Appendix 3-D).
6. Have the students cut out the map puzzle pieces and glue them onto the outline map of the United States. Model putting the puzzle pieces together on the transparency of the outline map.
7. Preview tomorrow’s lesson by reading the paragraph under the map on p. 173 in What Your First Grader Needs to Know. Review the fact that Thomas Jefferson was president at this time.

E. Assessment/Evaluation
1. Checklist, (Appendix 3-E), for evaluation of correct placement of puzzle pieces on the map.

Lesson Four: Explorations of Lewis and Clark
A. Daily Objectives
1. Concept Objective(s)
   a. The student understands how historical figures helped to shape our community, state, and nation. (TEKS SS 1.1)

2. Lesson Content
   a. Explorations of Lewis and Clark (p.30)

3. Skill Objective(s)
   a. The student will compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation. (TEKS 1.1B)

B. Materials
1. mystery box or basket containing a sleeping bag, food, flashlight, soap, hat, clothes, shoes, bandages, etc.
2. book - Lewis and Clark Explorers of the American West
3. chart paper with T chart drawn on paper. Title T-chart “alike” and “different”
4. markers
5. student journals – (preassembled with a minimum of 6 pages)
6. pencil

C. Key Vocabulary
1. expedition – a trip taken by a group of people for an important reason
2. corps – a group of people
3. route – a trail or road

D. Procedures/Activities
1. Show the students the mystery basket and tell them that we are going to go on a camping trip and be gone from home for a long time.
2. Take the items from the mystery box one at a time and have the students explain why we would need each of the items.
3. Tell the students that today we will be reading about two friends who were explorers, who went on an expedition or trip to explore the Louisiana Purchase and the rest of the land west of the Louisiana Purchase.
4. Introduce and discuss vocabulary words and add to word wall. Instruct students to listen for these words as we read the story. Read *Lewis and Clark Explorers of the American West*.

5. Discuss with the children how Daniel Boone and Lewis/Clark were alike and different. Record student responses on the T-chart. Note: Lewis and Clark were educated and kept journals. It is unclear whether Daniel Boone attended school, however he did not keep journals.

6. Ask the students how we know which animals, plants, and resources Lewis and Clark found and used. Guide the students to the conclusion that they would have written their information and drawn pictures. Cameras and recording devices were not available at this time.

7. Elicit the answer that Lewis and Clark had to write everything down in books. Tell the students that a journal is a type of book where Lewis and Clark kept a record of the plants, animals they saw, and adventures they had. Explain that they will be keeping a journal of Lewis and Clark’s adventure.

8. Discuss what important information Lewis and Clark’s first entry would have contained. Lead the students to understand that they would need to include where Lewis and Clark are going and what they are looking for. Have the students give you the information they learned about Lewis and Clark’s journey to explore the Louisiana Purchase and the land all the way to the Pacific Ocean. The students also need to understand Lewis and Clark’s job in looking for new animals, plants, and other people.

9. Give students their journals and instruct them to write their names on the cover of their journal along with the names of Lewis and Clark. Note: Cover will be illustrated at the end of the unit.

10. Have the students turn to the first page, write the current date and start their journal entries with the information previously discussed.

11. Instruct students to write in complete sentences and use the word wall for spelling.

12. Collect journals.

E. Assessment/Evaluation

1. Informal Assessment – Teacher will assess student responses during compare and contrast class discussion.

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**Lesson Five: Along the Way with Lewis and Clark (Three Days)**

A. Daily Objectives

1. Concept Objective(s)
   a. The student understands how historical figures helped to shape our community, state, and nation. (TEKS SS 1.1)

2. Lesson Content
   a. The Explorations of Lewis and Clark (p.30)

3. Skill Objective(s)
   a. The student will identify examples of and uses for natural resources. (TEKS SS 1.6B)

B. Materials

1. book - *Lewis and Clark: a Prairie Dog for the President*
2. chart paper and markers
3. student journals
4. clear packing tape
5. pencil
6. crayons
7. computer with internet access (and projection device)
C. **Key Vocabulary**

1. natural resources-things that are not manmade but found in nature

D. **Procedures/Activities**

**Day One**

1. Review vocabulary from previous day: expedition, corps, and route
2. Define and explain natural resources. Natural resources are things that are not manmade, but are found in nature. Add to word wall.
3. Explain to students that today we will read about Lewis and Clark and some of the plants and animals they saw on their expedition. Point out that Lewis and Clark also had to use natural resources and things that they found along the way to help them on their trip.
4. Tell students to listen to the story *Lewis and Clark: A Prairie Dog for the President* for names of animals, plants, and things that Lewis and Clark used in nature to help them on their journey. Explain that today’s journal entry will be on animals Lewis and Clark saw.
5. Read *Lewis and Clark: a Prairie Dog for the President*.
6. Ask the students for the names of animals that Lewis and Clark found and record their answers on chart paper.
7. Hand out the student journals. Have them turn to the next page in their journal, date it and write about one animal Lewis and Clark saw on their travels. Have the students illustrate and color the animal they chose. Remind the students to write in complete sentences.
8. Collect the journals.

**Day Two**

9. Review the story from yesterday and ask the students to name some of the plants that Lewis and Clark found, record their answers on chart paper.
10. Explain to the students that they will be going on a nature walk around the school. They will need to collect 2 items. The items they are to collect include leaves from trees or plants, grass, twigs, and flowers. Remind the students they are to keep their hands out of their mouth and not to taste their nature items. They are to stay with their assigned buddy and stay in the same area with the teacher. Note: We will be inviting our buddy class to participate and assist the first graders with this activity.
11. Once we have returned to the classroom, they are to choose one item to press in their journal. With the assistance of their buddy, the students will tape their nature item on the next page of their journal.
12. The students will date the page and write about their plant in complete sentences.
13. Collect the journals.

**Day Three**

14. Access and display on a projection device:

   [www.usaweekend.com/97_issues/971102/lewis_and_clark/971102trail_intro.htm](http://www.usaweekend.com/97_issues/971102/lewis_and_clark/971102trail_intro.htm)

   Log in as a member of Lewis and Clark’s party. Read and help the expedition make its’ decisions as it travels to the Pacific Ocean. This trip will include decisions about natural resources Lewis and Clark used on their expedition. Note: you will need to preview this site as you will need to rephrase some of the problems encountered.
15. Hand out the journals and tell the students to choose one natural resource used by Lewis and Clark to include in their journal. Have them illustrate and write about how the natural resource was used in complete sentences. Remind the students to date their journal.
16. Collect the journals.
E. Assessment/Evaluation
1. Day One – Informal assessment of their journal entry on animal.
2. Day Two – Informal assessment teacher observation of student cooperation during buddy work and during nature walk.
3. Day Three – Informal assessment of their journal entry about plants and natural resources.

Lesson Six: Sacagawea

A. Daily Objectives
1. Concept Objective(s)
   a. The student understands how historical figures helped to shape our community, state, and nation. (TEKS SS 1.1)
   b. The student understands the concepts of goods and services. (TEKS SS 1.7)
2. Lesson Content
   a. Sacagawea (p.30)
3. Skill Objective(s)
   a. The student will identify ways people exchanged goods and services. (TEKS 1.7B)

B. Materials
1. book - Sacajawea Shoshone Trailblazer
2. book - Sacajawea Translator and Guide
3. Large Trading Cards (Appendix 6-A), prepared ahead for class discussion
4. chart paper and marker
5. tape
6. Explorer Trading Chart (Appendix 6-B), one copy for half of the class
7. Indian Trading Chart (Appendix 6-C), one copy for half of the class
8. Explorer Trading Cards (Appendix 6-D), one for each Explorer
9. Indian Trading Cards (Appendix 6-E), one for each Indian
10. scissors
11. glue stick
12. pencil
13. student journals
14. trading chart rubric (Appendix 6-F)
15. rubric for completed journal (6-G)
16. for optional activity- internet access with projection system

C. Key Vocabulary
1. nomad – a person who moves from place to place to find food
2. trade – to give something to someone to get something else
3. guide – to show someone the way to go
4. interpreter – to retell information in another language
5. settler – a person who moves to a new place and sets up a house

D. Procedures/Activities
1. Review vocabulary words expedition and trailblazer.
2. Introduce and discuss vocabulary words and add to the word wall.
3. Preview the book by showing the cover and reading the title. Have the children predict who they think the Indian woman is and what she did. Explain to them that Sacagawea was an Indian woman who helped Lewis and Clark. The story will also show how the explorers traded for things that they needed as they traveled.
4. Read Sacajawea Shoshone Trailblazer and Sacajawea Translator and Guide
5. Ask students which items Lewis and Clark used to trade for things they needed for the journey. Were they items they needed or something extra they had? Guide them to understand you would not trade away something you needed.

6. Explain to the students that we are going to sort items brought by Lewis and Clark to trade with the Indians for things they needed as they traveled. On chart paper, write the labels food, transportation, clothing, tools, and fun things. Show the large trading cards, (Appendix 6-A) one at a time, have the students tell you which category the item belongs in and tape in place. Leave this chart up for reference during the trading activity.

7. Explain to the students that they will be trading with each other to get the things they need for a trip. Divide class evenly into two groups. One group will be explorers and one group will be Indians.

8. Hand out a trading chart to all students, making sure that half the class receives an explorer chart, (Appendix 6-B), and the other half receives the Indian trading chart, (Appendix 6-C). Instruct students to write their names on their charts.

9. Hand out trading cards, (Appendix 6-D) to the explorers.


11. Explain that the explorers will be trading with the Indians only. Indians may not trade with Indians and explorers may not trade with explorers. The teacher should have extra pages and act both as an Indian and an explorer in the case some students can’t make a needed trade.

12. Let the students know that they are to return to their desk after they have made a trade and glue that item on their chart. This way they will know which items they need to complete their chart. Tell the students to continue trading with classmates until all of their squares are filled on their chart.

13. Monitor class for understanding and accuracy. Be available for trading of items.

14. Collect papers from students for assessment.

15. Distribute journals. Tell students to turn to the next page and write today’s date. Instruct students to write in their journals about Lewis and Clark and what they used for trading on their journey – use complete sentences and illustrating. They need to illustrate the cover with items used by Lewis and Clark during their travel.

16. Collect journals from students.

17. Optional Activity: Read biography of Glenna Goodacre and her design of the Sacagawea coin. If possible, have a Sacagawea coin for the students to see. http://www.smalldollars.com/dollar/page27.html

E. Assessment/Evaluation

1. Formal assessment-Student’s trading charts will be assessed for following directions and filling in the chart with a variety of items. Use rubric, (Appendix 6-F) for assessment.

2. Rubric for completed journal (Appendix 6-G)

VI. CULMINATING ACTIVITY (Optional)

A. Create a timeline that includes the years that Daniel Boone helped make the Wilderness Road, the signing of the Declaration of Independence, the years of Thomas Jefferson was president, the year the United States bought the Louisiana Purchase, the year Lewis and Clark started their expedition, and the year Sacagawea joined the expedition. The students will construct the timeline on a sentence strip using the events on Appendix 7-A.
VII. HANDOUTS/WORKSHEETS
1. Appendix 1-A United States Map
2. Appendix 2-A Poem Outline
3. Appendix 2-B Daniel Boone Cloze Activity
4. Appendix 2-C Sketch and Write Checklist
5. Appendix 2-D Poetry Rubric
6. Appendix 3-A Outline of United States Map
7. Appendix 3-B United States Map with Louisiana Purchase
8. Appendix 3-C Louisiana Purchase Map Puzzle Piece
9. Appendix 3-D 1803 United States Map Puzzle Piece
10. Appendix 3-E Checklist for Map
11. Appendix 6-A Large Trading Card
12. Appendix 6-B Explorer Trading Chart
13. Appendix 6-C Indian Trading Chart
14. Appendix 6-D Explorer Trading Cards
15. Appendix 6-E Indian Trading Cards
16. Appendix 6-F Trading Chart Rubric
17. Appendix 6-G Journal Rubric
18. Appendix 7-A Timeline

VIII. BIBLIOGRAPHY
A. Books
B. Websites
www.usaweekend.com/97_issues/971102/lewis_and_clark/971102trail_intro.html
http://www.smalldollars.com/dollar/page27.html
Appendix 2-A
Poem Outline

Daniel Boone

___________________, __________________
verbs ending with “ed”

___________________, __________________, ____________
verbs ending with “ing”

____________________

a phrase

____________________
noun
Daniel Boone was a famous ___________________. He became a good ______________. Daniel married a girl named Rebecca and they had ten ______________ in all. He always loved exploring. Finally in 1769, Daniel had a chance to explore a new place called ______________. There Daniel Boone was captured by Indians and finally __________. He is called a trailblazer because he cleared the________________________. Daniel Boone helped many ______________ to move to Kentucky.

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### Appendix 2-C
Sketch and Write Checklist

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<tr>
<td>There is a picture or writing in each box</td>
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<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name is on the project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct verbs are used in second line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct verbs are used in third line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a phrase in line four</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A correct noun is used at the end</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The poem makes sense</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3-C
Louisiana Purchase Map Puzzle Piece
## Appendix 3-E
Checklist for Map

<table>
<thead>
<tr>
<th>Objective</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Name is on the project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Map pieces are in the correct place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana Purchase is labeled correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana Purchase is capitalized</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name is on the project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Map pieces are in the correct place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana Purchase is labeled correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana Purchase is capitalized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large Trading Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image1" alt="Large Trading Cards" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="Large Trading Cards" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="Large Trading Cards" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image4" alt="Large Trading Cards" /></td>
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</tr>
</tbody>
</table>

2008 Core Knowledge® National Conference, Grade Level 1, Bewildered, But Not Lost – Early Exploration of the American West
Appendix 6-B
Explorer Trading Chart

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 6-C
Indian Trading Chart

<table>
<thead>
<tr>
<th></th>
<th>Item 1</th>
<th>Item 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fun Things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Choice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6-D (page 1)
Explorer Trading Cards
### Explorer Trading Cards

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image 1" /></td>
<td><img src="image2.png" alt="Image 2" /></td>
<td><img src="image3.png" alt="Image 3" /></td>
</tr>
<tr>
<td><img src="image1.png" alt="Image 1" /></td>
<td><img src="image2.png" alt="Image 2" /></td>
<td><img src="image3.png" alt="Image 3" /></td>
</tr>
<tr>
<td><img src="image1.png" alt="Image 1" /></td>
<td><img src="image2.png" alt="Image 2" /></td>
<td><img src="image3.png" alt="Image 3" /></td>
</tr>
</tbody>
</table>

2008 Core Knowledge® National Conference, Grade Level 1, Bewildered, But Not Lost – Early Exploration of the American West
Appendix 6-E (page 1)
Indian Trading Cards
Appendix 6-E (page 2)
Indian Trading Cards
## Appendix 6-F
### Trading Chart Rubric

<table>
<thead>
<tr>
<th>Objective</th>
<th>😊</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name is on the project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trading chart has six different items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trading chart has two items in each category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate participation during the trading activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>😊</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name is on the project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trading chart has six different items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trading chart has two items in each category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate participation during the trading activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Journal Rubric

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cover page information</strong></th>
<th><strong>Student’s name and title are written with correct capitalization</strong></th>
<th><strong>Student’s name and title are written with partially correct capitalization</strong></th>
<th><strong>Student’s name and/or title is missing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal entries</strong></td>
<td><strong>Journal contains all 6 entries</strong></td>
<td><strong>Journal contains at least 4 entries</strong></td>
<td><strong>Journal contains less than 4 entries</strong></td>
</tr>
<tr>
<td><strong>Illustrations</strong></td>
<td><strong>All illustrations represent the sentence written on the page</strong></td>
<td><strong>At least 4 of the illustrations represent the sentence written on the page</strong></td>
<td><strong>Less than 4 illustrations represent the sentence written on the page</strong></td>
</tr>
<tr>
<td><strong>Sentence mechanics</strong></td>
<td><strong>All sentences start with capital letters and have an end mark</strong></td>
<td><strong>Most sentences start with capital letters and have an end mark</strong></td>
<td><strong>Sentences are missing capital letters and have an end mark</strong></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td><strong>All entries contain correct information</strong></td>
<td><strong>Most entries contain correct information</strong></td>
<td><strong>Many entries do not contain correct information</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>total</th>
<th></th>
</tr>
</thead>
</table>

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2008 Core Knowledge® National Conference, Grade Level 1, Bewildered, But Not Lost – Early Exploration of the American West
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1775</td>
<td>Daniel Boone helped clear the Wilderness Road.</td>
</tr>
<tr>
<td>1801-1809</td>
<td>Thomas Jefferson was the third President of the United States.</td>
</tr>
<tr>
<td>1776</td>
<td>The Declaration of Independence was signed.</td>
</tr>
<tr>
<td>1804</td>
<td>Lewis and Clark started out on their journey to explore the American West.</td>
</tr>
<tr>
<td>1804</td>
<td>Sacagawea joined the expedition with Lewis and Clark.</td>
</tr>
<tr>
<td>1803</td>
<td>The United States bought the Louisiana Purchase from France.</td>
</tr>
</tbody>
</table>