

Using Journals in our daily writing and discover how they connect into history to tell the stories from the past.

I teach U.S. History to the 5th grade students in a rotation with my team. This is how I have integrated writing into my Social Studies curriculum. The approximate time during each lesson is 40 min.

Language Arts Standard and Objectives Overview:

Standard 8 – Students write daily to communicate effectively for a variety of purposes and audiences.

- Objective 1 – Prepare to write by gathering and organizing information and ideas
Generate ideas for writing by reading, discussing, researching, and reflection on personal experiences. Identify audience, purpose, and form for writing.
- Objective 2 – Compose a written draft Use voice to fit the purpose and audience.
- Objective 3 – Revise by elaborating and clarifying a written draft. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content. Revise writing, considering the suggestion of others.
- Objective 5 – Use fluent and legible handwriting to communicate. Produce legible documents with manuscript or cursive handwriting.
- Objective 6 – Write in different form and genres. Produce personal writing (e.g. journals, personal experiences, eyewitness accounts, memoirs, literature responses.)

Expected Outcome: Students will make a replica of a Lewis & Clark journal and create imaginary writings about the Lewis & Clark expedition. Eyewitness accounts can be recorded in journals and that history is told through this genre of writing. This unit is presented with the understanding that the background information of the Lewis & Clark Expedition has already been taught during the Social Studies rotation.

Day 1

Objective: Students will create their own replica of the Lewis & Clark journal.

Materials: brown art paper, lined paper (8 sheets per student), yarn, needle, thread, brads or buttons (2 per student) paints sharpie marker

Learning Activity: Demonstrate how to create a replica of the leather bound journal. Scrunch up one sheet of brown paper, unfold then scrunch again. This softens the paper and creates the worn leather-like look (using a bit of imagination). Fold this in half and place 8 sheets of lined paper (also folded in half) in the center of the brown paper, line up the folds. Next with the needle and thread, stitch the lined paper to the brown cover following the center folds. Attach the brad on the front cover to the right side center (or sew the button) do the same on the back cover. Take the yarn and loop it around the back button, knot it, and then loop it around the front button. This helps to keep the journal closed. Students may decorate their journal and label it with their name.

Day 2

Objective: The class will create the same entry in their journal modeling the teacher's example.

Materials: student-made journal, pencil, poster size post-it chart, LCD viewer, document camera, Book The Journals of Lewis & Clark by Meriwether Lewis, computer and web-site already logged onto: americaslibrary.gov/cgi-bin/page.cgi, about the grizzlies and small post-it notes to record notes on.

Learning Activity: Immerse students in the examples of the different perspectives from the Corps of Discovery e.g. Meriwether Lewis, William Clark, Sacagawea, York the Slave, Seaman the dog. (See related literature listed under sources at the back page.)

1- Teacher will discuss how journals were kept during the Lewis & Clark expedition and that we know the events about this adventure today because of the details kept in these journals. Discuss the basics of journal writing, an entry should contain the date, (teacher models this on the post-it chart by writing the full date, month, day and year, on the top right column of the paper.)

Ask-Why is the date so important to include? Refer to the copy of the Lewis & Clark journal to show the dates. Next discuss who the journal is written to (audience) each individual may have a different audience in mind. In this case these journals were specifically for President Jefferson and the American people. Then discuss the content to fill in. Reflect over the day's events (most entries were written at the end of the day.) For example "During school today I finished the book _____ that I was reading." The teacher is modeling this writing on the post-it chart.. "Our class watched the Presidential Inauguration today....." The teacher will work with the class using think-aloud to complete an entry. Students should not be concerned with writing conventions at this point. Set this post-it aside on the wall.

2- "Now we will read an actual experience from the adventures of Lewis & Clark. " Display the website on the projector, and then read the story aloud as students follow along. There are 3 stories that describe meeting grizzlies on the expedition, an animal that had been unknown to the Corps. While the students are listening have them pick out bits that they think are important to record in their journals, these bits can be recorded onto their post-it notes first. When the stories are finished ask them to share the important bits they recorded on their notes. The teacher will begin a new model of this writing on the post-it chart. This will become a shared writing. Have students write along in their journal on the second page, we will come back to work on the first. Assessment: Evaluate student understanding of this process by having students think-aloud.

Day 3

Objective: Students will create their own imaginary entry from the expedition using eyewitness accounts found in their SS textbook, or found in the Lewis & Clark journal that the students used previously.

Materials: journal, pencil, SS textbook, Lewis & Clark journal,

Learning Activity: Assign groups of four students to work together on reviewing the story of the Lewis & Clark expedition from the SS textbook. Each student will use a review web to list the main events that take place on the expedition. Then have students collaborate together in their group how they would use that information to begin an entry on the first page of their journal. Have each group share their writing with the class. Assessment can be done as the groups share their stories.

Days 4-7

Objective: Students will read other perspectives from the Corps of Discovery. They will be able to create a journal entry based on these different points of view.

Materials: class sets of these books – Sacagawea, Lewis & Clark & Me, York the Slave, student made journal

Learning Activity: Divide the class into 3 groups and assign each group one of the 3 book sets. They will read the story together as a group and then independently create a journal entry based on that person's and dog's perspective as it is described in the story. This process will take at least one day for each book to be read and possibly time into the next day for the writing process.

All 3 stories will be rotated through each group. Teacher conferencing should occur during this time. Teacher discussion before the writing process should include questions such as: "Are you including enough information for a person who reads about your adventure to piece together what took place? Could your journal entries be used as an eyewitness account? Could your entries be a reliable source of information describing this historical event?" Also make reference back to the Lewis & Clark journals (day 2) where pictures were even sketched in as descriptions. There should be detailed information about new plants and animals, maps, or amazing sight they viewed for the first time. Have students partner share their entries within their group.

Day 8

Objective: Students will view the Lewis & Clark movie and be able to use notes to create a journal entry.

Materials:

VHS recorder, TV, National Geographic video Lewis & Clark Great Journey West 40 min.
Movie notes worksheet.

Learning Activity: Students will view the video of Lewis & Clark. They will take notes on the chart provided.

Day 9

Objective: Students will revise their entry using word choice that will evoke a descriptive scene from the movie.

Materials: student made journal, poster size post-it, movie notes, extra writing paper, book Lewis & Clark on the Trail of Discovery-Museum in a Book- by Rodd Gragg

Learning Activity: Teacher instruction to class: "We will use the notes from the movie yesterday to craft a new journal entry. Choose one of the events that you liked the most to write about. Allow time for students to begin their writing (10 min.) Now say "We are going to focus on strengthening our word choice." Teacher will then begin to model this writing trait, by using several examples of from the movie. This is being written on the large post-it.

Example: Let's brainstorm some of the things found in the movie....
waterfall, buffalo herd, mountains...
now what can we add to these words to describe a more inspiring scene
a waterfall
a buffalo herd mountains
clear magnificent enormous
racing awe inspiring threatening
flowing
sprawling dark carpet
daunting

You can create a scene in the readers mind with the use of more descriptive words. As I read this passage from the museum book, listen how the author crafted such a visual image with his word choice. Read p. 42 starting at "But how could any man....to, who could tell such a story?"

Go back to your writing now and choose 3 things that you can make a list of as we have done on the chart. Make a list of words to describe that thing.

"Now look over your piece you started at the beginning of class and see where revision could be done to create a more descriptive scene in your writing.

Assessment should occur here as the teacher walks around the room to validate the student's lists or conference where needed. Determine if there has been sentence improvement of word choice by comparing draft to final writing.

List of Sources

Lewis & Clark The Lewis & Clark Expedition-Join the Corps of Discovery to Explore Uncharted Territory by Carol A Johmann

Lewis & Clark for Kids-Their Journey of Discovery with 21 Activities by Janis Herbert

Picture Book of Lewis & Clark by David Adler, Ronald Himler

Lewis & Clark-Explorers of the American West by Steven Kroll, Richard Williams

Lewis & Clark on the Trail of Discovery: An Interactive History With Removable Artifacts (Museum in a Book) by Rod Gragg

The Journals of Lewis & Clark (Lewis & Clark Expedition) by Meriwether Lewis

Sacagawea A Picture Book of Sacagawea by David Adler, Dan Brown

Who Was Sacagawea? By Dennis Brindell Fradin

Sacagawea by Judith St. George

Sacagawea Speaks: Beyond the Shining Mountains With Lewis & Clark by Joyce Badgley Hunsaker

Sacagawea – Kids Discover Magazine

Sacagawea – The Story of Bird Woman and the Lewis & Clark Expedition by Joseph Bruchac

Seaman the Dog Lewis & Clark & Me – A dog’s Tale by Laurie Myers

Seaman – The Dog Who Explored the West With Lewis & Clark by Gail Langer Karwoski, James Wathing

Seaman’s Journal – On The Trail With Lewis & Clark by Patti Reeder Eubank

Dog of Discovery – A Newfoundland’s Adventures With Lewis & Clark by Laurence P. Pringle

How we Crossed the West – The Adventures of Lewis & Clark by Rosalyn Schanzer

York the Slave In Search of York – The Slave Who Went to the Pacific with Lewis & Clark by Robert B Betts

My Name is York by Elizabeth Van Steenwyk

York’s Adventures With Lewis & Clark – An African American’s Part in the Great Expedition by Rhoda Blumberg

I am Sacagawea: I am York: Our Journey West With Lewis & Clark by Claire Rudolph Murphy

American Slave, American Hero by Laurence Pringle

Websites

pbs.org/lewisandclark
teacher.scholastic.com/activities/our_america/tguide.htm
americaslibrary.gov/cgi-bin/page.cgi

Movie Notes

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?
