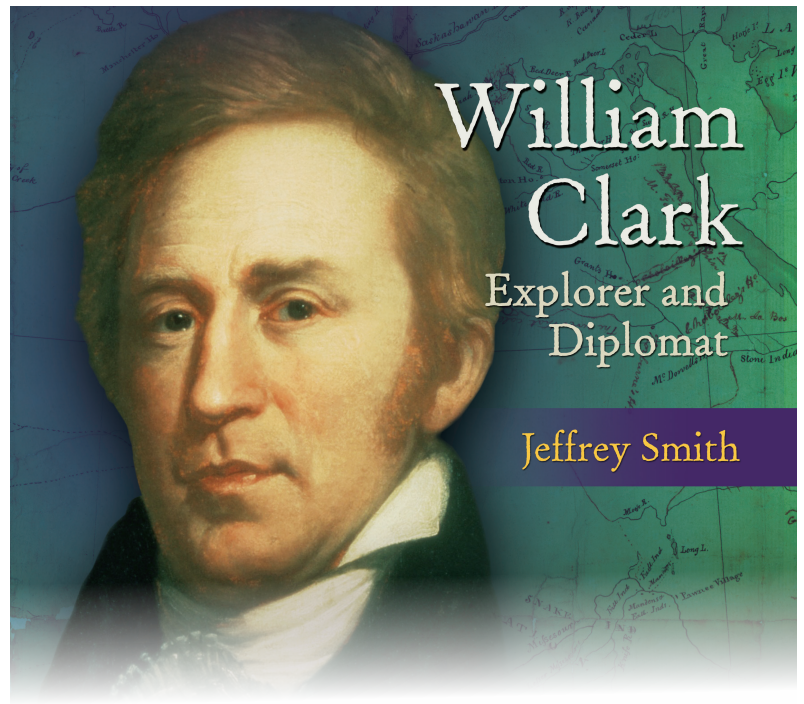




Study Guide

Grade Level: 4



UNIT DESCRIPTION: The purpose of this unit is to explore how nonfiction literature is organized and how the writer, through the purposeful use of historical facts and nonfiction structure, assists the reader in comprehending nonfiction literature.

The structures and features to be explored in this unit will include: Chronology, Comparison, Cause/Effect, Problem/Solution, Main Idea/Details, Charts, Graphs, Diagrams, Timelines, Photographs, Indexes, Glossaries, and Vocabulary.

SUGGESTED TIMELINE: Approximately 2 to 3 weeks

CLASS PERIOD: 45 to 60 minutes daily

ESSENTIAL QUESTIONS:

1. How does nonfiction literature differ from fiction?
2. How do authors organize and present information in nonfiction text to aid the reader in understanding the text?
3. How does understanding the author's choices in the use of certain text features and structures assist me as a reader?

TECHNOLOGY RESOURCES:

Reading Nonfiction

<http://www.brainpopjr.com/readingandwriting/readingskills/readingnonfiction>

Understanding Main Idea

<http://brainpop.com/english/writing/mainidea/>

Compare/Contrast Graphic Organizers

http://www.educationoasis.com/curriculum/GO/compare_contrast.htm

Cause/Effect Graphic Organizers

http://educationoasis.com/curriculum/GO/cause_effect.htm

Chain Graphic Organizers: Sequence, Cycle, Time Line, and Chain of Events

<http://www.educationoasis.com/curriculum/GO/sequence.htm>



UNIT TITLE: NOTABLE MISSOURIANS

William Clark: Explorer and Diplomat

GRADE LEVEL: 4

UNIT TEACHING ACTIVITY IDEAS:

1. K-W-L Charts
2. World Maps
3. Prediction Charts as they read
4. Descriptive Writing
5. Class Debates
6. Reader's Theatre
7. Newspaper Articles
8. Scrapbooks
9. Character Maps
10. Postcard
11. Diary or journal entries

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	COMMON CORE ANCHOR STANDARD LEARNING GOALS*	GLEs/CLEs	PS	CCSS	DOK
The learner will interpret and explain information provided through the graphic features in nonfiction text.	CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section or chapter) relate to each other and the whole.	R.3.A.4	1.5 1.6 2.4 3.5	RI.4.7	2
The learner will describe the organizational structures of nonfiction text.	CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section or chapter) relate to each other and the whole.	R.3.A.4 R.3.C.4.A R.3.C.4.B R.3.C.4.C R.3.C.4.D R.3.C.4.E R.3.C.4.F R.3.C.4.J R.3.C.4.K	1.5 1.6 2.4 3.1 3.4 3.5 3.6 3.7 3.8	RI.4.5	2
The learner will explain how the organizational structures and graphic features aid in the comprehension of nonfiction text.	CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.	R.1.D.4.a R.1.D.4.b R.1.H.4.a		RI.4.10	1 3

GLEs/CLEs: meaning; PS: meaning; DOK: * On the Department of Elementary and Secondary Education website (dese.gov), these standards are known as the Missouri Learning Standards.

TITLE SUMMARY: William Clark is famous as one of the leaders on the Lewis and Clark Expedition, but he was also a soldier, a politician, and Indian agent. When he was a young boy, America became an independent country and by the time he died, the young country expanded beyond the Mississippi and more than doubled in size. William served in the Army, explored and mapped new territory, served as governor of the Missouri Territory, and worked to keep the peace between Native Americans and new American settlers moving west as the country expanded. William Clark left his mark on history not only as a leader of the expedition to explore and map the Louisiana Territory, but also as a political leader and a diplomat.



UNIT TITLE: NOTABLE MISSOURIANS

PAGE 3

William Clark: Explorer and Diplomat

GRADE LEVEL: 4

TITLE THEMES: Native Americans, exploration, westward expansion, Louisiana Purchase, United States history, friendship, U.S. - Native American relations

HISTORICAL RELEVANCE: During William Clark's lifetime, there were many historical events that occurred. When he was born, his older brothers were fighting in the American Revolution. While Clark and his crew explored the West, they tried their best to stay peaceful with the Native Americans. To do this, they gave Native American tribes peace medals and traded furs and food. However, as settlers began pushing further and further west, tensions grew. These tensions became obvious during the War of 1812 when many tribes fought for the British because they thought they would help stop American expansion. Once the war was over, Clark helped bring back peace between Native Americans and settlers.

KEY VOCABULARY: Louisiana Purchase, steamboats, settle, territories, Native Americans, Treaty of Greenville, Corps of Discovery, trade, Rocky Mountains, Pompey's Pillar, expedition, trade factories, frontier, Agency House

DISCUSSION QUESTIONS:

1. How might traveling and exploring be different in this time period than today?
2. Were the Native Americans treated fairly by William Clark?
3. How would you describe the relationship between the Native Americans and the Americans?
4. William Clark had his best friend Meriwether Lewis with him on his exploration west. What would you look for in a friend to go on an adventure with?
5. Would you be willing to take the risk and go on the Corps of Discovery if given the chance? Why or why not?

COMPREHENSION QUESTIONS:

Chapter 1

1. What state was William Clark born in? (Virginia)
2. Where did William Clark go to fight when he joined the U.S. Army? (In the Ohio Country against the Indians)
3. What other famous explorer did William Clark meet fighting in the army? (Meriwether Lewis)
4. Where did the Corps of Discovery spend the winter in Illinois? (Camp Dubois)

Chapter 2

1. What was the main goal of the Lewis and Clark Expedition, as ordered by the president? (To find a water route to the Pacific Ocean)
2. How many native tribes did Lewis and Clark meet by the end of the expedition? (Fifty)
3. What did the Corps trade the Indians for in order to cross the Rocky Mountains? (horses)
4. What did Clark send to President Jefferson that he kept as a pet? (a prairie dog)

Chapter 3

1. What was the name of the fort that the crew built in what is now Oregon? (Fort Clatsop)
2. What was produced after the Indians boiled the whale's blubber? (oil)
3. Where is "Pompey's Pillar" located? (Montana)
4. Clark noticed an animal being farther north than when they departed for the expedition. What animal was this? (honeybees)



UNIT TITLE: NOTABLE MISSOURIANS

PAGE 4

William Clark: Explorer and Diplomat

GRADE LEVEL: 4

COMPREHENSION QUESTIONS continued:

Chapter 4

1. As Indian agent for the United States, what three things did Clark regularly discuss with the western Indian tribes? (negotiating treaties, overseeing trade, enforcing laws)
2. How many treaties did Clark sign with Native American tribes? (37)
3. What did settlers call the West? (frontier)
4. Why did some Indian tribes fight with Britain in the War of 1812? (They thought Britain would help stop American expansion)

Chapter 5

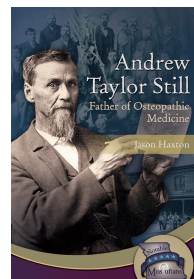
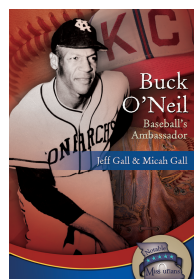
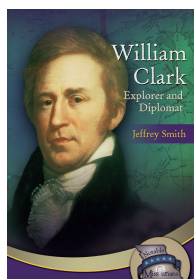
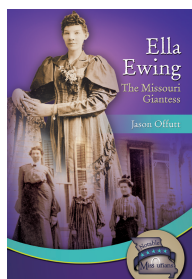
1. What was one major accomplishment of William Clark after the Expedition? (William Clark's Agency House)
2. Who met with William at the Agency House? (Marquis de Lafayette or Keokuk)
3. What occurred so that Black Hawk stopped fighting the American settlers? (Black Hawk met President Jackson)
4. What was added to William Clark's grave just before the St. Louis World's Fair? (A carved bust of William Clark)

MISSOURI CONNECTIONS:

Lewis and Clark Boathouse and Nature Center in St. Charles, Missouri with Museum.

<http://www.lewisandclark.net/museum.html>

Lewis and Clark in Missouri: Follow Their Footsteps <https://dnr.mo.gov/parks/lcbrochure.pdf>



Notable Missourians

2016 Study Guides Available: Grade Level 4

Ella Ewing: The Missouri Giantess; William Clark: Explorer and Diplomat;
Buck O'Neil: Baseball's Ambassador; Andrew Taylor Still: Father of
Osteopathic Medicine

Also available: Jean Jennings Bartik, Olive Boone, Jeffery Deroine, Marie Meyer Fower, Emmett Kelly, Joseph Kinney, Albert Bond Lambert, Stan Musial, Sam Nightingale, Helen Stephens, Great Walker, and Alphonso Wetmore



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