

Many Happy Returns

Grade Four



OBJECTIVES

Students will make connections between the past and the present and compare the Journey of Lewis and Clark with the space flight of Apollo 11. Students will be able to sequence events in history using a timeline. Students will be able to use the writing process to write a persuasive essay.



CLASS TIME

Five 45- to 60-minute sessions.



NATIONAL STANDARDS

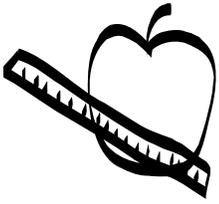
This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council for Teachers of English (NCTE), the National Science Education Standards, and the International Society for Technology in Education (ISTE):

- Social Studies: People, Places, Environment
- Social Studies: Science, Technology, and Society
- Language: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively.
- Language: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Science: Earth and Space
- Science: History and Nature of Science
- 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 Westward Journey Nickel Series™ Lesson Plans Resource Guide (available at www.usmint.gov/kids)
- 1 overhead projector
- Blank overhead transparencies
- 1 copy of a text that gives basic information about the Apollo 11 space flight (see “Preparations”)



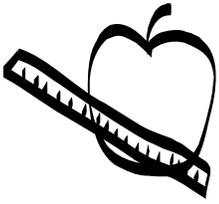
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- One copy of a text that gives basic information about the Lewis and Clark Expedition (see “Preparations”)
- Web sites that include basic information about the Apollo 11 space flight
- Web sites that include basic information about the Lewis and Clark Expedition
- A reserved computer lab with Internet access
- Chart paper
- Map of the moon’s surface marked with the Apollo 11 landing site



PREPARATIONS

- Make copies of the following:
 - “Apollo 11 Timeline” worksheet (1 per student)
 - “Lewis and Clark Timeline” worksheet (1 per student)
 - “Comparison Chart” (1 per student)
 - “Writing Rubric” (1 per student)
 - “Westward Journey Nickel Series” worksheet (from the Resource Guide)
- Make overhead transparencies of the following:
 - “Apollo 11 Timeline”
 - “Eisenhower Dollar”
 - “Louisiana Territory Map” (from the Resource Guide)
 - “2004 Nickels Obverse” (from the Resource Guide)
 - “2005 Nickels Obverse” (from the Resource Guide)
- Copies of a text that gives basic information about the Apollo 11 space flight, such as:
 - *First on the Moon: What It Was Like When Man Landed on the Moon* by Barbara Hehner
 - *The Day We Walked on the Moon* by George Sullivan
 - *One Giant Leap* by Mary Ann Fraser
- Bookmark Web sites that include basic information about the Apollo 11 space flight.
- 1 copy of a text that gives basic information about the Lewis and Clark Expedition, such as:
 - *A Picture Book of Lewis and Clark* by David A. Adler
 - *Lewis and Clark: Explorers of the American West* by Stephen Kroll
 - *How We Crossed the West: the Adventures of Lewis & Clark* by Rosalyn Schanzer
- Bookmark Web sites that include basic information about the Lewis and Clark Expedition.
- Arrange to use the school computer lab for two sessions.



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GROUPINGS

- Whole group
- Small groups
- Pairs



TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Explorer
- Thomas Jefferson
- Lewis and Clark's Corps of Discovery
- Louisiana Purchase
- Apollo space program
- Dwight D. Eisenhower



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

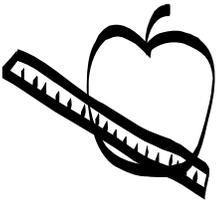
- Space program
- Cape Canaveral
- Commemorative Coins
- Writing process
- Timelines



STEPS

Session 1

1. Show the students a copy of a text on the Lewis and Clark Expedition. Ask the students what they already know about the Lewis and Clark Expedition. List responses on a K-W-L chart. As a group, preview the text and illustrations to generate predictions about what is occurring in different parts of the text. Complete the “W” section of the K-W-L chart with any information they want to know.
2. Distribute the “Lewis and Clark Timeline” worksheet. Have the students make a timeline of the important Expedition events during the reading of the text. Read the text aloud to the class. Have students share the different events that they recorded on their timelines. Make a list of events on the chart paper or the board. Complete the “L” section of the K-W-L chart.
3. Display the “Louisiana Territory Map” overhead transparency. Trace the journey of Lewis and Clark from start to finish on the transparency.
4. Ask the students what they think Lewis and Clark would have sent or brought back to President Jefferson (Indian artifacts; animal skins, bones, and antlers; live animals; and plant, soil, and mineral samples). Ask the students where they think people could have seen these items. Explain to the students that the objects collected by Lewis and Clark



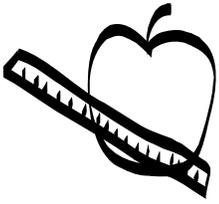
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were displayed at the White House. Some were on display at Jefferson's home (Monticello), but those were viewed mostly by friends who visited him. The objects were not placed where all people could see them until President Jefferson gave them to Charles Wilson Peale for his new museum in Philadelphia.

5. Display the "2004 Nickels Obverse" overhead transparency. Ask the students to examine it and tell you what they know about it. The students should be able to identify this as the obverse (front) of a nickel and that it depicts President Thomas Jefferson.
6. Display the "2005 Nickels Obverse" overhead transparency. Ask the students to examine it and tell you what they notice about this picture. The students should be able to observe that it depicts a different image of President Thomas Jefferson. Explain to the students that it bears, for the first time in 67 years, a new likeness of America's third president, Thomas Jefferson. The "Liberty" inscription on the coin is based upon Jefferson's own handwriting.
7. Explain that our country changed its nickels beginning in 2004 to tell the story of Meriwether Lewis and William Clark, who led the expedition that explored our country's western lands 200 years ago. Review from the text that Thomas Jefferson was president during the expedition and was the one who sent them on their journey.
8. Distribute the "Westward Journey Nickel Series" worksheet. Ask the students to begin the worksheet by recording what they see in each nickel's design that relates to the Expedition. Ask the students to hypothesize why each image was selected and its relationship to the Expedition. Have the students use their timeline to fill in the information and record their answers on their "Westward Journey Nickel Series" worksheet.
9. Allow the students five to ten minutes to complete the worksheets individually.
10. Lead a class discussion regarding the students' answers on their completed "Westward Journey Nickel Series" worksheets. Make sure that the students have a basic understanding of the Expedition.

Session 2

1. Show the students a text on the Apollo 11 mission to the moon. Ask the students what they already know about the Space Program and any recent events in the news. List responses on the board using a K-W-L chart. Complete the "K" and "W" part of the chart. As a group, preview the text and illustrations to generate predictions about what is occurring in different parts of the text.
2. Distribute the "Apollo 11 Timeline" worksheet. Have the students make a timeline of the important events of the flight using the list of events during the reading of the text. Read the text aloud to the class. While reading, stress the place where the spacecraft was launched (locate it on a map) and where it landed (locate it on a map of the moon). Also stress the different parts of the craft including the Saturn V rocket, the command module,



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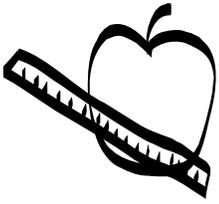
and the landing module. Emphasize the difference between the Apollo craft and the space shuttle in how they landed back on Earth. Have the students share the different events they listed on their timeline. Make a list of events on the chart paper or the board.

3. Display the diagram on the “Apollo 11 Timeline” overhead transparency. Trace the flight of Apollo 11 from start to finish. Explain that the moon is 384,400 kilometers or 238,856 miles from the earth. This distance is more than the length of 4 million football fields. The moon, Earth’s one natural satellite, is more than one quarter the size of Earth.
4. Ask the students what they think the Apollo 11 astronauts would have brought back with them (moon rocks). Ask the students where they think people can see these rocks now (the National Air and Space Museum). Ask the students why the rocks would be placed there (for all people to view).
5. Display the “Eisenhower Dollar” overhead transparency. Ask the students to examine the first image and tell you what they know about this picture. The students should be able to identify this as the obverse (front) of a coin and that it depicts Dwight D. Eisenhower. Explain to students that Eisenhower served as the 34th president of the United States. During his presidency, *Sputnik I*, the first man-made object to orbit the Earth, was launched by the U.S.S.R. This was the beginning of the “race for space” to see which country would put a man on the moon first. As president, Eisenhower was deeply interested in the use of space technology. Eisenhower signed the National Aeronautics and Space Act of 1958, which established the National Aeronautics and Space Administration (NASA).
6. Ask the students to examine the second image on the transparency. Ask the students if they know why the eagle is on the coin. After hearing responses, explain to the students that the Eisenhower dollar’s reverse shows the insignia worn by Apollo 11 astronauts on their historic trip to the moon. On July 20, 1969, Neil Armstrong stepped from the spacecraft “Eagle” to become the first man to walk on the moon. The Apollo 11 mission achieved its primary goal: to land men on the moon and return the crew safely to Earth. Its success paved the way for the lunar landings that followed and even the plans today to return to the moon and go on to Mars.

Session 3

1. Have the students compare their two timelines from the previous sessions. Have them write down some of the similarities and differences they see. Record their responses on chart paper.
2. Read the following quote to the students:

“Probably nervous, excited, and anxious to get underway, the soldiers who had camped [at Camp DuBois] for five months could little imag-



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ine that their departure would be heralded with such fanfare [two hundred years later]. Yet their departure merits all this attention and more because, in a sense, Camp DuBois was the Cape Canaveral of 1804, the launching pad for what has since become two hundred years of pioneering achievements in exploration and discovery by heroic young men and women of the United States. Their exploits have been recorded on land and on sea, beneath the oceans of the earth, and on the surface of the moon.”

Herman J. Viola, a historian, said this in his keynote address on May 14, 2004, for the Signature Event of the Lewis and Clark Bicentennial Commemoration. The Event took place at the Camp River Dubois Historic Site.

3. Ask the students what two programs Herman Viola was comparing in this quote (the explorers of the Lewis and Clark Expedition and the astronaut-explorers of the Apollo 11 mission).
4. Explain to the students that they will be researching the Lewis and Clark Expedition and the Apollo 11 mission. Distribute the “Comparison Chart” to the students. Have the students enter any information already discussed from the K-W-L charts.
5. Take the students to the computer lab. Direct the students to begin their research.

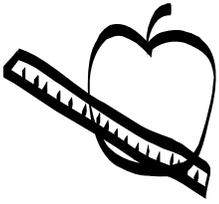
Sessions 4 and 5

1. Allow the students more time in the computer lab to do research if necessary.
2. Explain to the students that they will be writing a persuasive essay. Distribute the “Persuasive Essay Organization Sheet.” Have each of the students choose one of the two explorations and write an essay. Pretending to be the President of the United States, each student should try to persuade the people of the United States that the exploration should be undertaken, then give reasons for the choice. Distribute the “Writing Rubric” and review it with the students.
3. Allow the students time to work on their essays using the standard writing process.



ASSESSMENT

- Use the “Writing Rubric” to evaluate the students’ attainment of the lesson objectives.
- Use the “Comparison Chart” to evaluate the students’ research.



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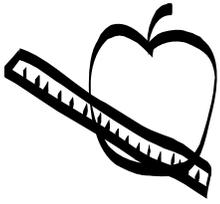
ENRICHMENTS/EXTENSIONS

- Have students make their presentation using multimedia.
- Have students debate the justification for their choice of exploration.
- Have students research the Ohio Quarter from the 50 State Quarters® Program in relation to the space program.
- Have students research and report on the famous quote from Neil Armstrong when he first stepped onto the moon.

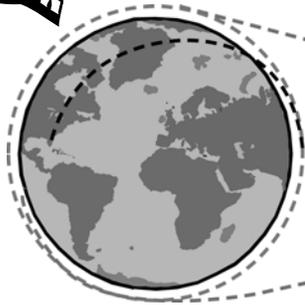


DIFFERENTIATED LEARNING OPTIONS

- Have students make their presentation orally.
- Find Spanish or other-language Web sites.
- Allow students to dictate their responses to a scribe.



Apollo 11 Timeline

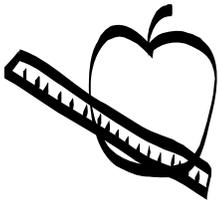


MOON FACTS

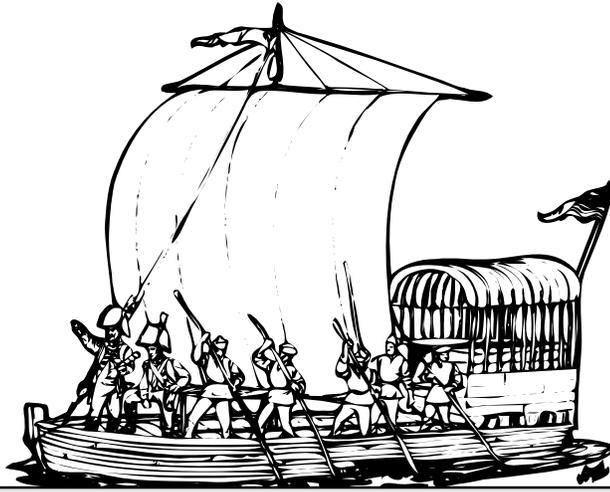
The moon is 384,400 km or 238,856 mi. from Earth.
 Earth's diameter is almost 4 times larger than the moon's.
 On the moon, you would weigh 1/6 what you weigh on Earth.



DATE	EVENT
October 4, 1957	<i>Sputnik 1</i> , the first man-made object to orbit the Earth, is launched by the U.S.S.R.
November 3, 1957	<i>Sputnik 2</i> , carrying the dog Laika, is launched by the U.S.S.R. for 7 days in orbit.
January 31, 1958	<i>Explorer 1</i> , the first U.S. satellite in orbit, lifts off at Cape Canaveral
May 5, 1961	<i>Mercury Freedom 7</i> carries Alan B. Shepard, Jr., the first U.S. Astronaut, into space, in a suborbital flight.
February 20, 1962	<i>Mercury Friendship 7</i> lifts off with John H. Glenn, Jr., the first American in orbit, and orbits the Earth three times.
June 2, 1966	<i>Surveyor 1</i> is the first U.S. spacecraft to soft-land on the Moon.
October 11, 1968	<i>Apollo 7</i> is the first manned Apollo mission with Walter M. Schirra, Jr., Donn F. Eisele, and Walter Cunningham. It orbited the earth once.
December 21, 1968	<i>Apollo 8</i> starts its 6-day mission with Frank Borman, James A. Lovell, Jr., and William A. Anders. First <i>Apollo</i> to use the <i>Saturn V</i> rocket; first manned moon orbit (10 orbits).
July 16, 1969	<i>Apollo 11</i> mission is launched.
July 20, 1969	Neil Armstrong became the first human to set foot on the Moon.
July 24, 1969	Apollo 11 returned to Earth.



Lewis and Clark Timeline



DATE	EVENT
April 2, 1803	The Louisiana Purchase.
May 14, 1804	Expedition leaves.
October 24, 1804	Expedition reaches Mandan village.
November 4, 1804	Lewis and Clark meet Sacagawea.
April 17, 1805	Expedition leaves Mandan village.
May 26, 1805	Lewis sights Rocky Mountains.
October 16, 1805	Expedition reaches the Columbia River.
November 6, 1805	Expedition sights the Pacific Ocean.
December 7, 1805	Expedition establishes winter camp at Fort Clatsop.
March 23, 1806	Expedition leaves Fort Clatsop for trip home.
September 23, 1806	Expedition reaches St. Louis.

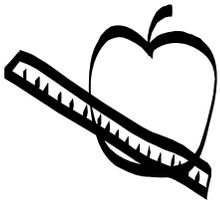


Name _____

Comparison Chart



CATEGORY	APOLLO 11	LEWIS AND CLARK
Preparations: How did they prepare for their journey?		
Equipment: What did they take with them and at what cost?		
Risks: What type of dangers and obstacles did they face?		
Reasons: Why did they undertake the mission considering the risks?		
Time: How long did their journey last? How far did they go?		
Mode of travel: What forms of transportation did they use to get to their destination?		
Samples: What types of things did they bring back from their journey?		
Celebrity: Were they considered heroes when they returned?		
Effect: What impact on people and later explorers did their expedition have?		



Comparison Chart

Key



CATEGORY	APOLLO 11	LEWIS AND CLARK
Preparations: How did they prepare for their journey?	Years of training	Several months to prepare
Equipment: What did they take with them and at what cost?	Scientific equipment Cost: Over \$170,000,000	Supply list in Resource Guide Cost: Congress approved \$2500; final total over \$40,000.
Risks: What type of dangers and obstacles did they face?	Stranded in space Explosions Cut off from oxygen Starvation	Unknown territory / Traveling up river / Other unknown factors / Bad weather / Dangerous animals / Starvation
Reasons: Why did they undertake the mission considering the risks?	Exploration of space Beat the Russians to the moon Commercial aspects	Assignment from President Find out about newly-purchased land Begin westward expansion
Time: How long did their journey last? How far did they go?	8 days 238,856 miles (384,400 km) from Earth to moon	More than 2 years More than 8,000 miles
Mode of travel: What forms of transportation did they use to get to their destination?	Rocket Lunar module	Boat (keelboat, canoes) Horse Foot
Samples: What types of things did they bring back from their journey?	Moon rocks Scientific data	Indian artifacts; animal skins, bones, and antlers; live animals; plant, soil, and mineral samples
Celebrity: Were they considered heroes when they returned?	Yes Landing shown on TV Many books and press conferences	Yes; many feared the Expedition would never return; crowds welcomed them at river, gave parties for them; journals later published
Effect: What impact on people and later explorers did their expedition have?	Many experiments during missions Proved feasibility encouraged later missions to the moon	Encouraged people to move west Populated the land Louisiana Purchase doubled the size of the United States Expedition maps used by later explorers



Name _____

Writing Rubric

CATEGORY	4	3	2	1	SELF	TEACHER
Introduction (Organization)	States main topic clearly and interestingly.	States main topic, but is not very interesting.	States main topic, but not clearly or interestingly.	The main topic is not introduced.		
Support for Topic (Content)	Details are relevant, give important information.	Details are relevant, but a key element is missing.	Most details are relevant, but key details missing.	Most details are unclear, unimportant, or irrelevant.		
Accuracy of Facts (Content)	All facts are accurate.	Almost all facts are accurate.	Most facts are accurate.	Facts are missing or inaccurate.		
Focus on Topic (Content)	Main idea is clear and well-supported.	Main idea is clear, but support is general.	Main idea is somewhat clear, but lacks support.	Main idea is unclear; support is weak.		
Conclusion (Organization)	Conclusion is strong; it is clear what the writer is "getting at."	Conclusion is recognizable and ties up most loose ends.	Conclusion is recognizable, but does not tie up all loose ends.	Conclusion is lacking; the paper just ends.		
Vocabulary	Words and phrases are vivid, draw pictures in the mind.	Writing is vivid, but usage sometimes incorrect or overdone.	Writing communicates clearly, but lacks variety, punch, or flair.	Vocabulary is limited, unclear, or does not capture interest.		
Sentence Structure (Sentence Fluency)	All sentences are well-constructed and structures are varied.	Most sentences are well-constructed and structure is varied.	Most sentences are well-constructed but have similar structures.	Sentence structures are poor or repetitious.		
Capitalization and Punctuation (Conventions)	No errors, so paper is exceptionally easy to read.	A few errors, but paper is still easy to read.	Several errors catch attention and interrupt the reading flow.	Numerous errors greatly hinder the reading flow.		
Grammar and Spelling (Conventions)	No errors to distract from the content.	A few errors, distracting from the content.	Several errors, which distract from the content.	More than 4 errors, distracting from the content.		
TOTAL POINTS						

TEACHER COMMENTS



Name _____

Persuasive Essay Organization Sheet

Directions: Pretend you are the President of the United States. Persuade people to finance your chosen expedition.

1ST PARAGRAPH (INTRODUCTION)

Identify the expedition you are choosing. Which one do you want the people to finance?

2ND PARAGRAPH

Give your first reason for financing this expedition:

Supporting details:

1. _____

2. _____

3. _____

3RD PARAGRAPH

Give your second reason for financing the expedition:

Supporting details:

1. _____

2. _____

3. _____

3. _____

4TH PARAGRAPH (CONCLUSION)

Summarize why people should finance the expedition.



Name _____

Eisenhower Dollar

