



America's Greatest History Attraction

CURRICULUM CONNECTIONS

Lewis & Clark: Great Journey West - Educator Resources (Grades 3-5)

(<http://movies.nationalgeographic.com/movies/the-wildest-dream/educator-resources>)

Standards-based activities for grades 3-5 related to the IMAX film, *Lewis & Clark: Great Journey West*.

Activity 1 of 4: Building a Lasting Legacy

Michigan Social Studies Grade Level Content Expectations

Grade 4

- G1.0.1** Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).
- G1.0.2** Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
- G1.0.3** Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).
- G1.0.4** Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

Grade 5

- U1.1.1** Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

Michigan English Language Arts Grade Level Content Expectations

Grade 3

- S.CN.03.02** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.
- S.DS.03.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

Grade 4

- S.CN.04.02** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.
- S.DS.04.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

Grade 5

- S.CN.05.02** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.
- S.DS.05.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

National Social Studies Content Standards**Strand**

- III** People, places, and environments

National Geography Standards**Strand**

- 4** The Physical and Human Characteristics of Places (Places and Regions)
- 15** How Physical Systems Affect Human Systems (Environment and Society)
- 17** How to Apply Geography to Interpret the Past (The Uses of Geography)

National English Language Arts Content Standards**Strand**

- 12** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Activity 2 of 4: Facing Challenges – Real and Imagined

Michigan Social Studies Grade Level Content Expectations

Grade 4

- G1.0.1** Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).
- G1.0.2** Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
- G1.0.3** Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).
- G1.0.4** Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

National Geography Standards

Strand

- 2** How to Use Mental Maps to Organize Information About People, Places, and Environments in a Spatial Context (The World in Spatial Terms)
- 4** The Physical and Human Characteristics of Places (Places and Regions)
- 6** How Culture and Experience Influence People’s Perceptions of Places and Regions (Places and Regions)

National Social Studies Content Standards

Strand

- III** People, places, and environments

Activity 3 of 4: Same Place, Different Perspectives

Michigan Social Studies Grade Level Content Expectations

Grade 4

- G1.0.1** Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).
- G1.0.4** Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

Grade 5

- U1.1.1** Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

Michigan English Language Arts Grade Level Content Expectations

Grade 3

- R.CM.03.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.03.02** Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
- R.CM.03.04** Apply significant knowledge from grade-level science, social studies, and mathematics texts.
- S.CN.03.02** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.
- S.DS.03.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

Grade 4

- R.CM.04.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.04.02** Retell through concise summarization grade-level narrative and informational text.
- R.CM.04.04** Apply significant knowledge from grade-level science, social studies, and mathematics texts.
- S.CN.04.02** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.
- S.DS.04.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

Grade 5

- R.CM.05.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.05.02** Retell through concise summarization grade-level narrative and informational text.

- R.CM.05.04** Apply significant knowledge from grade-level science, social studies, and mathematics texts.
- S.CN.05.02** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.
- S.DS.05.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

National Geography Standards

Strand

- 4** The Physical and Human Characteristics of Places (Places and Regions)
- 6** How Culture and Experience Influence People's Perceptions of Places and Regions (Places and Regions)
- 10** The Characteristics, Distribution, and Complexity of Earth's Cultural Mosaics (Human Systems)

National Social Studies Content Standards

Strand

- III** People, places, and environments

National English Language Arts Content Standards

Strand

- 12** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Activity 4 of 4: Why Explore the Vast Unknown?

Michigan Social Studies Grade Level Content Expectations

Grade 4

- G1.0.1** Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).
- G1.0.2** Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
- G1.0.4** Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

Michigan English Language Arts Grade Level Content Expectations

Grade 3

- R.CM.03.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.03.02** Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
- R.CM.03.04** Apply significant knowledge from grade-level science, social studies, and mathematics texts.
- W.PS.03.01** Exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).
- S.CN.03.02** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.
- S.DS.03.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

Grade 4

- R.CM.04.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.04.02** Retell through concise summarization grade-level narrative and informational text.
- R.CM.04.04** Apply significant knowledge from grade-level science, social studies, and mathematics texts.
- W.PS.04.01** Exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).
- S.CN.04.02** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.
- S.DS.04.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

Grade 5

- R.CM.05.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.05.02** Retell through concise summarization grade-level narrative and informational text.
- R.CM.05.04** Apply significant knowledge from grade-level science, social studies, and mathematics texts.
- W.PS.05.01** Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).
- S.CN.05.02** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.
- S.DS.05.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

National Geography Standards

Strand

- 1** How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information From a Spatial Perspective (The World in Spatial Terms)
- 16** The Changes That Occur in the Meaning, Use, Distribution, and Importance of Resources (Environment and Society)
- 17** How to Apply Geography to Interpret the Past (The Uses of Geography)

National Social Studies Content Standards

Strand

- III** People, places, and environments

National English Language Arts Content Standards

Strand

- 12** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).