

*A sound timeline for Lewis and Clark: 4<sup>th</sup>-Grade Reading and Music -- Laurel Longshore*

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A sound timeline for Lewis and Clark

The following lesson plans are to be used as a sequential weeklong lesson on the Trip taken by Lewis and Clark. The lessons are based around the story *Lewis and Clark and Me: A Dog's Tale*, by Laurie Myers. The standards incorporated into this lesson are the 4<sup>th</sup>-grade music standard and a part of one of the 4<sup>th</sup>-grade reading-for-all-purposes standards. These standards are: Music: 1.2: Perform a variety of rhythmic, melodic and harmonic patterns, and Reading 2.1.c.iii : Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence. Students will experience the parts of CRISPA as they move through each lesson during the week. Students make connections to sounds, to things around them in their homes and intellectually as they use sounds to represent the events of the journey with a sound timeline. They will be engaged in group work as well as presenting their finished project to be recorded so this will be the risk-taking element. The students will have to use their imaginations to create the sounds of the places Lewis and Clark traveled to in order to create the piece and use their sense of hearing to interact with the activities. The students will be creating their own musical piece to present and they will be supplying the "instruments" for the sounds. This will create active engagement for each student at his or her own level.

**Subject Area:** Reading/ Music    **Grade:** 4<sup>th</sup>    **Date:** 6/26  
**Time:** 5 days, 45-min lesson - Day 1    **Grouping:** Whole class

**Standard:**

**Music: 1.2:** Perform a variety of rhythmic, melodic and harmonic patterns.

**Reading 2.1.c.iii :** Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.

**Need/Objective:**

I can create a timeline of the Lewis and Clark adventure using sound bites.

**Focus: (sub-objectives)**

- Students journal about the adventure of Lewis and Clark.
- Students write out the events of the story in sequential order.

**Inquiry Questions: (Bloom's)**

1. How would the story change if the order were changed?
2. What effect would it have on history?
3. How did the author use events to prepare the reader for the ending?
4. What sounds would the travelers have heard along the way?

**Activities/Strategies:**

1. Introduce students to Lewis and Clark -- basic timeframe and purpose of the journey.
2. Play audio recording of their journal being read. Students listen to excerpt of the journal to understand the type of writing and detail that went into the journals.
3. Explain that we will be keeping a simple journal to help us keep track of the events of the story. The story we are reading will be historical fiction and is told from the point of view of the dog that accompanied the pair on their trip.
4. Exit-ticket will be a journal entry explaining the events of the story in order to help with the creation of the time line in a future lesson.
5. Orally read the story to the students, while students read along, stopping often to allow for journaling time. Remind students of the exit-ticket criteria. This journal entry will help them create their final project for the week.
6. Students might want to start thinking about what sounds they could create to match the events but this first lesson should be more focused on the events of the story and the importance of having the events in the right order.

**Criteria:**    **P+:** Write down 4 events from the story in sequential order and add details.

**P:** Write down 4 events from the story in sequential order.

**PP:** Write down 3 events from the story in sequential order.

**U:** Less than 3 events or something is out of order.

**Assessment/Closing:**

**Exit-ticket:** Students review objective and journal entry to make sure they have met criteria. Turn in journal entry to be checked for accuracy and number of events.

**Subject Area:** Reading/ Music    **Grade:** 4<sup>th</sup>    **Date:** 6/26  
**Time:** 5 days, 45-min lesson - Day 2    **Grouping:** Whole class

**Standard:**

**Music: 1.2:** Perform a variety of rhythmic, melodic and harmonic patterns.

**Reading 2.1.c.iii :** Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.

**Need/Objective:**

I can create a timeline of the Lewis and Clark adventure using sound bites.

**Focus: (sub-objectives)**

- Students journal about the sounds they could make.
- Students work collaboratively to brainstorm how they are going to make the different sounds.

**Inquiry Questions: (Bloom's)**

1. How would the story change if the order changed?
2. What effect would it have on history?
3. What objects would make different sounds?
4. Describe what Lewis and Clark or Seaman would have heard along their travels.

**Activities/Strategies:**

1. Gain student attention by asking them to close their eyes and listen. Play a series of sounds. After each sound, ask students to tell you what place or object they think they heard. Explain that they will be using sound to make a time line of the Lewis and Clark trip.
2. Reread the story from the day before. During this reading stop to allow students to journal about what sounds they think they might hear at each place along the trip.
3. Students break up into groups to begin brainstorming what sounds will represent each part of the journey and how they are going to do it.
4. Exit-ticket will be a journal entry explaining the events of the story and the sounds they would hear at each place.
5. Students will hand in their journal entries.
6. The **homework assignment** is to bring back objects that make sounds the next day so their group can perform. The objects they bring need to be simple things found around the house or a recording (CD or MP3) they already own. You do not need to go out and buy anything for this project.

**Criteria: P+:** Write down 4 sounds from the story in sequential order and add Details as to how you will make the sounds.

**P:** Write down 4 sounds from the story in sequential order.

**PP:** Write down 3 sounds from the story in sequential order.

**U:** Less than 3 sounds or something out of order.

**Assessment/Closing:**

**Exit-ticket:** Students review objective and journal entry to make sure they have met criteria. Turn in journal entry to be checked for accuracy number of events.

<b>Subject Area:</b> Reading/ Music <b>Grade:</b> 4 <sup>th</sup> <b>Date:</b> 6/26 <b>Time:</b> 5 days, 45-min lesson - Day 3 <b>Grouping:</b> Whole class
<b>Standard:</b> <b>Music: 1.2:</b> Perform a variety of rhythmic, melodic and harmonic patterns. <b>Reading 2.1.c.iii :</b> Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.
<b>Need/Objective:</b> I can create a timeline of the Lewis and Clark adventure using sound bites.
<b>Focus: (sub-objectives)</b> <ul style="list-style-type: none"> <li>• Students demonstrate an understanding of rhythm, repetition and how to put together a musical performance piece.</li> <li>• Students work together in a group to create one piece.</li> </ul>
<b>Inquiry Questions: (Bloom's)</b> <ol style="list-style-type: none"> <li>1. How does adding rhythm and repetition change your piece? The tone/ the feel?</li> <li>2. Can you change it by changing the rhythm?</li> </ol>
<b>Activities/Strategies:</b> <ol style="list-style-type: none"> <li>1. Review the ideas of rhythm and repetition with the class. Use some of the sounds from the opener from the previous day. Model for students how to make a rhythm with the “instrument”. Discuss how making a pattern or rhythm makes the sound easier for the ear to follow than random happening.</li> <li>2. Students return to their groups and experiment with their “instruments” they brought in for homework.</li> <li>3. Explain to the class that each group will be presenting a 1- or 2-minute “sound timeline” of the Lewis and Clark journey. They will need to work together to use all their different sound bites to create the timeline of what happened. The group will need to be able to perform their sounds so that the audience can tell they have traveled to at least four different places from the Lewis and Clark journey. They must also include some form of rhythm and or repetition.</li> <li>4. Groups go back to work making a plan, and practicing their piece. Teacher should be floating from group to group helping, monitoring group work skills and the overall dynamic.</li> </ol> <p><b>Criteria:</b></p> <p><b>P+:</b> Group has a polished performance piece that uses both rhythm and repetition, and easily follows the Lewis and Clark timeline.</p> <p><b>P:</b> Group has a polished performance piece that uses either rhythm or repetition, and follows the Lewis and Clark timeline.</p> <p><b>PP:</b> Group has a polished performance piece but is missing 2 of the following: rhythm or repetition, or does not follow the Lewis and Clark timeline.</p> <p><b>U:</b> Not a polished piece and does not contain the elements specified.</p>
<b>Assessment/Closing:</b> <b>Exit-ticket:</b> Teacher observation as to how students worked in a group and how the piece is coming together will be the assessment/exit-ticket for this lesson.
<b>Subject Area:</b> Reading/ Music <b>Grade:</b> 4 <sup>th</sup> <b>Date:</b> 6/26 <b>Time:</b> 5 days, 45-min lesson - Day 4 <b>Grouping:</b> Whole class

**Standard:**

**Music: 1.2:** Perform a variety of rhythmic, melodic and harmonic patterns.

**Reading 2.1.c.iii :** Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.

**Need/Objective:**

I can create a timeline of the Lewis and Clark adventure using sound bites.

**Focus: (sub-objectives)**

- Students practice and refine their piece.
- Students present their pieces and are recorded.
- Students participate in the critical response process to discuss their own work and aid in evaluation.

**Inquiry Questions: (Bloom's)**

1. How would the story change if the order were changed?
2. What effect would it have on history?
3. How did the group's music remind you of the story? What sounds did you hear that were different from yours? The same? Did this group spark any ideas for you that you might not have thought of yet?

**Activities/Strategies:**

1. Orally review the story of Lewis and Clark.
2. Restate the criteria for the presentation and the expectations for the audience.
3. Allow each group some time to rehearse and finish anything they have left to do before presenting
4. First group presents based on random draw or volunteers. Group will present their piece once. Then they will present a second time and record their presentation.
5. After presentation is finished, class will begin the critical response process.
6. Next group will present and so on as time allows.

**Criteria:** **P+:** Group has a polished performance piece that uses both rhythm and repetition, and easily follows the Lewis and Clark timeline.

**P:** Group has a polished performance piece that uses either rhythm or repetition, and follows the Lewis and Clark timeline.

**PP:** Group has a polished performance piece but is missing 2 of the following: rhythm, repetition, or does not follow the Lewis and Clark timeline.

**U:** Not a polished piece and does not contain the elements specified.

**Assessment/Closing:**

**Exit-ticket:** Critical response for each group will serve as the exit-ticket.

**Subject Area:** Reading/ Music **Grade:** 4<sup>th</sup>

**Date:** 6/26

**Time:** 5 days, 45-min lesson - Day 5

**Grouping:** Whole class

**Standard:**

**Music: 1.2:** Perform a variety of rhythmic, melodic and harmonic pattern

**Reading 2.1.c.iii :** Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.

**Need/Objective:**

I can create a timeline of the Lewis and Clark adventure using sound bites.

**Focus: (sub-objectives)**

- Students practice and refine their piece.
- Students present their piece and are recorded.
- Students participate in the critical response process to discuss their own work and aid in evaluation.

**Inquiry Questions: (Bloom's)**

1. How would the story change if the order were changed?
2. What effect would it have on history?
3. How did the group's music remind you of the story? What sounds did you hear that were different from yours? The same? Did this group spark any ideas for you that you might not have thought of yet?

**Activities/Strategies:**

1. Restate the criteria for each presentation and the expectations for the audience.
2. Allow each group that has yet to present some time to rehearse and finish anything they have left to do before presenting
3. First group presents based on random draw or volunteers. Group will present their piece once. Then they will present a second time and record their presentation.
4. After presentation is finished class will begin the critical response process.
5. Next group will present and so on as time allows.

**Criteria:** **P+**: Group has a polished performance piece that uses both rhythm and repetition, and easily follows the Lewis and Clark timeline.

**P:** Group has a polished performance piece that uses either rhythm or repetition, and follows the Lewis and Clark timeline.

**PP:** Group has a polished performance piece but is missing 2 of the following; rhythm, repetition, or does not follow the Lewis and Clark timeline.

**U:** Not a polished piece and does not contain the elements specified.

**Assessment/Closing:**

**Exit-ticket:** Critical response for each group will serve as the exit-ticket.