

Lesson 1

Read

About the text: “The Happy Wanderer” is a poem that is also used as a song. Over the next two lessons, we will use the words and phrases the author chose to help convey the meaning of the text. The **author** wrote the poem, but the **speaker** is the person who **narrates**, or reads, the poem.

Read the lyrics of the song “The Happy Wanderer” by Frank Weir. This text is in your Unit Reader.

- As you read, think about the speaker’s feelings about wandering.

Understand

1. What does **wandering** mean as it is used in these stanzas? Remember stanzas in poetry are like paragraphs in stories.

“I love to go a-**wandering**,
Along the mountain track,
And as I go, I love to sing,
My knapsack on my back.

“I love to **wander** by the stream
That dances in the sun,
So joyously it calls to me,
‘Come! Join my happy song!’”

2. Reread the first stanza. Write down or mark words or phrases that reveal how the speaker feels about wandering.

“I love to go a-**wandering**,
Along the mountain track,
And as I go, I love to sing,
My knapsack on my back.”



Lesson 2

Read

Read the lyrics of the song “The Happy Wanderer” by Frank Weir. This text is in your Unit Reader.

- As you read, think about the speaker’s feelings about wandering.

Understand

1. How are these stanzas connected? Think about how the speaker feels about wandering and how the second stanza builds on the first.

“I love to wander by the stream
That dances in the sun,
So joyously it calls to me,
‘Come! Join my happy song!’”

“I wave my hat to all I meet,
And they wave back to me,
And blackbirds call so loud and sweet
From ev'ry green wood tree.”

2. How do the two stanzas build your understanding of the speaker?

3. What does the speaker value, or think is important? Use evidence from the text to support your thinking.

4. What is the **central message**, or the big main idea, of this poem?



Lesson 3

Read

Read “A Nation Waiting to Grow,” from *The Louisiana Purchase: Would you Close the Deal?*

- As you read, think about what Americans want and why they want it.
- Do not read the “What Would You Do?” section of this chapter on page nine. This section will be read during the “Let’s Express Our Understanding.”

Understand

Vocabulary

- **Pioneer:** a person who is one of the first people to explore or settle land or territory
- **Settler:** a person who settles on land or in a territory where there are few inhabitants or people who already live there

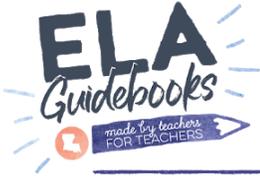
“Yet these **pioneers** needed a way to get their goods to market. There was no direct land route to the East. The mountains made it hard to get there. So the **settlers** used the rivers.”

1. How are **pioneer** and **settler synonyms**? **Synonyms** are words that mean the same thing. Next, how are their meanings different?

2. What made the Americans in the western United States **pioneers** and **settlers**?

“Spain held the land to the west. It was known as the **Louisiana Territory**. The area stretched from the Gulf of Mexico to Canada. ... Americans did not pay to use the port [of New Orleans]. They could use it for free. This right was **promised** in a 1795 treaty, an **agreement** that both the Spaniards and Americans signed.”

3. Why was the Mississippi River important to the Americans? How do you know?



4. Why were Americans allowed access to the Port of New Orleans when it was owned by Spain?

5. The Spanish began to feel differently about the agreement. Think about the treaty signed by Americans and Spaniards. How did things change over time?

“Many Americans dreamed of having a bigger nation. They believed in their way of life. They felt that the United States could be an even greater nation. These Americans wanted to see their country grow. They hoped that one day the United States would reach from the Atlantic to the Pacific coast. Getting more land was not easy, however.”

6. What did Americans value during this time period?

7. Page five says, “Many Americans dreamed of having a bigger nation.” Why is that detail important?

8. Why was it risky for **settlers** to move further and further west?



Lesson 4

Read

Read the sections “Settlers Move West” and “Many Stayed in America” in *The Louisiana Purchase: Would You Close the Deal?* by Elaine Landau.

Understand

1. What did the Spaniards do? When and where was it done? Why?

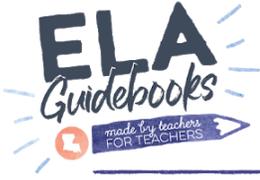
2. What did the settlers who stayed in America do? When and where was it done? Why?

3. What did Napoleon do? When and where was it done? Why?

4. What did the Queen of Spain do? When and where was it done? Why?

5. Locate the following words in the text. Think about the meaning of each word in the text as it relates to the Louisiana Territory and come up with a definition. Use a dictionary to look up these words if not familiar to you.

Unfair:



Forgotten:

Loyal:

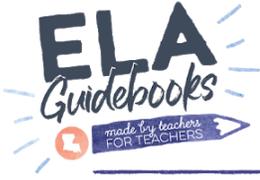
Ruthless:

Deal:

6. A **summary** is a brief statement of what you read. You should include the **main idea** of the reading, as well as a few important details that support, or give more information about, the main idea.

Your **summary** should include who did what, when and where it was done, and why it was done. In your summary, consider the settlers who moved west, the Spaniards, the settlers who stayed in America, Napoleon, and the queen of Spain.

Write a **summary** of “Settlers Move West” and “Many Stay in America.”



Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Reread the sections “Settlers Move West” and “Many Stayed in America” in *The Louisiana Purchase: Would You Close the Deal?* by Elaine Landau.

Understand

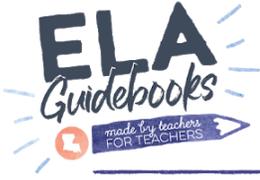
1. View this example of how to write a main idea sentence with the noun **pioneers** before you write your own main idea sentence on the next page.

noun	is are was were	category	who which that	fact
pioneers	are	<ul style="list-style-type: none"> • group of people • first people to settle near the Mississippi River 	who	wanted to use the port on the Mississippi River
Main idea statement: Pioneers are a group of people who wanted to use the port on the Mississippi River.				

2. Using the table below, write a main idea sentence explaining why the settlers, Spain and Napoleon all wanted access to the Port of New Orleans. Be sure to include facts about Spain and Napoleon in your sentence.

noun	is are was were	category	who which that	fact
settlers				
Spain				
Napoleon				

Main idea statement:



Lesson 2

Read

Reread the sections “Settlers Move West” and “Many Stayed in America” in *The Louisiana Purchase: Would You Close the Deal?* by Elaine Landau.

- As you read, think about the similarities and differences between those who moved west and those who stayed in America.

Understand

Vocabulary

- **Compare:** to explain how two or more things are **similar**, or **alike**
- **Contrast:** to explain how two or more things are **different**
- **Characteristic:** a feature or quality belonging to a person, place, or thing

1. List **characteristics** of settlers who moved west.

2. List **characteristics** of those who stayed in America.

Express Understanding

Compare and contrast the **characteristics** of Americans who moved west to the characteristics of those who stayed in America.

Complete the table on the next page to record your thinking. Find at least four ways they were different and three ways they were alike.

Differences Settlers Who Moved West	Similarities between settlers who moved west and those who stayed in America	Differences Those Who Stayed in America



Lesson 3

Read

Read “Spain Accepts France’s Deal” from *The Louisiana Purchase: Would you Close the Deal?* by Elaine Landau.

- As you read, think about the main idea, important details, and text features that help you understand the text.

Understand

1. Define **territory** as it is used in this sentence: “Spain held the land to the west. It was known as the Louisiana Territory. The area stretched from the Gulf of Mexico to Canada.” Use a dictionary to look up **territory** if it is not familiar to you.

2. Define **treaty** as it is used in this sentence: “The right was promised in a 1795 treaty, an agreement that both the Spaniards and Americans signed.” Use a dictionary to look up **treaty** if it is not familiar to you.

“**Then** in 1801, Thomas Jefferson became President of the United States. He had heard about a secret treaty **between** France and Spain. This greatly upset him.”

3. What signal words are used in this paragraph show you how the text is organized?

sequence signal word:

location signal word:

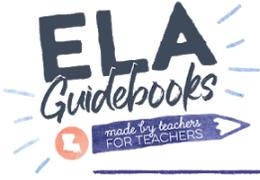
4. Look through “Spain Accepts France’s Deal.” How do the text features like maps, captions, information boxes and illustrations help you understand the text?

5. Read the information in the “What Would You Do?” section. What do you think Jefferson should do next?

Express Understanding

Complete the table using the text “Spain Accepts France’s Deal.” Be sure to include: the main idea, a key detail that supports this main idea, and an elaboration like a text feature or illustration. Be sure to answer the “What Would You Do?” section.

Text Title	Main Idea	Key Details	Illustrations/Text Features
“Spain Accepts France’s Deal”			
What would you do?			



Lesson 4

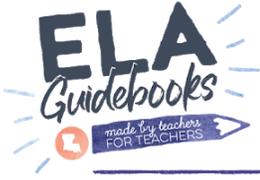
Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write each word in the left hand column, and write an original sentence using that word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences



Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences



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Lesson 1

Read

Reread or skim “Spain Accepts France’s Deal” and “Many Stay in America” from *The Louisiana Purchase: Would you Close the Deal?* by Elaine Landau.

- As you read, think about how Napoleon and Thomas Jefferson were alike and different.

Understand

Read this excerpt from “Buying Louisiana” from *The Louisiana Purchase: From Independence to Lewis and Clark* by Michael Burgan.

“In 1800 Napoleon Bonaparte was the ruler of France. He valued France’s colonies in the West Indies. They produced sugar and coffee, two important crops sent from France. Napoleon saw that the old French territory of Louisiana could provide food for those colonies.”

- Using “Spain Accepts France’s Deal,” “Many Stay in America,” and “Buying Louisiana,” identify characteristics of Thomas Jefferson and Napoleon. Record your thinking on the evidence comparison chart.

Thomas Jefferson	Label	Napoleon
American	Nationality	French
	Wanted	
	Why	
	Challenges	

Lesson 2

Read

Review your Thomas Jefferson and Napoleon evidence comparison chart from lesson one.

Understand

A **main idea statement** is a sentence that tells the reader the overall central message of a paragraph or of a whole text. It summarizes the key points of a text.

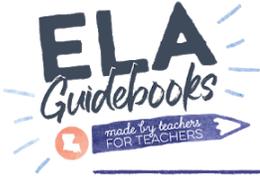
Let’s use a frame to help us organize our thinking. It is not necessary to complete each box of the frame in order. We can build the sentence in any order we want, as long as we bring the framed statement back to a complete sentence when we write it or say it.

1. View this example of how to write a main idea sentence with the noun *pioneers* before you write your own main idea sentence on the next page.

noun	is are was were	category	who which that	general fact
pioneers	were	group of people	who	wanted to use the port on the Mississippi River
Main idea statement: Pioneers were a group of people who wanted to use the port on the Mississippi River.				

2. Use this chart to write a main idea statement about Jefferson and Napoleon.

noun	is are was were	category	who which that	general fact
Thomas Jefferson		president		
Napoleon		French leader		
Thomas Jefferson and Napoleon		leaders		
Main idea statement:				



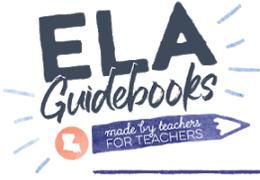
3. Write three supporting details from the text.

4. Write a conclusion by restating your main idea sentence a different way.

Express Understanding

Write a paragraph comparing and contrasting the characteristics of Napoleon and Thomas Jefferson. You have additional lines on the next page. Be sure your paragraph includes:

- A main idea statement
- Supporting details from the text
- Words that signal compare and contrast relationships



Lesson 3

Read

Read your “Express Understanding” paragraph from lesson two.

- You will edit your rough draft using the steps below.

Understand

1. Review your main idea sentence from lesson two’s “Express Understanding” assignment. If you do not have one, write one here.

2. Highlight or mark details in your rough draft from the Lesson two “Express Understanding.” If the detail supports the main idea, put a plus sign next to it. If the detail does not support the main idea, put a minus sign next to it.
3. Circle signal words or phrases that suggest comparisons or contrasts. If none of those words are used, make a suggestion for where they can be added.

4. Highlight or mark any potential spelling or grammatical mistakes.

Express Understanding

Revise your work and correct any mistakes. Strengthen your examples, then create a final draft. You have additional lines on the next page.



Lesson 4

Read

Read “Robert Livingston Goes to France” in *The Louisiana Purchase: Would You Close the Deal?* by Elaine Landau.

- As you read, look for character traits of Livingston.

Understand

We have read about some events leading up to the Louisiana Purchase, and we have written about Thomas Jefferson and Napoleon. Now we are going to read about Robert Livingston and identify his character traits.

1. Write character traits of Robert Livingston and the text evidence that supports those traits.

“Jefferson hoped things would be settled **peacefully**. A war would be **costly**. Lives would be lost.”

2. Why did Jefferson want things settled peacefully?

3. What would make a war costly?

4. What is the meaning of **determined**?

“This would not be easy. Livingston spoke little French. He also did not hear very well. Yet, he was **determined** to do his best.”

5. What signal word helped you define this word?

6. Use your vocabulary work, the traits you noted, and the text evidence you found to complete this chart.

Robert Livingston’s Character Traits Evidence Chart		
Text Title and Page Number	Character Trait	Evidence (quotation or paraphrase)

Robert Livingston's Character Traits Evidence Chart		
Text Title and Page Number	Character Trait	Evidence (quotation or paraphrase)

Express Understanding

Robert Livingston had a big decision to make. Should he stay in France and try to talk to Napoleon, or should he go back to America and tell Jefferson that he should prepare for war?

Read the last part of this chapter, titled "What Would You Do?" Think about what you would do if you were Robert Livingston trying to talk to Napoleon in France.

Just like Robert Livingston, you are going to have to make a decision:

- Would you:
- Try to talk to Napoleon?
 - Prepare for War?

Use your texts to gather evidence to support your position or choice.



Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences



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Lesson 1

Read

Read “Livingston Has Little Success” from *The Louisiana Purchase: Would You Close the Deal?* by Elaine Landau.

Understand

In the previous lesson, we read about Robert Livingston and identified his character traits.

1. Record any additional character traits about Robert Livingston from this section and text evidence for each.

2. Reread the “What Would You Do?” section of this chapter. Write what advice you would give Thomas Jefferson if you were one of his advisors.

Read

Read “Jefferson Tries to Make a Deal” from *The Louisiana Purchase: Would You Close the Deal?*

- As you read what President Jefferson really did, determine if the advice you gave Jefferson was good advice.

Understand

3. Do you think you gave Jefferson good advice? Why or why not?

Lesson 2

Read

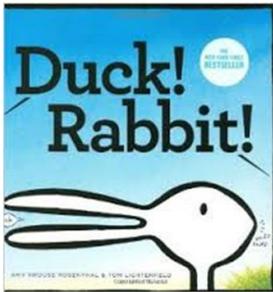
Reread “Livingston Has Little Success” and “Jefferson Tries to Make a Deal” from *The Louisiana Purchase: Would You Close the Deal?* by Elaine Landau.

Understand

Vocabulary

- **Perspective:** **Perspective** is a particular attitude toward or way of regarding something—a point of view. Different people see the same thing, or event, with different **perspectives**. For example, if you observe the world from a dog’s **perspective**, you see through the dog’s eyes. You would probably see a lot of knees and ankles from that **perspective**.

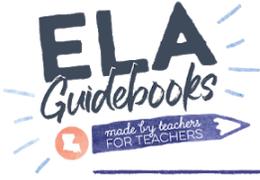
1. Look at the picture. What do you see? Does it depend on your perspective?



One way we can consider different **perspectives** is to try out different types of thinking. We are going to consider Thomas Jefferson’s decision to make Robert Livingston an ambassador for the United States to France.

There are five types of perspectives we will explore. We will look at three today and two in the next lesson.

The Facts: When you think this way, you can only document the facts that are presented from the reading and list any facts that would be necessary to more fully understand the topic. Remember that a fact is something that can be either proved or disproved. Answer the questions about facts on the next page.



2. What are the facts you have learned about Robert Livingston?

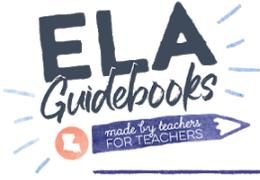
3. What facts have you learned about Thomas Jefferson?

4. What facts have you learned about Napoleon?

Vocabulary

- **Creativity:** Creativity is an opportunity to express new concepts and new perceptions, new possibilities, alternatives, and ideas. As you answer these questions, think as far outside the box as you can.

5. What are some creative ways that Thomas Jefferson could have solved his need for an ambassador?



6. What are some creative reasons he may have chosen Robert Livingston?

7. What are some creative reasons for Napoleon agreeing and/or disagreeing with Thomas Jefferson? Use as much creativity as you can.

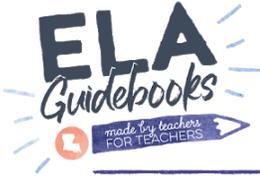
Vocabulary

- **Feelings, Hunches and Intuition:** Feelings and emotions such as fears, likes, dislikes, loves and hates can be expressed in many ways. Hunches and intuition are when you have a strong feeling that you know something, but you don't know why exactly.

8. How do you feel about Thomas Jefferson's decision to make Robert Livingston an ambassador for the United States to France? Do you like or dislike those feelings? Why? You have additional lines on the next page.



Distance Learning Guidebook Companion
Grade 3 - LA Purchase: Week 4



Lesson 3

Read

Reread “Livingston Has Little Success” and “Jefferson Tries to Make a Deal” from *The Louisiana Purchase: Would You Close the Deal?* by Elaine Landau.

Understand

One way we can consider different **perspectives** is to try out different types of thinking. We are going to consider Thomas Jefferson’s decision to make Robert Livingston an ambassador for the United States to France.

Today we will explore two other types of perspectives.

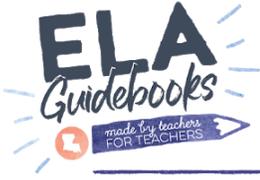
Vocabulary

- **Brightness and Optimism:** You explore the positives and probe for value and benefit.
1. What are the positives? What things are good about Jefferson’s decision? What are the “pros” for choosing Robert Livingston? What value does Robert Livingston have?

Vocabulary

- **Judgment:** Spot the difficulties and dangers; see where things might go wrong.
2. What are the negatives? What things are not good about Jefferson’s decision? What are the “cons” of selecting Robert Livingston? What problems could arise? What are the disadvantages?

3. Finally, think about the above perspectives. Make a summary of what you have been thinking.



Lesson 4

Read

Read “Napoleon Does Not Sell” from *The Louisiana Purchase: Would You Close the Deal?* by Elaine Landau.

- As you read, think about what the main idea of the text might be. Also, keep in mind how things like text features and illustrations help you understand the text.

Understand

“A lot was **at stake**. Farmers, fur traders, and shop owners were upset. They could lose a great deal of money.”

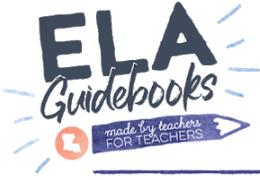
1. What is the meaning of the phrase **at stake**? What words help you determine the meaning of this phrase?

2. As you read, pull out the main idea, key details and important text features like pictures. Write them down.

Express Understanding

Complete the table using the text “Napoleon Does Not Sell.” Be sure to include the main idea, a key detail that supports this main idea, and an elaboration like a text feature or illustration. Be sure to answer the “What Would You Do?” section.

Text Title	Main Idea	Key Details	Illustrations/Text Features
“Napoleon Does Not Sell”			
What would you do?			



Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences



Lesson 1

Read

Read “Congress Avoids War” from *The Louisiana Purchase: Would You Close the Deal?* by Elaine Landau.

Understand

1. As you read, pull out the main idea, key details and important text features like pictures. Write them down.

Vocabulary

Authors sometimes organize text using **cause and effect** relationships. It is important to pay attention to major events in a text and the reasons why these events occurred.

- **Cause:** A **cause** explains why an event happens.
- **Effect:** An **effect** explains what happened.

When trying to find the **cause and effect** relationship in a text, it is sometimes easier to decide “what” has happened and then ask yourself “why” this event happened.

An example: My mom gave me a toy because I made straight A’s. What happened? The effect is that my mom gave me a toy. Why did it happen? The cause for getting the toy is because I made straight A’s. Another example could be: Because it is raining outside, I took an umbrella. The effect is that I took an umbrella and the cause is because it is raining. Sometimes events in a text will have more than one cause and sometimes events that take place in a text will affect multiple other characters or events.



2. What cause and effect relationships can you find in the text?

“By the winter of 1803, Napoleon had gathered more troops and ships. They were ready to go to America. The winter had been very cold, though. There were large chunks of ice in the sea. The French could not sail. This upset Napoleon. The French Leader was tired of having his plans delayed.”

3. What major or notable event happened in this excerpt?

4. Why did this event happen?

“In January 1803, [Jefferson] sent his friend James Monroe to France. Monroe owned land in Kentucky. He also wanted the United States to get more land to the West. **Westerners felt he would stand up for their rights.**”

5. How is the final sentence of this paragraph related to the rest of the paragraph? Think about the cause and effect relationship.

Express Understanding

Complete the table below using the text “Congress Avoids War.” Be sure to include the main idea, a key detail that supports this main idea, and an elaboration like a text feature or illustration. Be sure to answer the “What Would You Do?” section.

Text Title	Main Idea	Key Details	Illustrations/Text Features
“Congress Avoids War”			
What would you do?			



Lesson 2

Read

Read “Napoleon Does Not Attack the British” from *The Louisiana Purchase: Would You Close the Deal?* by Elaine Landau.

Understand

- 1. As you read, pull out the main idea, key details, and important text features like pictures. Write these down.

- 2. How do the map, photograph, and caption in the section add to your understanding of the text?

“Slaves had **revolted** in St. Dominigue. They were led by Toussaint L’Ouverture. And the French soldiers could not put down the **revolution**. The **revolt** took a toll on Napoleon’s forces. Large numbers of men died fighting.”

- 3. How are the words **revolted**, **revolution**, and **revolt** related to each other?

Express Understanding

Complete the table on the next page using the text “Napoleon Does Not Attack the British.” Be sure to include the main idea, a key detail that supports this main idea, and an elaboration like a text feature or illustration. Be sure to answer the “What Would You Do?” section.



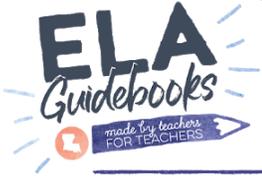
Text Title	Main Idea	Key Details	Illustrations/Text Features
"Napoleon Does Not Attack the British"			
What would you do?			



2. To help prepare for your culminating writing task, you are going to decide on the most important events leading to the purchase of the Louisiana Territory.

Using the timeline on page 45 of *The Louisiana Purchase: Would You Close the Deal?*, select the six most important events to include in the chart below.

Date	Event



Lesson 4

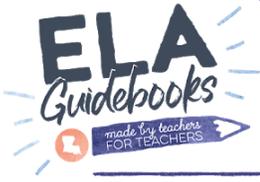
Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write each word in the left hand column and write an original sentence using that word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences



Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Culminating Writing Task: Brainstorming

Review the Culminating Writing Task Directions.

Culminating Writing Task Directions

Select three events that led to the United States acquiring the Louisiana Territory. Describe each event, including explaining what led to the event and the results of the event.

To complete this task:

- Review the texts of the unit.
- Select three events that led the United States acquiring the Louisiana Territory.
- Describe each event.
- Determine what led to each event and the result of each event.

Write an essay in which you explain information clearly. Introduce the three events and develop your description with facts and details. Be sure to use words that signal sequence and cause/effect relationships, such as *because*, *since*, *first*, *then*, *after*, *finally*, *also*, *another*. Use proper grammar, conventions, and spelling.

Understand

It is important to carefully read your writing prompt and prepare to write before you begin writing. As you prepare to answer the writing prompt, first review the texts that you read in this unit.

Graphic organizers often help us to organize our thoughts and ideas. Use the graphic organizer in the next section to organize your thoughts before writing your rough draft.

Express Understanding

As you review the text *The Louisiana Purchase: Would You Close the Deal?*, complete the chart below. Next to each key event:

- Describe the event.
- List the results of each event.
- Do not write in complete sentences. You will turn them into complete sentences when you begin writing the first draft of your essay.
- Circle the three events that you think are the most important.
 - If you circle this event to include in your essay, you will need at least three details. Did you write down at least three details about this event?

Date	Event	Details/Description	Results
1762	King Louis XV gives Spain the area known as the Louisiana Territory.	<ul style="list-style-type: none"> ● America could not grow in the west. ● Spain owns the port of New Orleans. 	<ul style="list-style-type: none"> ● Spain would sometimes close the Port of New Orleans.
1799	Napoleon makes a secret deal with Spain to take over Louisiana.		
1801	Jefferson becomes President and sends Livingston to France.		

Date	Event	Details/Description	Results
1802	Spain changes the rules for the Port of New Orleans.		
1803	Jefferson sends Monroe to France to buy part of the Louisiana Territory.		
1803	Napoleon decides to sell all of the Louisiana Territory.		

Lesson 2

Culminating Writing Task: Draft

Review the Culminating Writing Task Directions.

Culminating Writing Task Directions
<p>Select three events that led to the United States acquiring the Louisiana Territory. Describe each event, including explaining what led to the event and the results of the event.</p> <p>To complete this task:</p> <ul style="list-style-type: none"> ● Review the texts of the unit. ● Select three events that led the United States acquiring the Louisiana Territory. ● Describe each event. ● Determine what led to each event and the result of each event. <p>Write an essay in which you explain information clearly. Introduce the three events and develop your description with facts and details. Be sure to use words that signal sequence and cause/effect relationships, such as <i>because, since, first, then, after, finally, also, another</i>. Use proper grammar, conventions, and spelling.</p>

Understand

The Events Chart from lesson one will become the body paragraphs for your essay.

Introduction	Body Paragraphs	Conclusion
<p>Select a main idea sentence to use to help introduce the topic:</p> <ul style="list-style-type: none"> ● The Louisiana Territory was purchased by Robert Livingston and James Monroe in 1803. ● The Louisiana Territory, purchased by President Jefferson in 1803, doubled the size of the United States. <p>Identify the three main events that support your main idea.</p>	<p>Identify and describe the three events that led to the United States acquiring the Louisiana Territory.</p> <p>Remember to start with the earliest event first, and use signal words or phrases to begin each new paragraph:</p> <p>Signal words: because, since, first, then, after, finally, also, another, last, before, later, at first, during, meanwhile, in the end</p>	<p>Restate your main idea sentence to provide a strong conclusion to your writing.</p>

Express Understanding: Draft Your Response

Paragraph	Rough Draft
<p>Introduction:</p> <p>Introduce your topic.</p> <ul style="list-style-type: none"> • Write a main idea sentence to introduce your topic. • Identify the three main events that support your main idea. 	<hr/>
<p>Body Paragraph 1:</p> <p>This paragraph will explain the first event.</p> <ul style="list-style-type: none"> • Add a signal word in the gray box to begin your paragraph. • Describe the event. • Be sure to explain what led to the event. • Explain the result of the event. 	<div style="background-color: #cccccc; width: 100px; height: 15px; margin-bottom: 5px;"></div> <hr/>



Conclusion:

Restate your main idea sentence.

Lesson 3

Culminating Writing Task: Revise

Understand

- Introduction Paragraph:**
 - Identify the main idea by underlining it with a green marker.
 - Determine if your main idea paragraph includes a strong introduction sentence and identifies the three events that will be discussed.

- Body Paragraph 1:**
 - Circle the cause-effect signal words in purple. Circle sequence signal words in orange. Do these signal words help the reader understand the structure of your writing?

 - Determine if you have answered all parts of the writing prompt:
 - Did you describe the event that led to the acquisition of the Louisiana territory?
 - Did you explain what led to the event?
 - Did you explain the result of the event?

- Body Paragraph 2:**
 - Circle the cause-effect signal words in purple. Circle sequence signal words in orange. Do these signal words help the reader understand the structure of your writing?

 - Determine if you have answered all parts of the writing prompt:
 - Did you describe the event that led to the acquisition of the Louisiana territory?
 - Did you explain what led to the event?
 - Did you explain the result of the event?

- Body Paragraph 3:**
 - Circle the cause-effect signal words in purple. Circle sequence signal words in orange. Do these signal words help the reader understand the structure of your writing?

 - Determine if you have answered all parts of the writing prompt:
 - Did you describe the event that led to the acquisition of the Louisiana territory?
 - Did you explain what led to the event?
 - Did you explain the result of the event?

- Conclusion Paragraph:**
 - Identify the conclusion sentence and circle it with a green marker.
 - Determine if your conclusion sentence makes a strong ending and restates your main idea.

Express Understanding

Make at least two revisions to your writing draft to improve your writing.

Lesson 4

Culminating Writing Task: Edit

Understand

1. Reread your first draft.
2. As you read, look for areas where you may have made errors in writing such as grammar or punctuation.

Express Understanding

Use the Editing Marks chart below to indicate edits that you make to your draft. Use your pen to make the edits.

Editing Marks	
Capital Letter	≡
New Paragraph	¶
Remove	↶
Add	^
Check Spelling	sp ○

Lesson 5

Culminating Writing Task: Final Draft

Use the next two pages to publish your writing. Be sure to include all improvements made during the revision and editing process. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

Culminating Writing Task Directions

Select three events that led to the United States acquiring the Louisiana Territory. Describe each event, including explaining what led to the event and the results of the event.

To complete this task:

- Review the texts of the unit.
- Select three events that led the United States acquiring the Louisiana Territory.
- Describe each event.
- Determine what led to each event and the result of each event.

Write an essay in which you explain information clearly. Introduce the three events and develop your description with facts and details. Be sure to use words that signal sequence and cause/effect relationships, such as *because*, *since*, *first*, *then*, *after*, *finally*, *also*, *another*. Use proper grammar, conventions, and spelling.

Grade 3 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension by providing an accurate explanation/description/comparison; addresses the prompt and provides effective development of the topic that is consistently appropriate to the task, purpose, and audience; uses clear reasoning supported by relevant text-based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension by providing a mostly accurate explanation/description/comparison; addresses the prompt and provides some development of the topic that is generally appropriate to the task, purpose, and audience; uses reasoning and relevant text-based evidence in the development of the topic; is organized with mostly clear and coherent writing; uses language in a way that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> does not demonstrate comprehension; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>