Guidance for Learning at Home

How to Provide Feedback

- Feedback might be provided in two possible ways:
    - **Telephone Conferences:** Teachers can provide feedback via telephone conferences with students using Teacher Talk Moves and guiding questions to help students refine answers.
    - **Written Feedback:** When telephone conferences are not an option, teachers should collect Distance Learning Guidebook Companions and provide feedback in the form of additional guiding questions and/or organizational frames.
- Student look-fors for each lesson will be available in the Feedback Guide for teachers and/or parents to measure student progress.
- Feedback cycles should occur as often as possible for students (minimally once a week).

About this Unit

By the end of this unit, students will have read information and literary texts about the Louisiana Purchase to understand the characteristics of American pioneers, the events leading up to the acquisition of the Louisiana Territory, and the results of those events.

The main text students will read in this unit is *The Louisiana Purchase: Would You Close the Deal?* by Elaine Landau which explores the decisions that shaped the Louisiana Purchase. Throughout the unit, students will analyze the perspectives of Jefferson, Livingston and Napoleon to better understand the events leading up to the Louisiana Purchase. At the end of the unit, students will be asked to write an essay describing the events leading up to the Louisiana Purchase and the results of those events.

Text Access

In order to complete this unit at home, students will need access to the following texts:

- Texts schools need to provide:
    - *The Louisiana Purchase: Would You Close the Deal?*, by Elaine Landau
    - *Lewis and Clark and Me: A Dog's Tale*, by Laurie Myers
    - Grade 3 ELA Guidebook Unit Reader
    - OPTIONAL Independent Reading: *The Story of Sacagawea*, by Virgil Franklin

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the Louisiana Purchase, the Port of Orleans, and a timeline of the Louisiana territory can be found here: https://learnzillion.com/resources/124381-louisiana-purchase-let-s-set-the-context-videos/.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
    - explore, explorers, exploring, explored
    - empire, emperor
    - settled, settler, settling, settle, settlement
    - revolt, revolution
    - colony, colonist, colonial

Support for Reading

An audio recording of "The Happy Wanderer" is available at https://music.apple.com/us/album/the-happy-wanderer-remastered-single/412039775.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist[1] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[2] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[3] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[4] and choice boards to reinforce expectations and support communication.

Support for Writing

If students struggle to write, you should

- consider using tools such as transitions, grades 3-5, evidence sentence starters, grades 3-5, and ELA Guidebook Grammar Guide and the WriteAlongframes. If you are unsure of how to use these tools, you should request a

[1] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[2] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[3] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[4] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

telephone conference with the student's teacher for additional guidance.

- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

Week 1 Lesson 1

Understand

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

   Wandering means something about being away from home for a long time.

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

   Students should identify that the speaker enjoys wandering. Evidence: "I love to wander," "I love to sing."

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

   Students should identify that the speaker enjoys wandering. Evidence: "dances in the sun," "joyously," and "happy song."

Express Understanding

What is the **speaker's** attitude toward, or feelings about, wandering? The **speaker** is the **narrator** of a poem.

Answers may vary; accept any answer that can be supported with relevant evidence. For example:

The speaker's attitude toward wandering is positive. He likes to wander and finds joy in it because he says, "I love to go a-wandering."

Week 1 Lesson 2

Understand

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

   The stanzas connect because the first stanza explains that the speaker enjoys wandering. It makes him happy because he sings a happy song and he is joyous. The second stanza provides more information to support the first stanza; it elaborates on the first stanza.

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

   In the second stanza, the speaker shows how and why he enjoys wandering because he waves his hat and listens to the blackbird call to him sweetly.

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

   The speaker values interacting with nature as well as the solitude and joy from wandering. The student should include evidence from the poem.

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

   Answers may vary but students should be able to articulate the positivity of "wandering" from the author's perspective (e.g., A central message of "The Happy Wanderer" is that wandering is joyous.)

Express Understanding

How do the details develop a **central message** of the poem?

Answers may vary; accept any answer that can be supported with relevant evidence. For example:

Student responses should include a statement of the central message (e.g., The central message of "The Happy Wanderer" is that wandering is joyous.) and then an explanation of how that central message is developed through the details of the poem. Details include: "I love to sing" (stanza 1), "I love to wander by the stream" and "So joyously it calls to me" (stanza 2), "I wave my hat to all I meet" (stanza 3), and "May I go a-wandering, until the day I die" (stanza 5). Students should explain that the details show how the speaker is happy wandering and enjoys it, which develops the central message that wandering is joyous.

Week 1 Lesson 3

Understand

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

   Settlers can also be pioneers, but sometimes they are only settling or staying on land that pioneers discovered. There can be many settlers but not as many pioneers.
   Pioneers and settlers are different in that pioneers are typically the first people in an area, and they could just be exploring the land, not settling it.

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

   The Americans in the western United States at the time were both pioneers and settlers because they were inhabiting land that was not previously settled by Americans.

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

   Students should explain that the Mississippi River was how the Americans who settled in the western

part of the United States at the time transported their goods such as furs and meat from hunting to market so they could make money to survive. The Appalachian Mountains to their east made it difficult to get goods to the eastern United States.

Evidence: "Yet these pioneers need 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."
Evidence: "So the settlers used the rivers. They put their goods on flatboats. These were floated down the Mississippi River."
Evidence: "The goods reached the port of New Orleans. From there they were shipped to ports in the East. Lumber and furs were sent to Europe as well."

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

   Students should identify that Americans were allowed to use the Port of New Orleans because they signed a treaty with Spain which gave them free access to the port..

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?

   Over time, though, the Spanish grew uneasy about the Americans using the port because the Americans used it a lot; the Spanish were afraid the Americans would try to take control of the port, causing the Spanish to lose access.

6. What did Americans value during this time period?

   Americans valued their way of life and wanted to see it spread to other areas of the land to make the United States into an even greater nation.

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

   Americans valued their way of life and wanted to see it spread to other areas of the land to make the United States into an even greater nation.
   By having access to more land, many Americans could grow more crops or create more goods to sell.
   Having access to additional waterways would let Americans transport these goods easily.

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

   It was risky for Americans to move west because they would have to rely on Spain to allow them to use the waterways and ports.

Express Understanding

Many Americans were eager to settle out west, but this was very risky.

Read the last part of this chapter titled, "What Would You Do?"

Think about what you would do if you were an American in 1800. Just like Americans in 1800, you are going to have to make a decision—to stay or to go west?

Would you:

- Pack your things, take a chance and head west?
- Not take the risk and stay?

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

Answers may vary; accept any answer in which the student bases their decision on evidence presented in the text.

Students should understand these are the same decisions (to stay or to go West) many Americans faced in 1800, and that they also had to think about both positions.

Week 1 Lesson 4

Understand

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

   The Spaniards cut off access to the port in New Orleans. They broke the treaty. American settlers couldn't sell their goods to people in the east.

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

   They stayed where they were instead of traveling west into the Louisiana Territory.

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

   Napoleon wanted to own the Louisiana Territory. Napoleon made a deal with the queen of Spain to trade land in Italy for the Louisiana Territory so that France would own the Louisiana Territory, not Spain.

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

   The queen agreed with the trade and gave up the Louisiana Territory because she thought the Louisiana Territory was a swamp.

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:

   not kind or reasonable; Spain closed off access to the Port of New Orleans, which made the settlers

who moved into the Louisiana Territory angry. They needed access to ship their goods to the East to make money. There was a treaty that the Spanish broke. The settlers thought this was unfair.

Forgotten:

not remembered; The settlers who moved into the Louisiana Territory felt like the American government wasn't helping them when Spain shut down the port. Also, the government was far away and communication and travel took a long time. So , the settlers felt forgotten.

Loyal:

faithful, supportive; The settlers who stayed in America were loyal or supportive of the United States. They stayed where they were instead of traveling west into the Louisiana Territory.

Ruthless:

showing no compassion or pity for others; The French people fought the French Revolution to create a democracy in France and get rid of the king and queen. Then Napoleon took power and acted like a ruthless king. He took over lots of countries to make them French. Napoleon wanted to own the Louisiana Territory.

Deal:

agreement, like a treaty; Spain and the Americans had a treaty to be able to use the port, but Spain broke the treaty and didn't hold up their end of the deal. So, the settlers didn't have any way to deliver their goods to the East, and they weren't able to make a living. Also, Napoleon made a deal with the queen of Spain to trade land in Italy for the Louisiana Territory so that France would own the Louisiana Territory, not Spain. The queen agreed because she thought the Louisiana Territory was a swamp.

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."

   Answers will vary. Summaries should identify who did what, when and where it was done, and why for the settlers who moved west, the Spaniards, the settlers who stayed in America, Napoleon, and the queen of Spain. An example might be:

   Americans wanted their country to grow. Many people settled the West with businesses and farms. The settlers wanted to use the port in New Orleans to sell their goods, but Spain cut off their access.

The leaders in Washington D.C. were not willing to go to war because some settlers had trouble shipping their goods. President Jefferson was trying to find a way to discourage another war.

Week 1 Lesson 5

Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

Week 2 Lesson 1

Understand

1. Review table in lesson packet.
2. 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	were	a group of people	who	wanted to use the port of Orleans
Spain	is	a country	that	cut off access to the port of Orleans
Napoleon	was	a French leader	who	wanted to own the Louisiana Territory
Main idea statement: The Port of New Orleans is a port in Louisiana that the Americans, Napoleon and Spain all wanted to control.				

Express Understanding

Write a paragraph explaining why the settlers, Spain and Napoleon all wanted access to the Port of New Orleans. Use the main idea sentence you created above as the first sentence of your paragraph.

Answers may vary; accept any answer that can be supported with relevant evidence. Students should be writing important details or ideas in the form of a paragraph, referring to their notes for supporting details.

Week 2 Lesson 2

Understand

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

   They wanted to take care of their families and wanted the government to do the right thing. They opened new businesses, started large new farms and were brave to take the risks.

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

   They remained loyal to the United States, and they were content with the farms and businesses they had.

Express Understanding

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

Complete the table 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
They opened new businesses and started large farms.	They wanted to take care of their families.	They did not want to give up being Americans.
They grew angry when Spain closed the port or made them pay taxes.	They wanted the government to do the right thing.	They did not want to go to war with Spain because some settlers were not able to ship their goods.
They wanted help from the American government.	They thought the United States should control the port of New Orleans.	They did not want to live by Spain's rules.
They were brave and adventurous, ready to start a whole new life.		They were happy where they were.

Week 2 Lesson 3

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.

   An area of land owned by a ruler or government

2. Define **treaty** as it is used in the 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.

   An agreement between countries

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

   sequence signal word:

   "Then" is a word that moves the text forward in time.

   location signal word:

   "Between" shows the relationship with France and Spain.

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?

   They draw attention to important details, provide visuals, and offer more explanations.

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

   Answers may vary; accept any answer that bases their decision on evidence presented in the text.

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"	France made a deal to trade their land in Italy with Spain so that they could gain more land in the Americas.	This deal upset Thomas Jefferson, America's new President, because he was afraid of Napoleon having too much power.	The text features show an old map of New Orleans created by Spain.
What would you do?			
Answers will vary.			

Week 2 Lesson 4

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 2 Lesson 5

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 3 Lesson 1

Understand

1. 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 to expand the size of the United States	Wanted	Wanted Spanish land in America Pg. 15
To gain control of the Mississippi River and the port of New Orleans	Why	Valued the resources the Louisiana Territory could provide
Worried that Napoleon would gain too much control in America Pg. 19	Challenges	Did not want anyone to know about his secret deal with Spain Pg. 16

Express Understanding

Use your completed comparison chart to tell how Napoleon and Jefferson were alike and then how they were different.

Answers may vary; accept any answer that can be supported with relevant evidence.

Week 3 Lesson 2

Understand

1. See the chart example in the lesson packet.
2. Use this chart to write a main idea statement about Jefferson and Napoleon.

Answers will vary. Examples are in the chart on the next page.

noun	is are was were	category	that who which	general fact
Thomas Jefferson	was	president	who	wanted to grow the U.S.
Napoleon	was	French leader	who	was tricky
Thomas Jefferson and Napoleon	were	leaders	who	wanted access to the Louisiana Territory
Main idea statement:				

Thomas Jefferson was a president who wanted to grow the United States. Napoleon was a French leader who was tricky. Thomas Jefferson and Napoleon were both leaders who wanted access to the Louisiana Territory.

3. Write three supporting details from the text.

   Answers may vary; accept any answer that is presented in the text.

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

   Answers may vary, but should be another version of what they wrote in the chart.

Express Understanding

Write a paragraph comparing and contrasting the characteristics of Napoleon and Thomas Jefferson. Be sure your paragraph includes:

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

Answers may vary; accept any answer that can be supported with relevant evidence and meets each of the required elements listed in the prompt.

Week 3 Lesson 3

Understand

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

   Answers may vary, but the student should copy the main idea sentence from yesterday's writing assignment.

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.

   Check that the student's selection is correct.

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.

   Answers may vary. Students should circle words like: both, alike, different, same, on the other hand,

because, however.

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

   Check that the student has identified any spelling or grammatical errors such as capitalization or punctuation.

Express Understanding

Revise your work and correct any mistakes. Strengthen your examples, then create a final draft.

Answers may vary; accept any answer that can be supported with relevant evidence.

Students should read over their feedback and identify areas that need improvement; then they should revise their writing pieces based on the feedback from this activity and write a final draft.

Week 3 Lesson 4

Understand

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

   Answers may vary; accept any answer that reveals Livingston's character traits and corresponding evidence from the text.

2. Why did Jefferson want things settled peacefully?

   Jefferson wanted things settled peacefully to avoid a costly war.

3. What would make a war costly?

   A war would be costly both because of the money involved and the lives that would be lost.

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

   "Determined" means you have made up your mind to do something, no matter what challenges you must overcome.

5. What signal word helped you define this word?

   "Yet" helps the reader understand the word "determined" because the first three sentences list challenges Livingston faced, but he was "determined" to overcome them.

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

Text Title and Page Number	Character Trait	Evidence (quotation or paraphrase)
"Robert Livingston Goes to France" p. 20	determined, problem solver	• "spoke little French" • "did not hear very well"
"Robert Livingston Goes to France" p. 21 illustration	Hard-working, intelligent	• "part of the group that wrote the Declaration of Independence"
"Livingston Has Little Success" p. 22	Friendly, determined, problem solver	• Livingston did get close to Napoleon's brother
"Jefferson Tries to Make a Deal" p. 24-27	loyal	• followed Jefferson's directions to try to buy New Orleans and the Floridas

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.

Answers may vary; accept any answer that bases their decision on evidence presented in the text.

Week 3 Lesson 5

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 4 Lesson 1

Understand

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

   Answers may vary; accept any answer that reveals Livingston's character traits and corresponding evidence from the text.

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.

   Answers may vary. The student should be acting as an advisor to President Jefferson using the information on pages 22 and 23 of *Would You Close the Deal?* Their answers may include suggestions such as:

   > Mr. President, I think that we cannot trust Napoleon. We should send a letter that we know his spies will see and threaten to side with England. That would scare him into talking to us!

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

   The student should formulate an opinion statement that articulates whether or not they agree with President Jefferson and states the evidence that supports their opinion.
   They should include an answer such as:

   > *I think I gave President Jefferson good advice because he actually did both options. He wrote a letter to Livingston saying he was going to side with Great Britain, and he told Livingston to offer to buy the port of New Orleans. I think he did the right thing because if one plan didn't work, maybe the other plan would.*

Express Understanding

Reflect on your discussion. Did you give the President good advice? Do you agree with President Jefferson's choice? Why or why not?

Write a response, emphasizing the following qualities of a strong response.

Make sure your response:

- restates the question
- demonstrates understanding of the text
- includes relevant evidence to support the ideas
- is written in complete sentences

Answers may vary; accept any answer that expands on their statement in question three and meets the requirements listed in the prompt.

Week 4 Lesson 2

Understand

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

   The student should write about which animal they see (a rabbit or a duck) and why. They should understand that perspective is dependent on each person, and that different people will have a different perspective of the same event.

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

   The student should document the facts about Robert Livingston that are presented from the reading.

3. What facts have you learned about Thomas Jefferson?

   The student should document the facts about Thomas Jefferson that are presented from the reading.

4. What facts have you learned about Napoleon?

   The student should document the facts about Napoleon that are presented from the reading.

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

   Answers will vary. The student should document creative ways that this could have happened by using examples from the text.

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

   Answers will vary. The student should document creative ways that this could have happened by using examples from the text.

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

   Answers will vary. The student should document creative ways that this could have happened by using examples from the text.

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?

   Answers will vary. The student should describe their feelings about the decision and explain why by using examples from the text.

Week 4 Lesson 3

Understand

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?

   Answers will vary. The student should describe the positives about Jefferson's decision, the pros for choosing Livingston, and explain the value Livingston had by using examples from the text.

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?

   Answers will vary. The student should describe the cons (negatives) to selecting Livingston, the problems that arose and the disadvantages by using examples from the text.

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

   Answers will vary. The student should compose a summary of the answers they have given in the questions from yesterday's and today's lessons.

Express Understanding

Do you agree with President Jefferson that Robert Livingston is the best candidate for negotiations with Napoleon? Why or why not?

- Use proper sentence format to express your opinion about the choice of Robert Livingston.
- Reference details from the text as evidence that supports your opinion.

Answers will vary. The student should state their opinion and reference details from the text as evidence that supports their opinion.

Week 4 Lesson 4

Understand

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

   "At stake" means important. There are many things that were important when considering the Louisiana Purchase. "Upset" and "lose a great deal" help to get the meaning.

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

   Answers will vary. The student should write down the main idea, key details and notes about the text features.

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"	Spain shuts down the port of New Orleans to Americans by refusing to let them "deposit" their goods in warehouses before they are loaded on to ships.	• The Spanish still ran the port. • In 1802 they changed the ports rules. • Their goods would not be safely locked away. • They wanted to be protected from the whims of foreign nations.	The illustration on page 29 shows a newspaper headline informing Americans about the Port of New Orleans being shut. This illustration is a primary resource since it is a first-hand account of the closing and how Americans at the time would have learned the news. The illustration on page 31 shows troops

			discussing whether or not to go fight in New Orleans.
What Would You Do?			
Answers will vary.			

Week 4 Lesson 5

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 5 Lesson 1

Understand

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

   Answers will vary. The student should write down the main idea, key details and notes about the text features.

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

   Cause: Jefferson wanted to keep the Port of New Orleans open. Effect: He sent James Monroe to help Robert Livingston.
   Cause: The British thought that Napoleon's ships were coming to attack them. Effect: They did not trust Napoleon.
   Cause: The British did not trust Napoleon. Effect: Their navy formed a blockade.
   Cause: The British surrounded the French ships. Effect: The French still could not sail.

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

   Jefferson sends James Monroe to France to negotiate with Napoleon and Monroe learns that Napoleon's navy is ready to sail to America but keeps getting delayed.

4. Why did this event happen?

   Cause: There were large chunks of ice in the sea. Effect: The French could not sail.
   Cause: The French could not sail. Effect: Napoleon was upset.

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

   The student should demonstrate an understanding that that final sentence is the effect of the rest of the paragraph. The student should also understand that Monroe owned land in Kentucky, and he wanted the United States to get more land. These are causes of the Westerners' feelings.

Express Understanding

Complete the table 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"	Jefferson sends James Monroe to France to negotiate with Napoleon; Monroe learns that Napoleon's navy is ready to sail to America but keeps getting delayed.	Cause: • There were large chunks of ice in the Sea. The French ships could not sail. Effect: • British ships formed a blockade. Again, the French ships could not sail.	The illustration on page 33 shows what one of Napoleon's ships would have looked like while waiting to sail. The illustration on page 34 shows what a British ship would have looked like while forming the blockade.
What Would You Do?			
Answers will vary.			

Week 5 Lesson 2

Understand

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

   Answers will vary. The student should write down the main idea, key details and notes about the text features.

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

   The photograph and caption clarify the meaning of yellow fever. The map and caption explain that St. Dominigue is in the Gulf of Mexico, which could have contributed to its wealth for France.

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

   The base word "revolt" means a rebellion against a government. Adding -ed to the end of the word makes it a past tense verb and adding -tion to the end of the word makes it a noun.

Express Understanding

Complete the table 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"	Napoleon cannot fight the British and sail to America because he loses money and soldiers when the slaves of St. Domingue revolted against the French.	• The French could not put down the revolution. • Large numbers of men died fighting. • Many French soldiers died from yellow fever. • St. Domingue was France's richest colony and now it was gone. • Napoleon kept his ships in port.	The illustration on page 37 shows what the battles between the slaves and the French army would have looked like. The map on page 38 shows where the colony of St. Domingue was located as well as the location of the French camp.

What Would You Do?
Answers will vary.

Week 5 Lesson 3

Understand

1. Robert Livingston had a big decision to make. Should he stick to the plan and just offer to buy the Port of New Orleans, or should he accept Napoleon's offer to purchase all of the Louisiana Territory?

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

   Just like Robert Livingston, you are going to have to make a decision:
   Would you:
   - Only Buy the Port?
   - Buy the Entire Territory?

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

   Answers will vary. The student should select one of the decisions based on their feelings about what they would do if they were Robert LIvingston. They should be able to base their decision on evidence presented in the text.

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
1762	King Louis XV gives Spain the area known as the Louisiana Territory.
1799	Napoleon makes a secret deal with Spain to take over Louisiana.
1801	Jefferson becomes President and sends Livingston to France.
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.

Express Understanding

What are the three most important dates leading to the acquisition of the Louisiana Territory? Circle them on your timeline. Explain why they are the most important events.

Answers will vary greatly but should include dates that are relevant and evidence from the text to support their thinking. Sample responses include:

- 1801 - Jefferson becomes president and sends Livingston to France. - Important because this begins negotiations.
- 1802- Spain changes the rules for the Port of New Orleans. -This makes it even more important for the United States to buy the Port of New Orleans.
- 1803 - Napoleon sells the Louisiana Territory. - Important because this is the actual purchase.

Week 5 Lesson 4

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 5 Lesson 5

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 6 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.

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?

Answers will vary, but at least one of the circled events should be "Napoleon decides to sell all of the Louisiana Territory. The student should also include key details from the text about the selected event.

Date	Event	Details	Results
1762	King Louis XV gives Spain the area known as the Louisiana Territory.	• America could not grow in the west. • Spain owns the port of New Orleans.	• Spain would sometimes close the Port of New Orleans.
1799	Napoleon makes a secret deal with Spain to take over Louisiana.	• **Spain gets land in Italy.** • **Napoleon wants the land in the U.S. for the West Indies.**	• **Napoleon wants to keep the trade a secret.**
1801	Jefferson becomes	• **Jefferson wants to know what**	• **Livingston is determined to get**

	President and sends Livingston to France.	Napoleon's plans are for LA Territory. • Napoleon doesn't share any information.	answers.
1802	Spain changes the rules for the Port of New Orleans.	• The people blame Napoleon, but it was really Spain. • James Ross wants to send soldiers to New Orleans.	• Americans lost their "right of deposit."
1803	Jefferson sends Monroe to France to buy part of the Louisiana Territory.	• Monroe also wants the U.S. to grow. • Monroe goes to France at a good time because things are bad for Napoleon.	• Monroe works with Livingston to try getting the Louisiana Territory.

Date	Event	Details	Results
1803	Napoleon decides to sell all of the Louisiana Territory.	• Livingston and Napoleon have to act quickly because Napoleon needs money. • They agreed to buy all the land for $15 million.	• Jefferson was thrilled.

Week 6 Lesson 2

Express Understanding: Draft Your Response

Student responses will vary.

Week 6 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.

Answers will vary, but students should focus on making revisions on their draft in lesson two.

Week 6 Lesson 4

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	ℯ
Add	^
Check Spelling	sp

Answers will vary, but should include the use of some of the Editing Marks in the chart above.

Week 6 Lesson 5

Culminating Writing Task: Final Draft

Write your final draft below.

Answers will vary. The essay should demonstrate that the student has an understanding of the events leading to the acquisition of the Louisiana Territory.

The essay should demonstrate proper grammar, conventions, and spelling, and develop a topic with facts and details from the text.

Reference the rubric included in the lesson packet to identify any other areas that could be strengthened.

Culminating Writing Task Exemplar Student Response

The Louisiana Territory was purchased in 1803 by Robert Livingston and James Monroe from France for $15 million. Three main events led to the Louisiana Purchase. They were American settlers needing the Port of New Orleans, President Thomas Jefferson wanting to increase the size of the United States, and Napoleon needing money to fund his war with Great Britain.

First, American settlers needed to use the Port of New Orleans to ship their goods to the East and send lumber and furs to Europe. At first, Americans could use the port because of a treaty called the Treaty of Lorenzo. But as more people moved west, the Spanish changed their minds and made Americans pay a tax to use the port. Then, in October 1802, the Spanish decided the Americans could not use the warehouses at all, and the Americans became angry. The Louisiana Purchase would guarantee Americans could use the Port of New Orleans.

Also, Thomas Jefferson became President of the United States in 1801. Thomas Jefferson wanted to grow the size of the United States and also did not want France to own land in America. He sent his friend Robert Livingston to France to negotiate a purchase of the Port of New Orleans. After months of no progress, Thomas Jefferson sent James Monroe to help Robert Livingston in France and to try to buy the Port of New Orleans and the Floridas. Together, they negotiated the purchase of the Port of New Orleans and the rest of the Louisiana Territory.

Finally, Napoleon was constantly almost at war with Great Britain because he wanted to build an empire for France. He needed money to fund these wars, but his settlement at St. Domingue disappeared after the slaves revolted. Napoleon agreed to sell Louisiana because he needed the money.

The Louisiana Purchase in 1803 doubled the size of the United States and allowed American settlers the use of the Port of New Orleans again.

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	The student response • 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.	The student response • 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.	The student response • 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.	The student response • **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	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 clea**r.	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**.	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.**	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**.