

**Seaman: The Dog Who Explored the West with Lewis and Clark by Gail Langer Karwoski**

**4th Grade Language Arts, Technology and Social Studies**

**Google Lit Trip Created by Stacey Buckalew and Susie Throop**

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| <b>Objective:</b>               | By the end of this Lit Trip, students will be able to describe the overall theme, setting and plot of the book by creating a place marker with pictures, summary, discussion questions, and web links for a classroom Google Lit Trip.   |
| <b>Learning Environment:</b>    | Each student will have his or her own computer, and the help of a teacher when needed.   |
| <b>Description of Students:</b> | 4th grade students with basic knowledge of the three subjects  |
| <b>Standards:</b>               | <p>SS4H6 The student will explain westward expansion of America between 1801 and 1861.</p> <p>SS4G2 The student will describe how physical systems affect human systems.</p> <p>SS4H2 The student will describe European exploration in North America.</p> <p>ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literacy and informational texts.</p> <p>ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.</p> <p>ELA4W3 The student uses research and technology to support writing.</p> <p>ELA4LSV1 The student participates in student-to-teacher, student-to- student, and group verbal interactions</p> |
| <b>Materials:</b>               | Laptop Computers, LCD projector, SmartBoard, Printer, Thinking Maps Software, Word Processing Software, Internet Access, and Google Earth  |
| <b>Procedure:</b>               | <ol style="list-style-type: none"><li>1. The Homeroom teacher will read the first chapter of Seaman: the Dog Who Explored the West with Lewis and Clark by Gail Langer Karwoski to the students.</li><li>2. The students will create with the teacher and media specialist a flow map on the SmartBoard for chapter 1.</li><li>3. The class will also generate a summary for chapter 1. The paired students will research on line for further information</li><li>4. Students will work independently to read their assigned</li></ol>   |

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|                    | <p>chapter</p> <ol style="list-style-type: none"> <li>5. The paired students will create a flow map of the assigned chapter.</li> <li>6. The paired students will create a summary of the assigned chapter</li> <li>7. The paired students will create discussion questions about their chapter for others to answer.</li> <li>8. Students will share with the class their summary and flow map.</li> <li>9. The media specialist will introduce Google Earth on the SmartBoard to the students.</li> <li>10. The media specialist will explain Google Lit Trips and show an example of a lit trip.</li> <li>11. The class will create a place marker on the SmartBoard for chapter 1.</li> <li>12. The paired students will create a place marker on Google lit trips for their chapter.</li> <li>13. Paired students will present their place marker and flow map to the class in order of the chapters.</li> </ol> |
| <b>Evaluation:</b> | Students will be graded on their knowledge of the characters, plot, setting, theme, and description of the book. They will also be graded on participation.   |