

Open Up the Textbook (OUT)

Enlarge

Complicate

Contest

Vivify

Title: Explorers Come West

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This OUT analysis provides students with documents that contest and vivify the textbook. In this OUT analysis, students will study John C. Fremont's exploration of Nevada in order to better understand how physical geography and natural resources affect the settlement of people and the development of culture. This analysis will be most effective when students collaborate to analyze the texts in small, heterogeneous groups. The texts that accompany the textbook are complex and include difficult vocabulary and syntax. (For a few words that are likely unknown to students and unidentifiable based upon context clues, helpful synonyms are provided in the footnotes.) Questions will highlight sourcing and perspective of the author, close reading of key details from the document that enlarge, complicate, contest, or vivify the textbook, as well as questions that help students corroborate (or not) the accuracy of individual documents.

This OUT should take between 1-2 weeks. Allowing students time to comprehend and practice fluency is an essential part of these lessons. Please allow time for these by using the following strategies:

1. Multiple readings
2. Annotation (it is essential to teach the Super Annotator skills before this OUT)
3. Collaboration
4. Discussion
5. Writing

Standards:

ELA Standards

Reading: RI.4.4, RI.4.6, RI.4.7, RI.4.9, RF.4.4

Writing: W.4.

Speaking and Listening: SL.4.1, SL.4.3 Language: L.4.4, L.4.6

Social Studies Standards

H2.4.3: Identify explorers and settlers in pre-territorial Nevada. H1.5.3: Discuss the interactions of early explorers with native cultures.

G5.4.2: Identify spatial patterns on a map of Nevada, i.e., deserts, mountains, population. G5.4.4 Utilize different types of Nevada maps, i.e., population and physical maps, to understand spatial distribution.

G8.4.1 Describe ways physical environments affect human activity in Nevada using historical and contemporary examples.

Source A: The Textbook, *Nevada Our Home*, G.P. BeDunnah et al., page 78

John C. Fremont

John C. Fremont was one of the most famous explorers of our state. Many people call him the great “Pathfinder”. As an army officer, his job was to map the Southwest. He was the first to make correct maps of this region, which helped many settlers later find their way.

During his travels through Nevada, Fremont named several important lakes and rivers. He named the Humboldt River, Pyramid Lake, Walker River, and Walker Lake. You may remember that he named the Great Basin too. His maps made it clear that most of the rivers in Nevada run toward the center of the state. Fremont wrote about one Nevada river in his journal:

The most considerable river in the interior of the Great Basin is the one called on the map Humboldt River.... It is a very peculiar stream...rising in mountains and losing itself in a lake of its own, after a long and solitary course. It lies on the line of travel to California and Oregon, and is the best route now known through the Great Basin, and one traveled by emigrants.

On another of Fremont’s trips through the area, he and his party tried crossing the Sierra Nevada during the winter. There were 27 men, 67 horse and mules, and one cannon mounted on wheels. Two Washoe Indians tried to warn Fremont about crossing the mountains in the deep snow. Making signs with his hands and speaking loudly, one Indian said, “rock upon rock...snow upon snow, even if you get over the snow, you will not be able to get down from the mountains.”

Fremont finally had to leave the cannon somewhere on the mountain. He traveled on to California with only a few necessary supplies and half of the 67 animals. Today, people are still looking for “Fremont’s Cannon” near the Potosi Mountains. Others think the cannon has already been found.

Source A: Questions for Consideration

1. Reread Fremont’s description of the river in the text. Using clues from the text, define the word peculiar. What synonyms could you use to replace peculiar?

2. Who was John C. Fremont and what did you learn about him from the text?

Source A: Teaching Strategies/Teacher Notes

The Textbook – Nevada Our Home, G.P. BeDunnah et al., page 78 John C. Fremont

1. Depending on your class either read the text aloud or have the class read independently. After the first read, students discuss initial reactions to the text in small groups, then whole class. Possible questions for discussion:
 - a. What is the gist of this reading?
 - b. What is the most important piece of information you remember from the reading?
 - c. What type of text is this: informative, opinion or narrative? Or, “What is the author’s purpose for writing this text?”
2. Next model fluent reading of the text (either the teacher or a strong fluent reader in the class). As the text is read aloud, students annotate the text. Scaffold this lesson by annotating the text under the ELMO or interactively with your class. Alternatively, once students have had an opportunity to annotate their own texts, students share annotations whole class while you mark the annotations on the text under the ELMO or other large version of the text so students are able to follow along.
3. Whole class: have students share words they don’t understand. Give them time to discover the meaning of words themselves as possible.
4. Guide students to the questions that accompany the text. In groups have students discuss and share whole class the answer to question 1. This is a right there question and it is not necessary students write the answer.
5. Continue with questions in the same format. Allow students time to think about their answer, discuss with a partner or in small groups. Finally, discuss whole class.
6. Students may need some guidance with question 3. Direct students back to the text to reread about Fremont’s interaction with the Washoe Indians. Encourage the students to summarize the interaction. Once given the summary, then ask students to infer about the relationship between Fremont and the Washoe Indians. Remind students that at this point we do not know very much about the relationship but we can make a claim based on the evidence in the text.
7. Quick write: After students have had an opportunity to discuss, have them answer the question.

Source B: Primary Source/Photograph, John C. Fremont, J.A. Scholten, 1861



Source B: Questions for Consideration

1. Who took this photograph and when was it taken?
2. Make a list of details you notice in this photograph.
3. Based on your observations, for what purpose was this photograph taken?
4. What can we infer about John C. Fremont from this photograph? Does this support the claim you made about John C. Fremont's relationship with the Washoe Indians in the previous document?

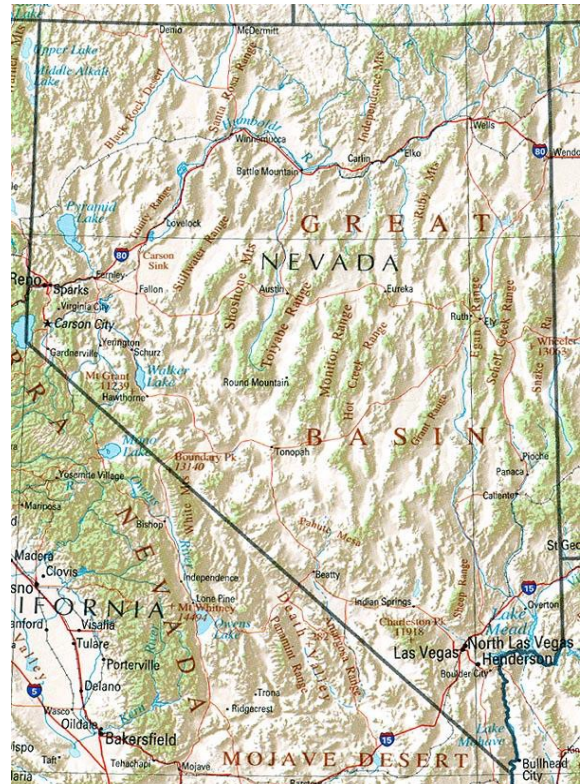
Source B: Teaching Strategies

Primary Source/Photograph, John C. Fremont, J.A. Scholten, 1861

1. Consider referring to the Historical Thinking Chart when discussing this photograph. Let students know that an important historical reading skill when analyzing historical documents is sourcing. A historian will ask questions in order to find out information about a source including: Who? Where? What? When? Why? and How? Take some time as a class and source the photograph. Allow students time to discuss with a partner or small group. Possible questions to ask:
 - a. Who took this photograph?
 - b. When was this photograph taken?
 - c. Who is depicted in the photograph?
 - d. Where is this photograph taken?
 - e. Why was this photograph taken?
2. Once students have had an opportunity to think like historians, guide them to the questions that accompany the text. Students should be able to answer the first 3 questions without difficulty. It is not necessary for students to write the answers to these questions.
3. Take time to discuss question 4. Given everything students have learned thus far about the photograph, what does this tell them about John C. Fremont? Students could answer this question in a quick write and then share their answers at the table group. Finally, students could share the most interesting claim they heard about John C. Fremont when they were discussing with the whole class, whether or not they agree with the claim and why. Alternatively, students could repeat a claim they heard another student make.

Source C¹: Secondary Source/Map, Travels of John C. Fremont (1842-1845)

Source C²: Primary Source/Map, Nevada's Landforms



Source C: Questions for Consideration

1. Using the Travels of John C. Fremont map (Source C¹) as a resource, draw Fremont's routes onto the Nevada's Landforms map.
2. Now that you have drawn Fremont's route on the Nevada's Landform map, take a closer look and follow Fremont's route through Nevada. What landforms do you notice?
3. Given the landforms you have identified on Fremont's route, why did he choose this route through the Nevada?

Source C¹ and C²: Teaching Strategies

Secondary Source/MAP – Travels of John C. Fremont (1842-1845)

Primary Source/Map – Nevada's Landforms

1. Consider displaying the two maps on an interactive white board or ELMO so students can see the colors on both maps. This will make identifying the landforms a little easier.
2. Take a moment when introducing the maps to help the students source the texts. Remind students about the differences between primary and secondary sources or give students time to discuss the differences between these two types of sources.
3. Guide students to the questions accompanying the text. While students complete the first question, take a moment to draw Fremont's route on the large map on display. Alternatively, students could draw his route on the big map.
4. Once the route has been mapped, give students an opportunity to analyze their own maps or the large map, looking for landforms Fremont encountered on his route. Allow small group discussion about the landforms students see. Encourage students to annotate their maps as they identify landforms.

* Teacher may use a "Give One, Get One" strategy to keep students engaged during this part of the lesson. Set the timer for 5-10 minutes allowing students to identify as many landforms as they can. After the time is up, have students find one partner to share their lists and add or change anything that they have on their current list. Teacher can decide how many rotations to use.

5. Bring students back to a whole class discussion about the landforms Fremont encountered. Invite students to annotate the large class map with the landforms they identified. Continue until all the landforms have been identified. Additionally, discuss what the different colors on the map signify i.e. blue for water, green for trees etc....
6. Given the landforms Fremont encountered on his route, students are now ready to answer question 3. Let students think about their answer and then discuss in small groups. Finally, discuss the answer to this question whole class. Model writing an answer to this question as the class comes to a consensus about why Fremont might have chosen a given route.

Source D: Primary Source, Zoom In, www.philaprintshop.com/images/fremontpyramid.jpg



Please access the “Freemont Zoom In” lesson under 4th grade resources at: http://projecttahoe.org/?page_id=97

Grade 4 OUTS (Opening Up the Textbook)

E1: Explorers Came West (ch4)

E1: Explorers Came West (Zoom)

Source D: Teaching Strategies

Primary Source - <http://www.philaprintshop.com/images/fremontpyramid.jpg>

1. Consider referring to the Historical Thinking Chart again when discussing this photograph. Remind students that an important historical reading skill when analyzing historical documents is sourcing. A historian will ask questions in order to find out information about a source including: Who? Where? What? When? Why? and How? In this case, more information will be revealed through the Zoom In but ask students what they know about the image even before seeing more. Possible questions to ask:
 - a. What type of image is this?
 - b. What is the time period for this image?
 - c. What do you notice about the clarity of the image?
2. Once students have had an opportunity to answer these initial questions, guide them through the Zoom In lesson. Encourage the students to continue to think like historians when analyzing this image.
3. Once students have completed the Zoom In lesson, allow time for discussion about what new information this source gives them about John C. Fremont.

Source E: Secondary, Internet, History.com, September 06, 1844: John C. Fremont Reaches the Great Salt Lake

September 06,1844: John C. Fremont Reaches the Great Salt Lake

Fremont reached the Great Salt Lake during his second expedition. His 14 months of western rambling also took him across the Sierra Nevada and resulted in the first comprehensive map of the Great Basin, the region between the Wasatch and the Sierra Nevada mountains where water drains to neither the Pacific nor the Atlantic. After Fremont's Great Basin map was published, one commentator noted, it "changed the entire picture of the West." It also made Fremont a national hero. Along with charts resulting from three further expeditions, Fremont's maps became indispensable guides to thousands of overland immigrants heading westward to begin new lives. He died of peritonitis in New York City on July 13, 1890.

Source E: Questions for Consideration

1. According to the text, what were some of John C. Fremont's accomplishments?

2. In the passage it states that Fremont's Great Basin map, "Changed the entire picture of the West." Explain what the author meant by this statement.

Source E: Teaching Strategies

Secondary, Internet – History.com, September 06, 1844: John C. Fremont Reaches the Great Salt Lake

Consider approaching this text following the same steps given with the first source, the textbook.

1. Read aloud or have students read independently. After the first read, students discuss initial reactions to the text in small groups, then whole class. Possible questions for discussion:
 - a. What is the gist of this reading?
 - b. What is the most important piece of information you remember from the reading?
 - c. What type of text is this: informative, opinion or narrative?
2. Read aloud and have students annotate.
3. Students share words they don't understand whole class and discuss meanings.
4. Guide students to the questions that accompany the text. Allow time for independent thought and small group discussion before sharing out in a whole class discussion.
5. Finally, as this is a short text, it lends itself to fluency practice. Consider allowing students to partner read this text aloud using the EEKK strategy for fluency practice. After students practice reading the text fluently, students could model fluent reading for the class. Also consider reminding students of the different aspects of fluency referring to the fluency rubric attached to this lesson. Students could listen to their peers for specific aspects of fluency such as rate or phrasing. Students could provide specific feedback to their peers based on the rubric.

Source H: Primary, State of Nevada Division of Water Resources, Walker River Chronology, 1844

Walker River Chronology

Part II--Pre-Twentieth Century

1844 (January 10th) Traveling south from the Columbia River basin, John C. Frémont, conducting an expedition for the U.S. Bureau of Topographical Engineers, became the first white man recorded to have seen Pyramid Lake. Based on the large pyramid structure on the lake's eastern side, Frémont gave the lake its present name, but his naming of the Truckee River as the Salmon Trout River would not prove enduring. Frémont's party benefitted from the hospitality of the local Paiute Indians and the **munificence** of the local waters for an "incredibly large" species of trout, the Pyramid Lake cutthroat trout (*Salmo clarkii henshawi*), some weighing over 40 pounds and attaining a length of four feet.

On January 15th, the Frémont Expedition left Pyramid Lake and followed the Truckee River to a location near present-day Wadsworth, located in Washoe County, Nevada, where the river appears to come out of the west. As Frémont was looking for the mythical San Buenaventura River that was supposed to drain westward through the Sierra Nevada Mountains to the Pacific Ocean, he did not continue up the Truckee River, but instead proceeded further south, soon crossing the Carson River. Later Frémont named this river after his famous expedition guide, Kit Carson.

From the Carson River, Frémont continued further south to the Walker River and Bridgeport Valley, passing through Devil's Gate, turned north and then proceeded up into the Sierra Nevada Mountains. Frémont named the Walker River for another guide who had accompanied his party, Joseph Walker, who had been through the area in 1833.

Discussion Questions:

1. What important job did John C. Fremont do in the year 1844?
2. Using Source C1 (Travels of John C. Fremont), compare this text to what you know about John C. Fremont's travels. List the similarities and the differences.

munificence-- generosity

Source H: Teaching Strategies

Primary, State of Nevada Division of Water Resources –Walker River Chronology, 1844

Consider approaching this text following the same steps given with the first source, the textbook.

1. Read aloud or have students read independently. After the first read, students discuss initial reactions to the text in small groups, then whole class. Possible questions for discussion:
 - a. What is the gist of this reading?
 - b. What is the most important piece of information you remember from the reading?
 - c. What type of text is this: informative, opinion or narrative?
2. Read aloud and have students annotate.
3. Students share words they don't understand whole class and discuss meanings.
4. Consider taking time to plot Fremont's route on a map of Nevada. It might be interesting for partners to work together; for example, one reads the text and then the other plots the route. Then partners could compare their map to other groups to see if they plotted the same routes.
5. Guide students to the questions that accompany the text. Allow time for independent thought and small group discussion before sharing out in a whole class discussion.

Writing Task

This is an opinion writing task based on NVACS standards: Writing Standard Grade 4 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. B. Provide reasons that are supported by facts and details. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a concluding statement or section related to the opinion presented. Students will demonstrate their understanding of the texts as well as the ways in which the textbook was complicated.

Question.

There are two choices for this prompt. Choose what you think would work best with your students, or give them a choice to write to either prompt.

1. Many people claim John C. Fremont was a hero. Do you agree that he is a hero? Why or why not? Use the sources in the OUT to supply evidence that supports your claim.
2. Many people describe John C. Fremont as a hero. How would you describe John C. Fremont? Pick 2-3 adjectives to describe him. Use the sources in the OUT to supply evidence to support your claim.