

<b>Teacher/Class:</b> _____ <b>Subject:</b> ELA <b>Grade :</b> 2nd <b>Domain:</b> 7 <b>Lesson:</b> 2A <b>Date:</b> _____
<b>NYS Common Core Standards</b>
STD RI.2.1, STD RI.2.2, STD RI.2.3, STD RI.2.4, STD RI.2.7, STD RI.2.10, STD SL.2.1, STD SL.2.1a, STD SL.2.1b, STD SL.2.1c, STD SL.2.2, STD SL 2.3, STD SL.2.5, STD SL.2.6,    STD L.2.5, STD L.2.5a, STD L.2.6
<b>What are we learning?</b>
Explain the significance of the steamboat Identify Robert Fulton as the developer of the steamboat Identify steamboats, canals, and trains as new means of travel that increased the movement of people west  <b>For Voki:</b> Today you will learn about Robert Fulton and the significance of the steamboat.
<b>Big Thinking Question(s)</b>
1. Why was the invention of the steamboat important toward Westward Expansion? 2. What is the main idea of “Fulton’s Journey, and what details from the story support it?
For Voki Presentation:  Why was the invention of the steamboat important toward Westward Expansion?
<b>Materials</b>  Voki Presenter, Graphic Organizer
<b>Vocabulary</b>  <b>design, v.</b> To create the plans for  <b>inventor, n.</b> A person who invents or creates a new product  <b>journey, n.</b> An act of traveling from one place to another  <b>steamboats, n.</b> Steam-powered boats  <b>voyage, n.</b> A journey
<b>Lesson</b>
Teacher tells students what they are learning today and why it is important.  • Teacher/Voki teaches new vocabulary, integrating movement (Total Physical Response/TPR) to help

retention. Teacher Integrate turn and talks for whole class engagement.

- When finished with vocabulary, Teacher Says, “When you hear one of these words during the read aloud, put a silent thumb on your knee.”
- Teacher then introduces the Big Thinking Question. (Students should be able to answer the Big Thinking Questions(s) by the end of the lesson.)
- Hook: Complete first column of the graphic organizer below. Students volunteer to share with the class. This opening activity should encourage students to think creatively and get into the mindset of an inventor, who is the central character of the story they will read.
- Voki begins read aloud
- Pause after first paragraph and ask: *Why do you think Mr. Fulton built a boat?*
- Pause after second paragraph: *What do you think the boat will allow people to do all over the world?*
- Pause after third paragraph: *What do you think is Livingston’s job?*
- Pause after the sentence with “**steam**” in it and ask: *Have you ever seen steam come out of a boiling pot of water on the stove? Have you seen it in a hot shower and watched as it fogged up the mirrors or eye glasses? Did you ever write on the shower door or mirror because it was foggy and moist? What happens when you’re outside on a hot day?*
- *Can you think of other examples of a form of energy that powers something else? Discuss with your teacher! Think about how someone gets their car going.* Teacher provides examples such as solar energy that can heat pools, greenhouses, and generate electricity. Windmills use wind to make electricity. Fossil fuels can create electrical energy. Gas powers cars. Resources: [http://www.eia.gov/kids/energy.cfm?page=solar\\_home-basics](http://www.eia.gov/kids/energy.cfm?page=solar_home-basics), [http://www.enwin.com/kids/electricity/power\\_sources.cfm](http://www.enwin.com/kids/electricity/power_sources.cfm)
- *Look at the word, “**steamboats**”. What do you think steamboats are, and how do they work?*
- Pause after 11. *How is Mr. Fulton’s boat different than the other steamboats? Let’s make a list of features that his boat has* (Whole class activity, students raise hands and teacher writes on the board)
- Voki directs students to the word “**voyage**”. *Have you ever gone on a voyage, either in a video game or in real life? Can you give me examples of voyages – maybe you know a character in a book or movie who has taken a voyage?* Teacher directs a “think, pair, share” exercise.
- 12. *Why did Livingston help Fulton with his plan to create his steamboat?*
- 16. *What do you think a smokestack is similar to?* Teacher asks the students to guess. If students don’t know, provide a hint: Think about a fireplace.
- 21. *Why is Mr. Fulton’s invention important in the history of traveling?*
- Hook Part 2: **Graphic Organizer** after first read. *You just read about an inventor. Think about a time when you were an inventor, or take some time now to think of an invention. Answer the questions in the graphic organizer for your invention. As we read through the text a second time, answer the questions for Mr. Fulton’s invention.*
- Start reading for the second time, and stop at the bolded word “**steamboats**”. Discuss the answer to the first question in the graphic organizer for Mr. Fulton’s invention. The second question should be discussed with a partner, and the remainder of the questions should be completed by the students independently.
- On slide 40, introduce “Steamboat” graphic organizer and fill in one box with the teacher
- On slide 52, bring back graphic organizer and students are to fill in three boxes with their partner.
- On slide 53, there is an extension activity to complete the second column of the “In the Mind of the Inventor” graphic organizer.
- Bring back the Big Thinking Question so that students can answer it.

Option: Have students create a Voki character to document performance (See Assessment)

**Note: Based on teacher discretion, this lesson can be taught over the course of two days.**

### Assessment

Completion and review of graphic organizers.

Teacher has students create a Voki to answer Big Thinking Question (s)

**Note:** If teacher is not using Voki Classroom, teacher can instruct students to answer in their notebooks, on a blank sheet of paper, or on a teacher-created worksheet.

Assessment (Big Thinking Question): Use your notes to help you answer the BTQ:

Why was the invention of the steamboat important to westward expansion?

\*Differentiate as needed.

\*Questions inspired by Core Knowledge Language Arts First grade Curriculum

Lesson Plan inspired by Core Knowledge Language Arts First grade Curriculum, Lucy Calkins's Workshop Model, and Grant Wiggins's Understanding By Design.

Name\_\_\_\_\_ Date\_\_\_\_\_

## In the Mind of an Inventor

**Answer the questions in writing or by drawing pictures.**

	My Invention	Fulton's Invention
What made you think of your idea?		
Did you ask for help for your idea? Who did you ask?		
How is your idea different than other ideas?		
How do you feel about your invention and how do you think it will change the world?		

Name\_\_\_\_\_

Date\_\_\_\_\_



