

6th Grade

Name: _____

"Lewis & Clark"

[illegible]

Name:

Date:

MEDIA VOCABULARY

Lewis & Clark

Nick Bertoziz

WORD LIST

penciler

inker

letterer

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. Look at the story panels from the graphic novel *Lewis & Clark*. Which aspects of the illustrations would you say the *penciler* was responsible for?

2. What contrast do you see between the cover of the graphic novel and the interior? What role would you say an *inker* contributed?

3. Look again at the story panels. What role would the *letterer* have on these? What contributions did he or she make?

B. DIRECTIONS: Using the space provided, describe the contributions that the *penciler*, *inker*, and *letterer* made to the *Lewis & Clark* graphic novel.

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SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

1. Reread panels 1–8 of the excerpt from *Lewis & Clark*. Describe what happens in these panels and how they fit into the overall chronological, or time order, structure of the text. Consider the events depicted in the rest of the excerpt. Then, explain how the details in panel 8 help develop the historical setting.

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

2. Reread panels 21–32 of the excerpt from *Lewis & Clark*. Then, explain what the author/illustrator reveals about the relations between people who belong to different cultural groups. Explain how they interact or behave toward one another. Consider what is revealed by both the dialogue, which appears in speech bubbles, and the illustrations.

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MEDIA QUESTIONS

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DIRECTIONS: Respond to these questions

1. **Make Inferences** What do panels 1-8 tell you about the construction of buildings in the early 19th century?

2. **Make a Judgment** In panels 10-13, why do you think the author chose to draw the men performing and observing without adding dialogue or speech balloons?

3. **Modify** How would you rewrite this graphic novel as a narrative? Choose one panel and rewrite it in story form, using dialogue and description.

4. **Assess** For which aspects of life during the time of Lewis and Clark do these graphic novel panels give you a greater appreciation?

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WRITING TO SOURCES → TIMELINE

Lewis & Clark

Nick Bertozzi

A **timeline** is a visual and textual presentation of events that happen in sequence over time. Timelines may extend over short or long periods of time, and they are often used to show historical events. Timelines have dates that mark events at the beginning, middle, and end. The title of a timeline identifies its purpose.

A **bibliography** is an alphabetical list of sources that usually appears at the end of a document. Bibliographies include author, title, and publication information.

- A. DIRECTIONS:** To create a timeline for the Corps of Discovery, or the Lewis and Clark expedition, first do individual research in print or online sources. The time represented in the graphic novel excerpt shows the last winter quarters for the expedition. Many events took place before and after the excerpt. Complete the following Research Log to help you establish events for your timeline. Add rows as needed. Some information has been entered as examples.

Source	Information	Possible Visuals
1. A Timeline of the Trip http://www.pbs.org/lewisandclark/archive/idx_time.html	Includes the years 1801, when Meriwether Lewis is secretary to President Jefferson, through the death of William Clark in 1838. Mostly text but some pictures	Engravings (pictures) of Lewis and Clark; illustrations with more information
2. http://lewisclark.net/	Textual time line for Lewis and Clark from birth to death	Map of the Louisiana Purchase with places they stopped identified
3.		
4.		
5.		

- B. DIRECTIONS:** To create a group timeline, first organize all the information the group members have collected. Then, decide what kind of timeline you want to use. Use the chart below to discuss advantages and disadvantages of each kind of timeline that you have seen in your research. Some information has been entered as samples.

Timeline Type	Advantages	Disadvantages
1. Numbers and text	Easy to organize	Not visually attractive
2. Points on a Map		
3.		
4.		

Unit 1 Independent Reading Log

Reading Time	Title and Author	What Is It About?	How would you rate it?	Explain your rating.
<i>Monday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
<i>Tuesday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
<i>Wednesday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
<i>Thursday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
<i>Friday</i> From _____ to _____			Great 5 4 3 2 1 Awful	