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Thomas Jefferson Institute
Lewis and Clark Unit Plan

Exploring the West - Lewis and Clark

Description: This curriculum unit is for elementary students learning about the Lewis and Clark Expedition. The first lesson introduces students to the notion of a Northwest Passage and the United States' desire to find such a waterway. Next, students grapple with Jefferson's constitutional dilemma on whether he had the authority to buy the Louisiana Purchase. Finally, students briefly explore the journey of Lewis and Clark. The Thomas Jefferson Institute has been invaluable in providing a deeper understanding of the issues and challenges that Jefferson faced in authorizing the Louisiana Purchase. The purchase and the successful expedition were highlights of Jefferson's administration.

Students and Setting: This curriculum unit will be used in a fourth grade classroom. It was designed to be taught in Washington State to align with the theme of Western Expansion. Seventy percent of the students targeted in this unit are second language learners in a high poverty school. Therefore, there is an emphasis on language and vocabulary development. Most of the students in the class have little exposure to social studies instruction so background development is also critical.

Washington State Social Studies Standards

4.3.1 - Understands that there are multiple perspectives regarding the interpretation of historical events and creates an historical account using multiple sources.

5.2.2 - Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.

3.1.1 - Constructs and uses maps to explain the movement of people.

Essential Question: What can history teach us about the world today?

Fourth Grade Common Core State Standards

CCSS.ELA-Literacy.RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-Literacy.RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-Literacy.RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Enduring Understandings

- * People look for ways to better their lives.
- * People make difficult decisions that can have tremendous consequences.
- * People have a natural curiosity to explore and discover new places.

Lesson 1: Northwest Passage

Learning Objectives:

By the end of this lesson, students will be able to:

1. Explain why the United States was searching for the Northwest Passage.

Key Vocabulary:

Passage
Exploration
Waterway

Resources and Materials Needed:

Student copies of natural map of North America – National Geographic Website
Large natural map of North America
Chart paper
Marker
Paper
Pencil

Instructional Process:

1. Start with the class in whole group.
2. Create a GLAD (Guided Language Acquisition Design) CCD (Cognitive Content Dictionary) with your students using the following vocabulary: Passage, Exploration and Waterway. The directions on how to present this vocabulary are below.
 1. Present one word at a time.
 2. Ask students to vote on whether or not they've heard the word before

Word	Prediction	Meaning
Passage		
Exploration		
Waterway		

1. Tally H (heard) and NH (Not heard)
3. Write down student predictions.

4. Do not give final definitions at this time. Wait until later in the lesson.
3. Show students a large map of North and South America.
4. Explain that ships on the Atlantic used to travel down to Argentina to get to the Pacific.
5. Distribute student copies of North America and have students work with partners trying to find a way across.
6. Walk around and listen to student ideas. Remind students that water turns to ice in the north.
7. Have students come back together and lead a discussion addressing the following questions (include the vocabulary *passage*, *exploration* and *waterway* throughout the discussion):
 1. Could you find a way to cross by ship?
 2. Why would someone wish to find a path by ship? (much shorter path than traveling to South America) What are the advantages of going by water instead of over land?
 3. How do you get to Asia from the eastern United States by ship?
 4. How do you get to Asia from Europe?
 5. How could you find out if there is a passage if you were alive in the 1700's?
8. Return to the CCD. Examine the etymology of the vocabulary.
 1. Passage: From French 'passer' - 'to go by'
 2. Exploration: From French/Latin - ex: 'out' + pluerer 'flow'. To flow (go) out.
 3. Waterway: Compound word from Old English: Water + Way (path)
9. Give definition of each word, with a gesture, if possible.
10. Select one of the three words and use as signal word for remainder of day.
11. Revisit key words throughout series of lessons, including definitions and gestures.
12. Exit activity: Have students write a one sentence explanation of why the United States was searching for a Northwest Passage to the Pacific.

Lesson 2: Louisiana Purchase

Learning Objectives:

By the end of this lesson, students will be able to:

- Articulate the dilemma that Thomas Jefferson faced in signing the Louisiana Purchase.
- Agree or disagree with Thomas Jefferson's decision and explain why.

Key Vocabulary:

Purchase
 Constitution
 Territory
 Treaty

Key Historical Figures:

Thomas Jefferson
 Napoleon Bonaparte

Resources and Materials Needed:

Chart Paper (2)

Marker

Maps of the United States during Jefferson's administration

T Chart Graphic Organizer for each student

Instructional Process:

1. Before class, lightly draw in pencil a map of the United States that indicates the United States of 1801 as well as the United States after the Louisiana Purchase. Also, include a drawn picture of Thomas Jefferson and Napoleon Bonaparte to the side of the map.
2. With the whole class, use the chart as a Pictorial Input Chart (GLAD). Begin to use a marker to outline the chart. *Draw in the United States in 1801*. While you outline the chart, talk to the class about the following (modify to your own style). Make sure you keep talking as you draw and that you have students repeat key vocabulary:
 1. In 1801, the United States was much smaller than it is today.
 2. Today we have 50 states. In 1801, there were 16 states. How many states were there in 1801? (Class: 16).
 3. There were also territories. A territory is land that is controlled by a country. It is not a state. A state has more local government control over itself than a territory.
 4. In 1801, Thomas Jefferson became the third president of the United States. (*Draw in Thomas Jefferson picture*). Everyone say Thomas Jefferson. (Class: Thomas Jefferson). George Washington was the first president of the United States. Say George Washington. (Class: George Washington). The second president of the United States was John Adams. Say John Adams. (Class: John Adams).
 5. Thomas Jefferson wanted the United States to be bigger than it was. Look at the United States in 1801. Was it very big? He wanted the area of New Orleans and offered to buy it from France.
 6. The ruler of France in 1801 was Napoleon Bonaparte. Say Napoleon. (Class: Napoleon). Napoleon, ruler of France, was at war in Europe and needed money. He not only offered to sell New Orleans, he offered to sell a huge amount of land. (*Draw in the Louisiana Purchase*). This large amount of land we call "The Louisiana Purchase". Say Louisiana Purchase. (Class: Louisiana Purchase). If Thomas Jefferson approves the Louisiana Purchase, the size of the United States would double.
3. Think, Pair Share. Have students turn to their neighbor and tell each other about the Louisiana Purchase.
4. Explain to students that Jefferson had to make a big decision about the Louisiana Purchase. He didn't know if he actually had permission to buy territory since it wasn't mentioned in the Constitution (define Constitution and have class repeat). He also didn't want the government to owe more money. What should he do?
5. Give a card to each group of 3-4 students. Each card should have either a statement for or against Jefferson making the purchase. Each group should decide whether the statement is in favor of making the purchase or against it.

6. Groups will briefly present their card to the class and say why they think the card is for or against the treaty and put it on a class T chart.
7. Give students their own set of the same statements that they put on their own T chart.
8. Students will write a statement on whether or not they think that Thomas Jefferson should sign the treaty for the Louisiana Purchase.
9. Have students return to whole group to share their thoughts.
10. Finish discussion by saying that Jefferson did indeed sign the treaty and while some people did criticize his decision, most Americans thought it was a good one.

Lesson 3: Lewis and Clark Expedition - Preparations

Note: This lesson makes use of iPads in the classroom. However, it can be modified with paper resources. Provide a copy of the packing list that Lewis and Clark used as well as short biographies of key figures.

Learning Objectives:

By the end of this lesson, students will be able to:

- Create a packing list for an expedition similar to Lewis and Clark
- Write a persuasive paragraph assuring parents/guardians of their safety on an expedition
- Summarize key facts about members of the expedition

Key Vocabulary:

Expedition

Key Historical Figures:

Meriwether Lewis

William Clark

Sacajawea

York

Resources and Materials Needed:

iPad(s)

Lewis & Clark app (Gibbs Smith Education)

Blank journals

Copy of Lewis' letter to his mother

Instructional Process:

This lesson is designed to use a variety of stations that student will visit in pairs. Students could make journals on a previous day or they can be provided. Explain to students what they should do at each station beforehand.

Stations:

1. Persuading Your Family

1. Students examine an excerpt from a letter by Meriwether Lewis to his mother Lucy Marks before leaving for his journey.
 2. In their journals, they will then write a letter to their own parents or guardians convincing them that they would not be in danger.
2. Packing List
 1. On the Lewis and Clark app, there is a section called 'supplies'. Open this section and have students explore what Lewis and Clark felt was important to bring.
 2. In their journals, have students create a packing list of what they think would be important to bring along.
3. Biographies
 1. On the Lewis and Clark app, there is a section entitled "Biographies". Have students read the biographies with their partners.
 2. Students will write down three facts about each person in their journals.

Lesson 4: Lewis and Clark Expedition - The Journey

Note: This lesson makes use of iPads in the classroom. However, it can be modified with paper resources. Provide a map showing the entire journey. Provide pictures of artifacts, animals and plants that Lewis and Clark encountered.

Learning Objectives:

By the end of this lesson, students will be able to:

- Map the route that the Lewis and Clark Expedition took on their journey west.
- Sketch and label artifacts and images of things seen by the Expedition.
- Analyze varying accounts of the same event.
- Summarize varying accounts of the same event.

Key Vocabulary:

- Route
- Artifact

Resources and Materials Needed:

iPad(s)

Lewis & Clark app (Gibbs Smith Education)

Student journals

Pages from Lewis and Clark's personal journals

Images of places, animals and plants seen by Lewis and Clark

Instructional Process:

This lesson is uses a variety of stations that students visit in pairs. Students could make journals on a previous day or they can be provided. Explain to students what they should do at each station beforehand.

Stations:

1. Mapping the Journey

1. Students examine the interactive app in the Lewis and Clark app.
 2. Have students read the different key stops mentioned on the map.
 3. Students draw the route on a blank map.
 4. Students label key events on map:
 1. Expedition begins in St. Louis
 2. The Expedition builds Ft. Mandan
 3. The Expedition reaches the Columbia River
 4. The Expedition sees the Pacific Ocean
2. Scientific Observations
1. Students examine various images.
 2. Students sketch and label what they observe in their journals.
 3. Students look at Lewis and Clark's journals. Please note that permission from the University of Nebraska Lincoln is required if you wish to print the journals. The images can be viewed online at http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=lc.img.corpus.01.xml&_xslsrc=LCstyles.xsl. There are likely other places online where you can access the journals as well that won't require permission. You can also project an image of Monticello's front room as it has several items from the Expedition on display.
3. Points of View
1. Provide different accounts of the same day.
 2. Students read the journal entries and note with a partner the similarities and differences
 3. Students write a one paragraph summary of the events of a day.

* At the end of the lesson, highlight that while Lewis and Clark discovered that there was not a Northwest Passage, the Expedition was considered a great success due to the scientific discoveries, the maps and the interactions with the Native Americans they encountered.

Additional Resources:**Reading A-Z:**

<http://www.readinga-z.com/>

The Story of Lewis and Clark, Book 1: Up the Missouri River

The Story of Lewis and Clark, Book 2: To the Pacific Ocean

BrainPop:

<http://www.brainpop.com/>

Thomas Jefferson

Lewis and Clark

Maps: (Note: All maps selected are labeled for reuse from Google Images)

North America:

http://upload.wikimedia.org/wikipedia/commons/4/49/North_America_laea_relief_location_map.jpg

United States:

http://commons.wikimedia.org/wiki/File:Map_of_USA_without_state_names.svg

Additional Websites:

Lewis-clark.org:

<http://lewis-clark.org/content/content-channel.asp?ChannelID=62>

National Geographic:

<http://www.nationalgeographic.com/lewisandclark/>

Monticello's Official Site

<http://www.monticello.org/>

Images (Note: All images selected are labeled for reuse from Google Images)

Prairie Dog:

<http://dingo84dogs.deviantart.com/art/Black-Tailed-Prairie-Dog-251786113>

Roosevelt Elk:

http://upload.wikimedia.org/wikipedia/commons/8/80/Roosevelt_Elk_1.jpg

Spruce Grouse:

http://upload.wikimedia.org/wikipedia/commons/6/64/Spruce_Grouse_%28Falcapennis_canadensis%29_RWD.jpg

Oregon Grape:

http://upload.wikimedia.org/wikipedia/commons/9/9d/Flickr_-_brewbooks_-_Oregon_grape_Berberis_nervosa.jpg

Lewis and Clark Journals:

http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=lc.img.corpus.01.xml&_xslsrc=LCstyles.xsl

Lesson 1 – Northwest Passage

Can you find a waterway across North America?



Name: _____

Lesson 2 – Louisiana Purchase

Supports the Louisiana Purchase

Opposes the Louisiana Purchase

Do you think that President Jefferson should Purchase? Give two reasons that support

sign the treaty for the Louisiana your answer.

I think that President Jefferson

Lesson 2 - Lewis and Clark Unit
Louisiana Purchase

Statements in favor of making the purchase

Signing the Louisiana Purchase would mean that the United States would be double its size.

Signing the Louisiana Purchase would only cost \$15,000,000 dollars, which means that every acre would cost about 4 cents.

Thomas Jefferson wanted the United States to grow in the west. Signing the Louisiana Purchase treaty would allow Americans to settle out west.

Thomas Jefferson hoped that there was a Northwest Passage. Buying this land would allow the United States to explore the land.

Signing the Louisiana Purchase was not something that the Constitution said that presidents are allowed to do. Would Thomas Jefferson be breaking the law?

The United States already owed a lot of money and Thomas Jefferson was trying to pay back the money. This would cost the United States more money.

Spain was not happy with the treaty because they felt that part of the Louisiana Purchase, near Florida, was Spanish territory.

The people who did not like Thomas Jefferson said that he was a hypocrite, which means he says one thing and does another, because he didn't believe that presidents should have much power but he was using his power to sign the Louisiana Purchase.

Statements opposing making the purchase

Lesson 3 – Meriwether Lewis' Letter to His Mother

When Meriwether Lewis was getting ready to leave for his expedition, he wrote a letter to his mother telling her not to worry. This is part of his letter. Read it with a partner. In your own journal, pretend that you are going on a long journey and write a letter to someone who takes care of you. Convince them that you will be safe.

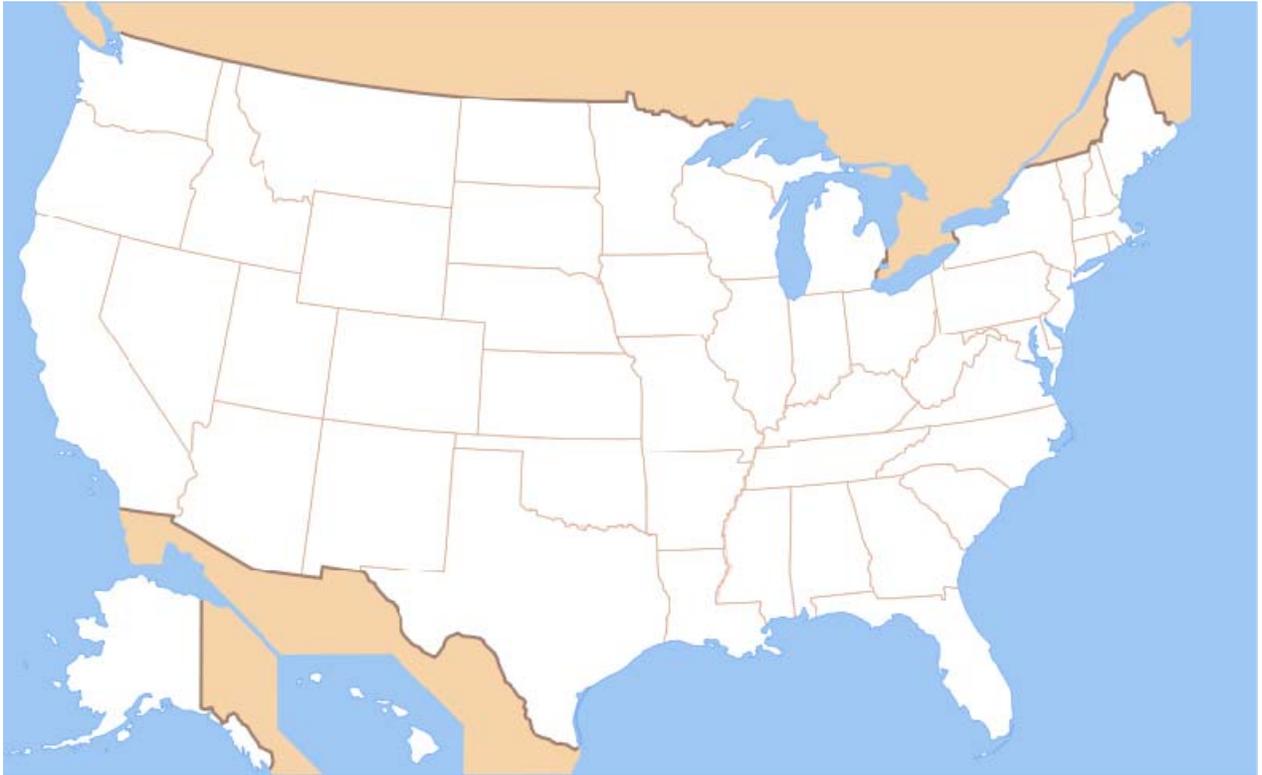
Dear Mother,

The day after tomorrow I shall set out for the Western Country ... my absence will probably be equal to fifteen or eighteen months; the nature of this expedition is by no means dangerous, my rout will be altogether through tribes of Indians who are perfectly friendly to the United States ... the charge of this expedition is honorable to myself, as it is important to my Country ... I feel myself perfectly prepared ... I go with the most perfect preconception in my own mind of returning safe and hope therefore that you will not suffer yourself to indulge any anxiety for my safety

Meriwether Lewis

Lesson 4 – The Journey

Use this map to record the path that Lewis and Clark took.



Lesson 4 – Prairie Dog



Lesson 4 – Oregon Grape



Lesson 4 – Spruce Grouse



Lesson 4 – Roosevelt Elk



Lesson 4 – The Journey

Lewis' Journal:

near the foot of this high Nole we discovered a Village of an annamale the french Call the Prarie Dog [3] which burrow in the grown ... & Caught one Dog alive The Village of those little dogs is under the ground a conisiderable distance we dig under 6 feet thro rich hard clay without getting to their Lodges Some of their wholes we (pu throw) put in 5 barrels of water without driveing them out, we caught one by the water forceing him out. ther mouth resemble the rabbit, head longer, legs short, & toe nails long ther tail like a g[round] Squirrel which they Shake and make chattering noise ther eyes like a dog, their colour is Gray and Skin contains Soft fur

Clark's Journal:

discovered a Village of Small animals that burrow in the grown (those animals are Called by the french Pitite Chien) ... Cought one a live by poreing a great quantity of water in his hole we attempted to dig to the beds of one of thos animals, after digging 6 feet, found by running a pole down that we were not half way to his Lodges ..., the Village of those animals Covs. about 4 acrs of Ground on a Gradual decent of a hill and Contains great numbers of holes on the top of which those little animals Set erect make a Whistleing noise and whin allarmed Slip into their hole— we por'd into one of the holes 5 barrels of water without filling it, Those Animals are about the Size of a Small Squirel (Shorter) [X: or larger longer] & thicker, the head much resembling a Squirrel in every respect, except the ears which is Shorter, his tail like a ground Squirrel which thy Shake & whistle when allarmd. the toe nails long, they have fine fur & the longer hair is gray,

Gass' Journal:

Having understood that the village of those small dogs was at a short distance from our camp, Captain Lewis and Captain Clarke with all the party, except the guard, went to it; and took with them all the kettles and other vessels for holding water; in order to drive the animals out of their holes by pouring in water; but though they worked at the business till night they only caught one of them.