1. **Teacher’s Guide**

Exploring the West: Lewis and Clark

These two men explored the west and opened it to new settlement.

2. **Historical Background**

In 1803, Thomas Jefferson bought a large parcel of land in America from France, which came to be called the Louisiana Purchase. Shortly after, Meriwether Lewis and William Clark set off on an expedition to explore this foreign, new land. Along the way, they charted, documented, and discovered many new species and people.

3. **Primary Sources** (complete the bibliographic organizer)

<table>
<thead>
<tr>
<th>Title of Primary Source – Use MLA citation style and record the Digital ID/Permanent URL</th>
<th>Annotations for instructional use – how will you use this primary source with your students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Lewis and Clark at the mouth of the Columbia River 1805.” B&amp;W film copy neg. <em>Prints &amp; Photographs Online Catalog. Library of Congress.</em> 10 October 2012. <a href="http://hdl.loc.gov/loc.pnp/cph.3a50691">http://hdl.loc.gov/loc.pnp/cph.3a50691</a></td>
<td>These sources would be used as the initial introduction to the unit. I would show this to the students and use the Visible Thinking Routines to get the students thinking out loud at what this picture portrays.</td>
</tr>
<tr>
<td>Photographs Online Catalog. Library of Congress. 21 October 2012. <a href="http://hdl.loc.gov/loc.pnp/cph.3a19564">http://hdl.loc.gov/loc.pnp/cph.3a19564</a></td>
<td>The next three maps would be used to compare and contrast the difference in the boundaries and discoveries of the Louisiana Purchase. This would lead into discussions about the dilemmas that each side ran into before purchasing or selling the land. No one knew the extent of the land, so formal boundaries were not set.</td>
</tr>
<tr>
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<tr>
<td>“Louisiana.” Lewis, Samuel. 1753. <em>Arrowsmith &amp; Lewis New and Elegant General Atlas, 1804</em>. Published 1805. 11 October 2012. <a href="http://hdl.loc.gov/loc.gmd/g4050.ct000654">http://hdl.loc.gov/loc.gmd/g4050.ct000654</a></td>
<td>See above. Guiding questions: What can you infer that Lewis and Clark set out to accomplish by the detail of the map? What can you learn from the map? What was their journey like?</td>
</tr>
<tr>
<td>Kin, N. 1771-1812. “Lewis and Clark map…” Published 1803? American Memory Collection. <em>Library of Congress</em>. 11 October 2012. <a href="http://hdl.loc.gov/loc.gmd/g4126s.ct000071">http://hdl.loc.gov/loc.gmd/g4126s.ct000071</a></td>
<td>This map was an original from Lewis and Clark. It is from their expedition so it maps out the Mississippi, a short bit of Missouri, Kansas, Lakes Michigan, Superior, and Winnipeg, and part of the country to the Pacific. It would be used to examine the explorer’s findings.</td>
</tr>
<tr>
<td>“Thomas Jefferson to Meriwether Lewis, June 20, 1803, Instructions.” The Thomas Jefferson Papers Series 1 General Correspondence. 1651-1827. <em>Manuscripts. Library of Congress</em>. Transcription included. 12 October 2012. <a href="http://hdl.loc.gov/loc.mss/mtj.mtjbib012509">http://hdl.loc.gov/loc.mss/mtj.mtjbib012509</a></td>
<td>Manuscript from Thomas Jefferson to Meriwether Lewis with instructions for his expedition. We will examine and analyze this manuscript using both the original and transcription. Some guiding questions: What did Jefferson want Lewis to accomplish? What were his goals? Why did Jefferson want Lewis to go on this expedition?</td>
</tr>
<tr>
<td>“Lewis and Clark.” Rivers, Edens, Empires: Lewis and Clark and the Revealing of America Exhibition. 2010. <em>Library of Congress</em>. 13 October 2012. <a href="http://www.loc.gov/exhibits/lewisandclark/lewisandclark.html">http://www.loc.gov/exhibits/lewisandclark/lewisandclark.html</a></td>
<td>This website contains original maps, weapons, plant and animal discoveries, speeches, gifts, tools, and information on their relations with the Indians. Small pieces of the website can be used at a time, or, an entire website research project can be conducted.</td>
</tr>
<tr>
<td>“Meriwether Lewis, April 20, 1803, Expedition Estimate.” The Thomas Jefferson Papers Series 1. General Correspondence. 1651-1827. <em>Manuscripts Collection. Library of Congress</em>. 12 October 2012.</td>
<td>This is a letter from Lewis to Jefferson outlining the estimated expenses for the expedition. Either as a whole class or in groups, we will brainstorm a list of materials and expenses needed for the trip. Then,</td>
</tr>
<tr>
<td>URL</td>
<td>Description</td>
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<tr>
<td><a href="http://hdl.loc.gov/loc.mss/mtj.mtjbib012332">http://hdl.loc.gov/loc.mss/mtj.mtjbib012332</a></td>
<td>we’ll compare the lists to the one in the letter.</td>
</tr>
<tr>
<td><em>Journal entries from Lewis &amp; Clark’s diaries.</em></td>
<td></td>
</tr>
</tbody>
</table>
STANDARDS ALIGNED LESSON PLAN

1. **Lesson Plan Code** (create a code to identify your lesson, for example if your lesson is Social Studies for Grade 5, Period 3 create a code that might look like this: SS.5.3 or SocSt-Gr5-Pd3).
   
   SS: Gr5-Pd2

2. **Subject**: Social Studies/Geography/History

3. **Grade Level/Course**: 5th Grade Social Studies

4. **Title of Lesson**: Exploring the West: Lewis and Clark

5. **Teacher(s) name(s)**: Briana Koenig

6. **Alignments** (please use all relevant PA Academic and Common Core Standards for your specific subject, ELA, Math, Writing, and Speaking & Listening).

   7.1.5.B: Describe and locate places and regions as defined by physical and human features.

   8.1.5.B: Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.

   8.1.5.C: Locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)

   8.3.5.B: Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

   8.3.5.D: Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.

     - Ethnicity and race
     - Working conditions
     - Immigration
     - Military conflict
     - Economic stability

   **English Language Arts**
   
   CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

   CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

   CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

TPS_CALU Lesson Plan Template

Teacher Name: Briana Koenig
CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

History and Social Studies (working toward these standards)
CC.8.5: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
CC.8.6: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

7. Vocabulary

- Corps of Discovery
- Louisiana Purchase
- Sacagawea

8. Objective(s) for Learning

The students will be able to analyze primary sources and form opinions and perspectives on each.

The students will be able to complete a Primary Source Analysis Tool through observation, reflection, and questioning.

The students will be able to compare and contrast a map from the early 1800s to a modern day map.

The students will be able to create a list of materials needed for an expedition into foreign land.

The students will be able to construct a journal based on nine major aspects of the trip.

The students will be able to design a map of where Lewis & Clark traveled.

9. Essential Questions (includes guiding investigative and other essential questions)

What was the purpose of the Lewis & Clark expedition?

What was their journey like? How do you know?
What resources do you consult and what materials do you acquire before setting off on an unknown expedition?

Where did the Corps of Discovery travel?

10. Duration

60-90 minutes (2 sessions)

11. Materials

- Library of Congress Photos
- Primary Source Analysis Tools
- Maps of the Louisiana Purchase (Arrowsmith’s and a modern day map)
- Jefferson’s letter to Lewis (primary source)
- Chart paper

12. Instructional Strategies (include the WHERE TO and Stripling Model of Inquiry as you describe your instructional procedures).

Lesson 1 of the Lewis & Clark Unit

1. Have the students form small groups (2-4). Give each small group a primary source analysis tool and a picture of Lewis & Clark. Each group should write 3-5 statements in each column (Observe, Reflect, Question). Further Investigations can be included as well. Give each group 3-4 minutes with each photo and then rotate. Continue this process until each group has had the chance to observe each photo. *(Connect, Wonder, Investigate, Construct, Express, Reflect)*

*If the Primary Source Analysis Tool has never been used before, you may need to explain how to use it, or do an example as a whole class first.*
2. Introduce students to Lewis and Clark. Discuss who they are and a little bit about each of their backgrounds. Also include a short explanation of the Louisiana Purchase. “Now that we have all this new land, we need to figure out what’s out there.” *(Connect, Wonder, Reflect)*

3. Show students Arrowsmith’s map of North America. Generate a discussion about it. *(What area does this map cover? How do you know? What’s on the map? What time period could it be from?)* Record comments on chart paper. Now show the modern day map of the United States. How are these two different? Are they both accurate? How do you know? Record comments on the chart to compare the two maps. *Why do the two maps look so different? (map technology, accuracy of information, state lines, capitals and cities, knowledge of the land, etc.)* *(Connect, Wonder, Investigate, Construct, Express, Reflect)*

4. Explain to the students that no one had record of traveling west before and no Americans had traveled all the way to the Pacific Ocean. Ask the class, “How would you prepare for a trip to an unknown area? How could you predict what supplies you’d need to take along? How long should you prepare to be gone?”

5. Show students Jefferson’s directions to Lewis. In small groups, have students generate a list of what items they think would be necessary for the expedition. This should include some information that Lewis might need to know as well as the supplies needed. Share the lists and copy the items on chart paper so all of the materials are in one list. *(Wonder, Express, Reflect)*

6. After sharing each group’s list, show students Lewis’ letter to Jefferson which included the expected expenses. Compare the student’s lists to Lewis’. *(Connect, Investigate, Construct, Express, Reflect)*

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TPS_CALU Lesson Plan Template

Teacher Name: Briana Koenig
W – Students will be given a brief introduction. They will also be given the opportunity to analyze and reflect on various primary sources to figure out the topic they will next learn about.

H – Students will be given primary source artifacts to analyze and predict what they could be. This will engage the students in a thought-provoking, problem solving activity.

E – Students will not only engage in the analysis and evaluation of photographs, but they will also evaluate a primary source map. The discussions will help all learners to see everyone’s point of view.

R – Students will be given the opportunity to discuss each primary source with a partner before sharing with the group. This small- and large-group discussion will allow each learner the opportunity to contribute and form their own perspectives and opinions.

E – Self-evaluation will occur during the small-group discussions and at the culmination of their unit project. Students will also engage in whole-class discussions which gives them the opportunity to express their understandings.

T – The performance assessment allows a variety of learning styles to benefit. Also, since this is only the first lesson of the unit, the following activities will include independent work, experiments, and activities that include large- and small-groups, music, poetry, and constructing dioramas. This variety of learning will allow for all students to succeed.

O – This first lesson includes the use of a teacher-guided Primary Source Analysis Tool. Once students know how to use this tool, they’ll be able to better reflect, observe, and question sources and documents on their own. More teacher-guided activities will be used in the beginning so students can become accustomed to the tasks. When appropriate, the teacher will step back and allow for students to conceptualize their own knowledge.
Other major topics and lessons throughout the unit:

- **Planning**

- **Native American Relations**
  - Women
  - Language

- **Mapping**

- **Animals**

- **Plants**
  - Food
  - Medicinal Purposes

- **Trades/Gifts**

- **Resources**
Assessment

*Informal observations will also be done throughout daily activities

**Formative Assessment** (Performance Task & Rubric)

Role: You have been chosen by the President of the United States to embark on a journey to discover, chart, and analyze the new land. You will keep a journal as you explore the new land (Louisiana Purchase).

Setting: Early 1800s, no one has ever traveled to this land before.

Journal Entry #1 – Before the trip. You just received a letter from President Thomas Jefferson stating that you were chosen to take on the unknowing feat of exploring the new land, or the Louisiana Purchase. What emotions are you feeling? How will you prepare? Who will you bring with you? What kind of transportation will you use? What obstacles may you encounter? What kind of information will you need before you set off? What supplies do you think you’ll need? Why are you taking this trip?

Journal Entry #2 – Day 1. You just set off. How are you feeling? How long do you plan to be gone? What do you expect to find? How are the spirits of the crew?

Journal Entry #3 – Describe the wildlife including plants and animals. How have your encounters with these creatures changed your outlook or tactic on this mission? Why are the plants and animals along the way so important? What do you use them for?

Journal Entry #4 – Describe the land.

Journal Entry #5 – A major disaster just occurred. Explain the disaster (or dilemma), how it occurred, and how you solved the problem. Identify the state of your traveling members and cargo.

Journal Entry #6 – What are the Native Americans like? Who have you met? How do you safely approach and converse with these people? In what ways have they been helpful or harmful? Explain why you
would like to keep them on your good side and what you have done to do so. Why do you even want to talk to them?

Journal Entry #7 – You just met Sacagawea. How did you meet her? Why is she traveling with you?

Express how she has helped you in your journey.

Journal Entry #8 – Choose an aspect of the trip that you haven't discussed yet.

Journal Entry #9 – Reflect and evaluate the trip. How was it successful? How was it not? What would you do differently if you were to do it again?

Create a map of the land you explored. Trace the line of where you went and 8 major discoveries along the way.

*To be used at the culmination of the unit

Other possible performance assessments to be used as necessary throughout the unit:

- Write a letter to a loved one back home
- Write a letter to Jefferson explaining your progress thus far (beginning of the journey, middle, or near the end)
- Write a diary entry detailing particular findings of the day (can include wildlife, Indian relations, geography, etc.)
- Create a gift or item that was used to trade with the Indians. This could also be something that the Indians gave to you either as a gift or trade.
- Create a diorama of a particular geographic area that Lewis and Clark discovered.
# Lewis & Clark Journal Rubric

Student Name: __________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content - Accuracy</td>
<td>All facts in the journal are accurate.</td>
<td>99-90% of the facts in the journal are accurate.</td>
<td>89-90% of the facts in the journal are accurate.</td>
<td>Fewer than 80% of the facts in the journal are accurate.</td>
</tr>
<tr>
<td>Writing - Organization</td>
<td>Each entry in the journal has a clear beginning, middle, and end.</td>
<td>Almost all entries of the journal have a clear beginning, middle and end.</td>
<td>Some entries of the journal have a clear beginning, middle and end.</td>
<td>Less than half of the entries of the journal have a clear beginning, middle and end.</td>
</tr>
<tr>
<td>Writing - Grammar</td>
<td>There are no grammatical mistakes in the journal.</td>
<td>There are 1-2 grammatical mistakes in the journal.</td>
<td>There are 3-4 grammatical mistakes in the journal.</td>
<td>There are several grammatical mistakes in the journal.</td>
</tr>
<tr>
<td>Map</td>
<td>Information contained in the map is accurate and clearly marked.</td>
<td>Most information is accurate and clearly marked.</td>
<td>Some information may be accurate or clearly marked.</td>
<td>Information is lacking clarity and/or accuracy.</td>
</tr>
<tr>
<td>Knowledge Gained</td>
<td>Student can accurately answer all questions related to facts in the journal and to technical processes used to create the journal.</td>
<td>Student can accurately answer most questions related to facts in the journal and to technical processes used to create the journal.</td>
<td>Student can accurately answer some questions related to facts in the journal and to technical processes used to create the journal.</td>
<td>Student appears to have little knowledge about the facts or technical processes used in the journal.</td>
</tr>
</tbody>
</table>

Total Points Earned: ____________