Lewis and Clark

Learning Objectives

Thomas Jefferson dreamed of sending explorers across North America. Most of the population lived within 50 miles of the Atlantic Ocean and knowledge of the Western part of the United States was limited. The hope to establish trade with the Native American people of the West and find a water route to the Pacific. The prospect to learn about the geography of the West, the lives and languages of the Native Americans, the plants and animals, the soil, the rocks, the weather, and how it may be different from that of the East was the hope of the Lewis and Clark expedition.

Students will:

- Develop creative and descriptive writing skills to communicate to others.
- Compare and contrast past and modern maps of North America
- Study the expeditions route: identifying places visited, and noting changes between the similarities of the past and modern day maps.
- Estimate the time needed to complete the expedition.
- Estimate the number and types of supplies that would be needed for the expedition.

Pennsylvania Teaching Standards

**Reading, Writing, Speaking and Listing**

1.4.5.B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
1.5.5.B. Write using well-developed content appropriate for the topic.
1.6.5.C. Speak using skills appropriate to formal speech situations.
1.6.5.D. Contribute to discussions.
1.6.5.E. Participate in small and large group discussions and presentations.

**History**

8.1.6.B. Explain and analyze historical sources.
8.1.6.D. Describe and explain historical research.

**United States History**

8.3.6.A. Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginning to 1824.
Materials

- Journals
- Photo’s of Lewis and Clark expedition
- Map of Lewis and Clark expedition
- Modern day map
- Map activity worksheet
- Lewis and Clark expedition timeline
- List of supplies of Lewis and Clark expedition

Teaching Strategy

1. Students will meet with their cooperative groups; each group will receive five photos of Lewis and Clark encounters during their expedition.
   - [http://hdl.loc.gov/loc.pnp/cph.3a20483](http://hdl.loc.gov/loc.pnp/cph.3a20483)
   - [http://hdl.loc.gov/loc.pnp/cph.3a52130](http://hdl.loc.gov/loc.pnp/cph.3a52130)
   - [http://hdl.loc.gov/loc.pnp/cph.3a19565](http://hdl.loc.gov/loc.pnp/cph.3a19565)
   - [http://hdl.loc.gov/loc.pnp/cph.3a50691](http://hdl.loc.gov/loc.pnp/cph.3a50691)
   - [http://hdl.loc.gov/loc.pnp/cph.3b08484](http://hdl.loc.gov/loc.pnp/cph.3b08484)

   Students will answer the following questions in their journals while observing the photos.
   1. Describe what you see in the photo? “I see…”
   2. What conditions did they encounter?
   3. What conflicts did they encounter?
   4. Describe your personal opinions and feelings to the photo “It makes me…”
   5. What prior knowledge do you have of the photo?

   One student from each group will share and discuss their observations with the class.

2. Ask students to closely compare the map of Lewis and Clark expedition to the modern day map and answer questions on activity worksheet at
   - [http://hdl.loc.gov/loc.gmd/g4126s.ct000763](http://hdl.loc.gov/loc.gmd/g4126s.ct000763)
   - [http://hdl.loc.gov/loc.gmd/g4127.ct000152](http://hdl.loc.gov/loc.gmd/g4127.ct000152)
   - [http://memory.loc.gov/learn/lessons/01/west/mapanalysis.pdf](http://memory.loc.gov/learn/lessons/01/west/mapanalysis.pdf)

3. Have students identify and label all major points of interest on the modern day map to that of Lewis and Clark Expedition map.
4. When students are finished detailing their map they will write an article that describes the differences between the past and now in their journals.

5. In their journal, students will estimate a time line on how long it would have taken Lewis and Clark Expedition.

6. Once students have completed their estimation, they will examine on National Geographic.com for Lewis and Clark Expedition Time Line http://www.nationalgeographic.com/lewisandclark/resources_timeline_1805.html Students will compare the actual time to their estimated time line and write a descriptive paragraph in their journals regarding their findings.

7. Students will meet in their cooperative groups and compile a list of supplies that Lewis and Clark would have needed on their expedition. Students will categorize their list by: transportation, camping supplies, clothing, medicine, arms, mathematical instruments and presents for Indian tribes encounter. Students will need to consider the length traveled, time frame, weather conditions, and terrain.

8. One person from each group will research the list of supplies that Lewis and Clark needed for their Expedition at http://www.nationalgeographic.com/lewisandclark/resources.html Students will compare their compiled list with the actual supplies that Lewis and Clark took on their expedition.
Work Cited


