

Live with Lewis and Clark!

Middle School



OBJECTIVES

Students will demonstrate an understanding of the chronology of major events in the Corps of Discovery's westward journey, including the goals of the expedition, the composition of the Corps, the modes of travel, the route, the interactions with American Indians, and the obstacles faced. Students will locate and evaluate potential sources of information, gather and synthesize information, and create a new product. Students will identify primary sources.



CLASS TIME

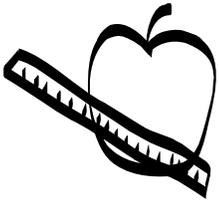
Four 45- to 60-minute sessions



NATIONAL STANDARDS

This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council for Teachers of English (NCTE), and the International Society for Technology in Education (ISTE). These standards are listed below:

- Social Studies: Time, Continuity, and Change
- Social Studies: People, Places, and Environments
- Social Studies: Science, Technology, and Society
- Language Arts: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Language Arts: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Language Arts: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Language Arts: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Language Arts: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Technology: Technology Research Tools



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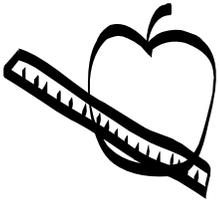
MATERIALS

- 1 overhead projector
- Copies of the worksheets attached to this lesson plan (see “Preparations”)
- 1 copy of the Westward Journey Nickel Series™ Resource Guide (available at www.usmint.gov/kids)
- Blank overhead transparencies
- A computer lab with Internet access
- Web sites that include information about Lewis and Clark and the Corps of Discovery (see “Preparations”)
- Colored pencils, markers
- Drawing paper
- Glue or tape



PREPARATIONS

- Make copies of the following:
 - “Westward Journey Nickel Series™” worksheet (1 per student)
 - “Louisiana Territory Map” from the Resource Guide (1 per student)
 - “Documenting the Journey Rubric” (1 per student)
 - “Milestones from the Journey Project Options List” (1 per student)
 - “Documenting the Journey Research Organizer” (2 per student)
 - “Documenting the Journey Project Planner” (1 per 6 students)
- Make overhead transparencies of the following:
 - “Westward Journey Nickel Series” worksheet
 - “Documenting the Journey Rubric”
 - “Milestones from the Journey Project Options List”
 - “Documenting the Journey Research Organizer”
- Arrange to use the school computer lab.
- Bookmark Web sites that include information about Lewis and Clark and the Corps of Discovery, such as:
 - www.monticello.org/jefferson/lewisandclark/index.html
 - www.lewisandclark.org/
 - <http://www.mnh.si.edu/education/lc/lcmapping/>
 - www.pbs.org/lewisandclark/



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GROUPINGS

- Whole group
- Pairs
- Small groups
- Independent work



TERMS AND CONCEPTS

- Obverse (front)
- Meriwether Lewis
- Reverse (back)
- William Clark
- Bicentennial
- Sacagawea
- Chronology
- York
- Primary source



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

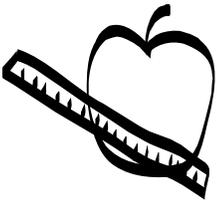
- 19th century United States history including:
 - The Corps of Discovery
 - The Louisiana Purchase
 - Thomas Jefferson
- Cooperative learning strategies



STEPS

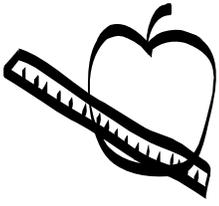
Session 1

1. Display the “Westward Journey Nickel Series™” overhead transparency. Distribute one “Westward Journey Nickel Series” worksheet to each student.
2. Explain to the students that the United States Mint is producing the Westward Journey Nickel Series in honor of the bicentennial anniversary of the Corps of Discovery. Ensure that the students understand that a bicentennial is a 200-year anniversary. Tell the students that the “Westward Journey Nickel Series” worksheet contains images of several of the nickels from the Westward Journey Nickel Series.
3. Ask the students to think about the coins they see every day. Explain to the students that the obverse is the front of a coin and that the reverse is the back. Ask them to recall the features that they generally see on the obverse of the coins they often see. Guide the students to list the following:
 - The motto “In God We Trust”
 - The word “Liberty”



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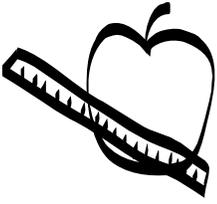
- The date the coin was minted
 - The mint mark signifying whether the coin was minted in Philadelphia, Pennsylvania (P), or Denver, Colorado (D).
4. Ask the students to look at the images on the “Westward Journey Nickel Series” worksheet. Ask them to look for similarities between the three coin reverse images. Guide the students to the conclusion that all three images contain:
- The Latin phrase “E Pluribus Unum,” which is translated as “out of many, one”
 - The coin’s denomination
 - The phrase “United States of America”
- Tell the students that these features are required by law to appear on every coin.
5. Tell the students that, now that they have identified similarities between the coins, they will now discover what makes each of these coins unique. Ask the students to begin the worksheet by recording what they see in each nickel’s design that may relate to the Corps of Discovery. Ask the students to hypothesize why each image was selected and its relationship to the Corps of Discovery. If desired, allow the students to use their textbooks. Ask the students to record their answers on their “Westward Journey Nickel Series™” worksheet.
6. Allow the students five to ten minutes to complete the worksheets individually. Pair up the students and allow them to collaborate for an additional five to ten minutes.
7. Lead a class discussion regarding the students’ answers on their completed “Westward Journey Nickel Series” worksheets. Use the students’ responses to complete a model “Westward Journey Nickel Series” worksheet on the overhead transparency.
8. Display the “Louisiana Territory Map” overhead transparency. Demonstrate the extent to which the size of the country was increased through the Louisiana Purchase. Explain to the students that the Louisiana Purchase doubled the size of the country by adding 827,000 square miles. Remind the students of the distance that the Corps traveled without the benefit of train, plane, or car. Ask the students to discuss what other technologies the Corps lacked. Remind the students that the journey west took longer than a year. Ask the students to hypothesize strategies for surviving on this type of journey such as hunting for food, building shelter, and bartering with American Indians.
9. Using the completed “Westward Journey Nickel Series” overhead transparency, briefly review the chronology of the journey. Be sure to include the winter at Fort Mandan, crossing the Bitterroot Mountains, and the sickness and hunger endured by the members of the Corps.
10. Draw the students’ attention to the image of the Ocean In View Nickel reverse on the “Westward Journey Nickel Series” worksheet. Ask the students to imagine that they are members of the Corps of Discovery and that they are about to see the Pacific Ocean for the first time. Remind them that they are about to achieve one of the major goals for



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which they have left their homes, friends, and family, and risked their lives for more than a year. Ask the students to hypothesize where the quote on the coin came from. Remind the students that cameras, phones, and movies did not exist in 1804 and that journaling was the only way the members of the Corps of Discovery had to record their experiences. Explain to the students that it is only because Clark recorded the moment in his map journal that we have his personal account and have the quote to place on the coin. If not for Clark and his journal, the moment would be lost.

11. Explain to the students that Clark’s journal is a primary source. If necessary, explain to the students that **primary sources** are actual first-hand accounts from people who witness events, or artifacts that survive from the past such as photographs or letters. Primary sources enable researchers to get as close as possible to the truth of what actually happened during a historical or current event. In contrast, **secondary sources** are accounts of the past created by people writing about the events some time after they happened. A secondary source is a work that interprets or analyzes a historical event or phenomenon. It is generally at least one step removed from the event. Their textbook is a secondary source, or a synthesis of primary sources.
12. Ask the students to think about how the Corps of Discovery’s journey and achievement would be recorded today. Guide the students to the conclusion that, if the Corps of Discovery were to do their exploring in the present:
 - The journey would be recorded with photographs and video. Ask the students whether these photographs and videos would be primary or secondary sources.
 - The Corps would likely be on the television news every night. Ask the students whether news reports would be primary or secondary sources.
 - Members of the Corps of Discovery would appear in celebrity magazines. Ask the students whether magazine stories would be primary or secondary sources.
13. Distribute one “Documenting the Journey Rubric” and one “Milestones from the Journey Project Options List” to each student. Display the “Documenting the Journey Rubric” and “Milestones from the Journey Project Options List” overhead transparencies. Explain that the students will document the westward journey of the Corps of Discovery as if it happened today. Ensure that the students understand the chronology of milestone events outlined on the rubric. Explain to the students that they have a choice of creating a photo album, a movie script, or a series of television newscasts to document the westward journey.
14. Review the rubric and project options. Explain to the students that they will work in groups of three. Assign groups. Inform the students that the next class will be held in the computer lab so that they can begin their research. For homework, ask the students to write a paragraph comparing primary and secondary sources. The paragraph must include the benefits of each type of source and provide three examples of each.



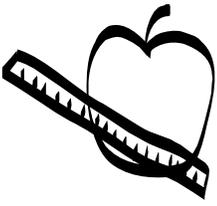
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Session 2

1. Assemble the students in the computer lab. Collect their homework. Ask the students to retrieve their “Documenting the Journey Rubric” and “Milestones from the Journey Project Options List.” Distribute six “Documenting the Journey Research Organizers” to each group.
2. Inform the students that they have today’s class period to find the information they need to complete their project. Recommend that the groups meet before beginning their research and assign two milestones to each group member. Remind the students that it is important that each group member fulfill his or her assignment.
3. Inform the students that you have bookmarked sites on the Internet that will help them with their research. Inform the students that they will turn in each completed “Documenting the Journey Research Organizer” along with their final product.
4. Circulate among the groups and provide support.
5. Notify the students five minutes before the end of class. Inform them that they will need to conduct any additional research outside of class for homework. Remind the students to bring their “Documenting the Journey Rubric,” “Milestones from the Journey Project Options List,” each completed “Documenting the Journey Research Organizer,” and any necessary supplies (colored pencils, markers, etc.) to the next class.

Session 3

1. Arrange the classroom so that it can accommodate cooperative learning. Place any supplies in a common area where the students can get them.
2. Display the “Documenting the Journey Rubric” and “Milestones from the Journey Project Options List” overhead transparencies. Briefly review the rubric. Inform the students that this is a workday in which the groups can begin to work together to assemble their projects.
3. Display the “Documenting the Journey Project Planner” overhead transparency. Distribute one “Documenting the Journey Project Planner” to each group. Direct the groups to complete the planner before beginning work. To complete the planner, the groups must do three things:
 - Review their research, then brainstorm and record ideas regarding the project;
 - Decide on and describe a project plan; and
 - Assign and record roles and responsibilities.
4. Inform the students that they will need to turn in their “Documenting the Journey Project Planner” with their final product.
5. Circulate among the groups and provide support.
6. Notify the students five minutes before the end of class. Remind the students that the next class will be their second and final workday. Tell the students to spend the last five



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minutes assessing their progress and determining what each member of the group should do for homework in order to ensure that the project is completed on time.

Session 4

1. Arrange the classroom so that it can accommodate cooperative learning. Place any supplies in a common area where students can get them.
2. Display the “Documenting the Journey Rubric” and “Milestones from the Journey Project Options List” overhead transparencies. Briefly review the rubric. Inform the students that this is a workday in which the groups will work together to assemble their projects. Remind the students that their completed projects are due at the beginning of the next class period.
3. Circulate among the groups and provide support.
4. Notify the students five minutes before the end of class. Remind the students that their projects will be due at the beginning of the next class period. Tell the students to spend the last five minutes assessing their progress and determining what each member of the group should do for homework in order to ensure that the project is completed on time.

Session 5

Have the students turn in their completed assignments.



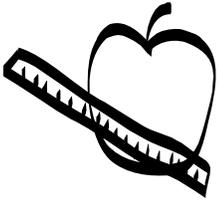
ASSESSMENT

- Assess the students’ understanding of primary and secondary sources through their comparison paragraphs.
- Evaluate student achievement of the objective using the included worksheets.
- Use the progress demonstrated on the intermediate worksheets and organizers to assess progress daily.



ENRICHMENTS/EXTENSIONS

- Modify the rubric so that the students select their own six milestones or assign three of the milestones and allow the students to select three of their own. Allow additional time for research.
- During Session 5, ask the students to present their projects. Allow those who have written a script to perform it.
- Have the students select an individual central to one of the milestones in the chronology, research the individual, and write a biography. Suggested topics include Meriwether Lewis, William Clark, Thomas Jefferson, and Sacagawea.



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- Have the students select one of the milestones in the chronology and document the event by creating a journal from the perspective of someone who was involved in the event, but was not a member of the Corps of Discovery. For example, students could write from the perspective of Thomas Jefferson after sending his instructions to Meriwether Lewis, or from the perspective of Old Toby, the Shoshone guide who led the Corps of Discovery through the Bitterroot Mountains.



DIFFERENTIATED LEARNING OPTIONS

- Allow students extra time to complete the assignment.
- Rather than requiring students to draw the photos in the photo album, take digital pictures of milestones that students recreate in class. Print the pictures. Have students complete the rest of the assignment as described.
- Rather than having students conduct independent research on the Internet, have students gather knowledge about the expedition by reading a narrative text appropriate to their reading level. See the resource guide for a list of suggested texts. Have students complete the rest of the assignment as described.



Name _____

Westward Journey Nickel Series™

Directions: The United States Mint issued nickels with new designs to celebrate the bicentennial of the journey of Lewis and Clark and the Corps of Discovery. In the box next to each of the nickel images below, record **what image you see** on each nickel and **why you think it was chosen** to celebrate this journey.

NICKEL IMAGE

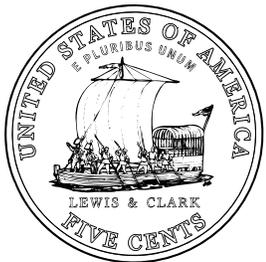
DESCRIPTION AND CONNECTION TO EXPEDITION



2005 OBVERSE



2004 PEACE MEDAL NICKEL REVERSE



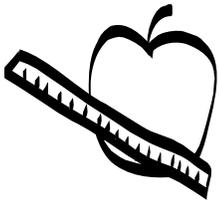
2004 KEELBOAT NICKEL REVERSE



2005 AMERICAN BISON NICKEL REVERSE



2005 OCEAN IN VIEW NICKEL REVERSE

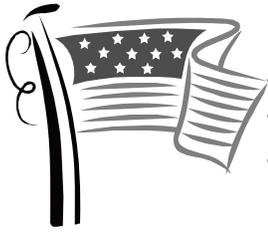


Westward Journey Nickel Series™

Answer Key

Directions: The United States Mint issued nickels with new designs to celebrate the bicentennial of the journey of Lewis and Clark and the Corps of Discovery. In the box next to each of the nickel images below, record **what image you see** on each nickel and **why you think it was chosen** to celebrate this journey.

NICKEL IMAGE	DESCRIPTION AND CONNECTION TO EXPEDITION
	<p>2005 OBVERSE This design shows Thomas Jefferson.</p> <ul style="list-style-type: none"> • Was third President of the United States. • Authored the Declaration of Independence. • Authorized the Louisiana Purchase and sponsored the Corps of Discovery's journey to explore the new territory. • Set the Expedition's goals: find an all-water passage from the East to the Pacific; make contact with and observations of American Indian tribes to further commerce with the tribes; and observe and record the geography, plants, and animals of the areas they explored.
	<p>2004 PEACE MEDAL NICKEL REVERSE The design is a copy of the Peace Medals that explorers Lewis and Clark gave to American Indians whom they encountered on their journey. It shows the hand of an American Indian and the hand of a European-American clasped in a friendly handshake below a crossed pipe and tomahawk. The words "Louisiana Purchase" are inscribed above the date of the purchase, 1803. One of the goals of the Expedition was to make contact with and record observations of the American Indian tribes.</p>
	<p>2004 KEELBOAT NICKEL REVERSE This design shows the keelboat that was part of the transportation used during Lewis and Clark's expedition. In it, captains Meriwether Lewis and William Clark are standing on deck at the start of their famous trip. Boats were important means of transportation for the explorers because much of their traveling was done by water, which was easier than carrying supplies over wild terrain—despite the fact that the upstream travel for most of the westward leg was not easy or fast.</p>
	<p>2005 AMERICAN BISON NICKEL REVERSE This design features the American bison, also called a buffalo. This animal used to roam the plains in such great numbers that the animal was noted often by Lewis and Clark in their journals. This buffalo also reminds us of the American Indians who counted on the animal for food, clothing, and shelter, and of all the wildlife that the explorers wrote about and brought back to the United States as a record for science. One of the goals of the Expedition was to observe and to record the geography, plants, and animals of the areas they explored.</p>
	<p>2005 OCEAN IN VIEW NICKEL REVERSE This design shows a view of the Pacific Ocean, the goal that the Lewis and Clark Expedition reached after more than a year of hard travel. The scene surrounds a quote written by Captain Clark in his map journal: "Ocean in view! O! The joy!" One of the goals of the Expedition was to find an all-water passage to the Pacific Ocean.</p>



Name _____

Documenting the Journey

Rubric

CATEGORY	ADVANCED	PROFICIENT	SATISFACTORY	UNSATISFACTORY	SCORE
CONTENT 60 points possible	Documents the six required milestones of the journey with details demonstrating independent research using both primary and secondary sources.	Documents accurately the six required milestones of the journey from information discussed in class.	Documents accurately four or five of the required milestones of the journey from information discussed in class.	Documents three or fewer of the required milestones. Events are not described accurately.	
PRESENTATION 20 points possible	Final product is complete and assembled as described below. Illustrations contain details that reflect knowledge of the events. Final product includes six completed research organizers and one completed project planner.	Final product is complete and nearly assembled as described below. Most illustrations contain details that reflect knowledge of the events. Final product includes four or five completed research organizers and one completed project planner.	Final product may be complete, but does not fully fit the description below. Some illustrations contain details that reflect knowledge of the events. Final product includes three or four completed research organizers and may or may not include one completed project planner.	Final product is not complete as described below. Few illustrations contain details that reflect knowledge of the events. Fewer than three completed research organizers are included. A completed project planner is absent.	
MECHANICS AND WORD CHOICE 20 points possible	No errors in punctuation, capitalization, and spelling. Vocabulary usage is exceptional.	Few errors in punctuation, capitalization, and spelling. Vocabulary usage is appropriate.	Some errors in punctuation, capitalization, and spelling. Vocabulary usage is appropriate but limited.	Many errors in punctuation, capitalization, and spelling. Some of the vocabulary usage is inappropriate.	
TEAMWORK 10 bonus points possible	Group always worked collaboratively and constructively to solve problems as they arose. Final product demonstrates that all group members contributed.	Group generally worked collaboratively and constructively to solve problems as they arose. Final product demonstrates that all group members contributed.	Group occasionally worked collaboratively and constructively to solve problems as they arose. It is not clear that all group members contributed to the final product.	Group did not work together. It is apparent that the final product is primarily the work of one individual in the group.	

TOTAL



Milestones from the Journey

Project Options List

All three types of projects focus on these six milestones from the journey of Lewis and Clark and their Corps of Discovery:

1. Lewis receives instructions from Jefferson.
2. The Corps starts up the Missouri River in a keelboat and two smaller boats.
3. The Corps meets with American Indians. Lewis and Clark give them peace medals.
4. Sacagawea realizes that Cameahwait, the Shoshone chief, is her brother.
5. The Corps of Discovery crosses the Bitterroot Mountains.
6. The Corps of Discovery reaches the Pacific Ocean and decides where to camp for the winter.

PROJECT DESCRIPTIONS

“Photo” Album: Create a “photo” album that documents all six of the milestones listed above. Draw the “photos” in color or in pencil and compile them into an album. You may include more than one photo per milestone, but include no more than one photo per page and make each image at least 4 by 6 inches. Under each photo, write several sentences that explain the photo. The photos must be detailed enough to demonstrate that you understand each milestone. In addition to the six required photos, include a scale map of the route that shows major geographic landmarks.

Movie Script: Write a movie script that includes scenes for each of the six milestones listed above. On the first page of the script, list all of the characters included in the script and provide a brief description of each character and his or her costume. Begin each scene by describing the setting for the scene. Describe the action throughout the scenes where appropriate and include dialogue for each of the characters in each scene.

Television Newscast: Create a television news item script for each of the six milestones listed above. Each news item should be about one minute long when read aloud. Include background information in each item so that viewers who have not been following the story can understand its importance. Some newscasts include background images, so include an image that illustrates the action in three of the scripts. Also include a scale map of the route that shows the major geographic landmarks.



Name _____

Documenting the Journey

Research Organizer

Group members:

Milestone:

What happened?

When did it happen?

Where did it happen?

Why did it happen?

Were there any other people or events affected or included?

Source:



Name _____

Documenting the Journey

Project Planner

Group Members

Brainstorm Ideas

Project Plan

Individual Responsibilities