

Sample Social Studies Learning Plan

Big Idea/ Topic

The Lewis and Clark Expedition

Connecting Theme/Enduring Understanding:

Movement/ Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Location: The student will understand that location affects a society's economy, culture, and development.

The student will understand that the Lewis and Clark expedition went a long way towards opening up the west for future settlement and brought a huge wealth of resources into the US economy. This expedition would also bring conflict and change to the American Indians who lived there.

Essential Question:

Why was the Lewis and Clark Expedition significant for the US then and now?

Standard Alignment

SS4H3 Explain westward expansion in America.

c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

Connection to Literacy Standards for Social Studies and Social Studies Matrices

Map and Globe skills –

1. use a compass rose to identify cardinal directions
2. use intermediate directions
4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use graphic scales to determine distances on a map
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Information Processing Skills –

2. organize items chronologically
4. distinguish between fact and opinion
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
10. analyze artifacts
11. draw conclusions and make generalizations



Instructional Design

***This lesson has a flexible timeline and will cross over several days.**

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

Part 1: The students will analyze primary source documents of the Lewis and Clark expedition, research some of the unique organisms and physical features they encountered, and then create a “final” journal entry or reflection from the point of view of someone along on the expedition. Note: Journal entries do not need to be restricted to traditional written “paper” journals. The teacher may wish to take advantage of the technology and apps unique to virtual lessons and allow students to create multimedia presentations, videos, web pages, etc., while still ensuring that students understand this would not have been possible during Lewis and Clark’s time.

Teacher led

The teacher will explain the difference between primary and secondary sources and demonstrate how one is not better or more accurate than the other and calling on relevant real-world experiences to illustrate this. An example might be a fender bender where witnesses disagree on what exactly happened depending on what they were doing at the time or where they were standing, etc. Primary sources are from someone who was there when it happened and are often mistakenly considered “better”, but primary sources have emotions and a limited point of view than can distort their information, whereas secondary sources do not have first-hand experience, but have the benefit of hindsight and being able to bring together multiple sources to construct their viewpoint. The teacher may wish to walk the students through an analysis of Artifact 7 - [expedition map comparison](#) to illustrate this concept.

The teacher will share the attached primary and secondary source documents (artifacts) with students and front-load any necessary vocabulary or other knowledge or skills that could make these documents inaccessible to their specific students.

Activity

Students break into small, virtual groups (or work independently) to analyze each artifact (provided below) and answer the analysis questions that accompany each document. It may be necessary to remind students that there can be many ways to interpret these documents and they should listen to and be accepting of each person’s point of view.

***Unplugged variation** – Provide students with the [Duckster’s article Biography Lewis and Clark](#) article. Have students complete hard copies of the analysis questions for each of the artifacts provided below. For artifact 2, be sure to provide students with a few selected pages to use in completing the activity.

Part 2:

The teacher will explain to the students that they are historians who have signed up to be members of the Corps of Discovery, the name given to Lewis and Clark’s expedition group, to be a first-hand witness to history in the making. They are coming to the end of their expedition, and their job is to record their observations and draw some conclusions about what the effects of the expedition may mean for the future of the United States and for the American Indians who live there. Your reflection or final journal entry must include:

- an explanation of the region the expedition explored.



- Where did it start?
- Where did it end (the farthest point out)?
- What major physical features did they see or travel along?
- About how far did they travel?
- a reflection on how this expedition might change the course of US history – will it cause people to want to move west? Why?
- what resources might this region provide for people willing to settle here?
- what impact might this have on the American Indians living here?
- an example of one or two important discoveries made along the way (animals, places, etc.).
- a creative account in a narrative style of an event that happened along the way (this does not need to be factual, but should be something one might reasonably expect to have happened (someone nearly drowned crossing a river, someone was injured, an encounter with an animal, etc.).

Activity

Students work independently using the information obtained in the research and document analysis conducted in part 2 to write the journal entry (or presentation) described above. Remind students that their journal entry should read like a primary source document written from the perspective of a person actually along on the expedition who experienced everything first-hand. Just as Lewis and Clark illustrated parts of their journey and drew maps, encourage students to do the same.

***Unplugged variation to Lewis and Clark activity** – Students use the [checklist](#) and [rubric](#) provided below to create an illustrated final journal entry from the point of view of a historian that came along on the journey.

Part 3:

Teacher led

If technology allows, the teacher will lead a very brief discussion of the major insights students gained from working with these primary and secondary source documents that answer the essential questions:

Why was the Lewis and Clark Expedition significant for the US then and now?

Activity

Students share their journals. Ideally, all of the journal entries would be shared via an online library, Padlet, Sharepoint, or other means that would allow students to read each other's journals. If this is not possible, selected students should share portions of their journals with the class.

***Unplugged variation to Lewis and Clark activity-** Provide students with the questions. Have students respond to the questions through their interactive notebook or journal, a video or voice recording, or by creating a visual representation with written support.

Opportunities for Extension:

- Students create a digital timeline or story map with links to their journal entries similar to the one by the National Park Service in Artifact 9. Students would need to “date” their entries to facilitate this.
- Using the map provided in Artifact 6, students conduct research or digitally explore some of the features observed along the trail. All of the National Parks, museums, or historic centers listed along the expedition path will have web sites students can spend time browsing according to their interests and curiosity.



Artifact 1: Thomas Jefferson's Instructions to Lewis

<https://www.loc.gov/exhibits/lewisandclark/transcript57.html>

The excerpts below are the most relevant for this lesson :

Instruments for ascertaining by celestial observations, the geography of the country through which you will pass, have been already provided. Light articles for barter and presents among the Indians, arms for your attendants, say from 10. to 12. men, boats, tents, & other travelling apparatus with ammunition, medicine, surgical instruments and provisions you will have prepared with such aids as the Secretary at War can yield in his department; & from him also you will receive [sic] authority to engage among our troops, by voluntary agreement, the number of attendants above mentioned, over whom you, as their commanding officer, are invested with all the powers the laws give in such a case....

The object of your mission is to explore the Missouri river, & such principal stream of it as by it's course and communication with the waters of the Pacific ocean whether the Columbia, Oregon, Colorado or any other river may offer the most direct & practicable water communication across this continent for the purposes of commerce.

Beginning at the mouth of the Missouri, you will take <careful> observations of latitude & longitude at all remarkable points on the river, & especially at the mouth of rivers, at rapids, at islands, & other places & objects distinguished by such <durable> natural marks & characters of a durable <nature> kind as that they may with certainty be recognized hereafter. The course of the river between these points of observation may be supplied by the compass, the log-line & by time, corrected by the observations themselves. The variations of the compass too, in different places should be noticed.

The interesting points of the portage between the heads of the Missouri, & of the water offering the best communication with the Pacific ocean, should also be fixed by observation, & the course of that water to the ocean, in the same manner as that of the Missouri.

[Note grammatical errors are in the original source.]



Analysis Questions for Thomas Jefferson’s Letter

Open [Thomas Jefferson’s instructions to Lewis](#) or use the paper copy supplied by your teacher to answer the following questions. Discuss the answers with your group and come to an agreement as to what the answer is, or if you cannot agree, write both opinions.

Group Member Names: _____

1. In the first paragraph, Jefferson lists some of the supplies he is sending along with the expedition. Think about where you will be traveling and who or what you might encounter along the way. What supplies or provisions do you think will be very important? Why?

2. What supplies or provisions do you think are missing that you will need? Why do you think you will need that?

3. A part of the mission is to discover “any other river may offer the most direct & practicable water communication across this continent for the purposes of commerce.” Think back to the early explorers you learned about in 3rd grade. Many of the early explorers sailed across the Atlantic Ocean to try to find this same thing. What does the president want them to try to find?

4. In your own words, explain what Jefferson said they were to do on this mission?



Artifact 2: Volume 2 of William Clark's Journal

Analysis Questions for Volume 2 of Clark's Journal

Open [Volume 2 of Clark's journal](#) or use the paper copy supplied by your teacher to answer the following questions. Discuss the answers with your group and come to an agreement as to what the answer is, or if you cannot agree, write both opinions.

Group Member Names: _____

1. Browse through the journal. You may not be able to read much of the writing, but find some of the pages with drawings, or try to read some of the entries. Note how much he wrote each day (find the date that shows the beginning of one entry and the next date). Why do you think these journals would be so important for people wanting to settle in the west later?



Artifact 3: Journal Page from William Clark

[Clark, William, 1770-1838, Public domain, via Wikimedia Commons.](#)



“Grouse, the feathers about its head are pointed and stiff. Some hairs about the base of its beak. Feathers, short, fine, and stiff about the ears and eyes. This is a fair likeness of the bird(?) of the Plains or Heath Cock, the first of the fowl we met with was on the (?) below and in the neighborhood of the Rocky Mountains and from the Columbia (River) and Great Falls and rapids. They go in large groups or singularly and hide hide remarkably close when pursued. Make short flights. The large black and white pheasant is peculiar to that part of the Rocky Mountains.”

[Note grammatical errors are in the original source.]



Analysis Questions for the William Clark Journal Page

Open [William Clark's journal page](#) or use the paper copy supplied by your teacher to answer the following questions. Discuss the answers with your group and come to an agreement as to what the answer is, or if you cannot agree, write both opinions.

Group Member Names: _____

Text transcript: "Grouse, the feathers about its head are pointed and stiff. Some hairs about the base of its beak. Feathers, short, fine, and stiff about the ears and eyes. This is a fair likeness of the bird(?) of the Plains or Heath Cock, the first of the fowl we met with was on the Missouri (River) below and in the neighborhood of the Rocky Mountains and from the Columbia (River) and Great Falls and rapids. They go in large groups or singularly and hide hide remarkably close when pursued. Make short flights. The large black and white pheasant is peculiar to that part of the Rocky Mountains." [Note grammatical errors are in the original source.]

1. Why do you think his description is so detailed?

2. Why do you think he carefully described where they first saw the bird?

3. Do you think they had ever seen this type of bird before? Use evidence from the text to justify why you think that?



Artifact 4 and 5: Additional journal page entries provided to show the detailed drawings Lewis included of the new species ([Fish](#) and [Plant](#)) they discovered along the way.

Analysis Questions for the Additional Journal Pages

Open the [additional journal pages here](#) and [here](#) or use the paper copy supplied by your teacher to answer the following questions. Discuss the answers with your group and come to an agreement as to what the answer is, or if you cannot agree, write both opinions.

Group Member Names: _____

1. What do you notice about the journal entries? What types of things does he write about? Why?

2. Why do you think he carefully drew pictures of the things he saw?



Artifact 6: [Map of the Expedition](#)

Once students click on the map, they can use the mouse to navigate and use the scroll wheel to zoom in. Additionally, the map can be downloaded and printed out for the “unplugged” variation.

Analysis Questions for the Expedition Map

Open the [expedition map](#) or use the paper copy supplied by your teacher to answer the following questions. Discuss the answers with your group and come to an agreement as to what the answer is, or if you cannot agree, write both opinions.

Group Member Names: _____

1. Use the scale at the bottom of the map and a ruler to measure with to find the answer: About how far did they travel to the Pacific Ocean and back again (don't zoom in or out while doing this step)?

2. In the beginning of the trip, what river did they travel beside for some time?

3. This map shows “elevation” or the height of the land. Mountains are the darker color and plains, or flat lands are the lighter color. How much of the trip was on relatively flat land (how many miles or what fraction of the trip)? How much was in the mountains?

4. If you zoom in on the route they took through the mountains, you will see several places called passes (Lemhi Pass, Lost Trail Pass, Gibbons Pass). What do you think a pass is? Why are they important to label on a map?

5. This map shows many wildlife refuges, historical monuments, and national parks. Do you think those places were there when the Lewis and Clark expedition passed through there? Why do you think that?



Artifact 7: A side by side comparison of [Clark's map \(primary source\) of the expedition and a modern map \(2003\) made by the US Geological Survey.](#)

Analysis Questions for Expedition Map Comparison

Open the [expedition map comparison](#) or use the paper copy supplied by your teacher to answer the following questions. Discuss the answers with your group and come to an agreement as to what the answer is, or if you cannot agree, write both opinions.

Group Member Names: _____

1. What are some features or places you can clearly recognize on both maps?

2. What are some differences you notice between the two maps (size, shape, direction, features, scale, etc.)?

3. Which is a primary source? Which is a secondary source? Which is more accurate? Why do you think that is so?

4. Did the maker of the second map have an advantage in how he made it? Why or why not?

5. Without being able to fly in a plane or use a satellite, how do you think Lewis and Clark were able to draw their map?



Artifact 8: A set of Clark’s journal entries from “[Canoe camp](#)”:

Analysis Questions for Clark’s “Canoe Camp” Journal Entries

Open [Clark’s Canoe Camp journal entries](#) or use the paper copy supplied by your teacher to answer the following questions. Discuss the answers with your group and come to an agreement as to what the answer is, or if you cannot agree, write both opinions.

Group Member Names: _____

1. How are the people on the expedition feeling during this part of the journey?

2. What are the men going to do the day after they set up camp?

3. What tools will they be using?

4. Were they friendly with the American Indians? Give 2 examples from Clark’s journal entries that support your answer?

5. Are they having trouble finding food? Give evidence from the journal entries to support your answer:

6. What are conditions like at the camp. Give evidence from the journal entries to support your answer:



Artifact 9:

The [National Park Service's Story Map](#) shows the locations of the new species Lewis and Clark encountered and described in their journals. This link demonstrates the importance of the journals in “discovering” the many species of plants and animals in the western regions.

Analysis Questions for The NPS Story Map

Open the [NPS Story map](#) or use the paper copy supplied by your teacher to answer the following questions. Discuss the answers with your group and come to an agreement as to what the answer is, or if you cannot agree, write both opinions.

Group Member Names: _____

1. What are some of the new species Lewis and Clark discovered along their expedition?

2. Do you see a bird that looks like the one described in Artifact 3? What is it called? Does the location on the map match the location Clark describes in his journal? Give evidence to support your answer.

3. Find the black-tailed prairie dog. What did they do with the 2 prairie dogs they captured?



Lewis and Clark Journal Entry Rubric

	4	3	2	1
Geographic Content	A clear and detailed description is given of the territory the expedition covered (start and end point), approximate distances traveled, some physical features seen, and a map is included to illustrate the trip.	A clear description is given of the territory the expedition covered (start and end point), some physical features seen, and approximate distances traveled.	A description is given of the territory the expedition covered (start and end point), and some information about how far they traveled.	There is little to no information given about where and how far they traveled.
Reflections	Thoughtful or insightful reflections show an understanding of the significance of the expedition and the impact it will have on our country and the people (both native and settlers).	Reflections show an understanding of the significance of the expedition and the impact it will have on our country and the people (both native and settlers).	Reflections describe some impact this expedition will have on our country and the people.	There are few to no reflections or reflections show a lack of understanding of the impact of the expedition.
Illustrations	High quality illustrations have been used creatively and appropriately to support the text and clarify the event or discovery	Illustrations have been used appropriately to support the text and clarify the event or discovery	One illustration partially supports the text and helps clarify the event or discovery	Illustrations do not support the text, or are not present.
Mechanics	There are very few errors in grammar, spelling, or punctuation, and those errors do not interfere with meaning.	There are some errors in grammar, spelling, or punctuation, but those errors rarely interfere with meaning.	There are some errors in grammar, spelling, or punctuation that do interfere with meaning.	There are many errors in grammar, spelling, or punctuation that often interfere with meaning.



Student Learning Supports

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Students may complete a story map of their journal entry instead of a written journal entry. The map could include images or drawings of events that “happened” and creatures encountered.
- Student may create a video journal entry instead of a written one, describing events and creatures.
- Students could create a story board of an event.
- Students could create a poster advertising spots on the Lewis and Clark expedition.
- Lessen the number of artifacts or questions as appropriate.
- Use a document reader such as the read aloud feature in Word, Announcify, or Natural Reader to read texts for students.
- Allow students to use the dictate feature in Word or a talk to text feature to record their responses.
- Consider making a “bank” of scenarios for students to choose from to aide in creating their journal entry.

Unplugged Supplies:

Unplugged Checklist, printed copy of resources/questions, interactive notebook/journal, highlighter, writing utensils, recording device (if possible)

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

Engaging Families

Materials included to support unplugged learners: The teacher will need to print hard copies of the article, artifacts, unplugged checklist, and rubric. Paper, pencils, colored pencils, ruler.

Optional materials to support learning not included: Paper, pencils, colored pencils, ruler.



Lewis and Clark Lesson Checklist

SS4H3 Explain westward expansion in America.

c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

As you are working through your lessons remember what you've learned about primary and secondary sources:

Primary sources are from someone who was there when it happened. They are often mistakenly considered "better", but primary sources have emotions and a limited point of view than can distort their information.

Secondary sources do not have first-hand experience but have the benefit of hindsight and being able to bring together multiple sources to construct their viewpoint.

As you work on this lesson, please keep in mind the following question:

Why was the Lewis and Clark Expedition significant for the US then and now?

Part 1:

- 1. Read the Duckster's article on Lewis and Clark for background information.
- 2. Read each artifact and answer the analysis questions for that artifact.

Part 2:

- 3. Reflecting on what you have read so far and the artifacts you have analyzed, pretend you are a historian who has signed up to be a member of the Corps of Discovery, the name given to Lewis and Clark's expedition group, in order to be a first-hand witness to history in the making.

You are coming to the end of the expedition and your job is to record your observations and draw some conclusions about what the effects of the expedition may mean for the future of the United States and for the American Indians who live there. Your reflection or final journal entry must include:

(see page 2)



- an explanation of what region the expedition explored.
 - Where did it start?
 - Where did it end (the farthest point out)?
 - What major physical features did they see or travel along?
 - About how far did they travel?
- a reflection on how this expedition might change the course of US history – will it cause people to want to move west? Why?
- what resources might this region provide for people willing to settle here?
- what impact might this have on the American Indians living here?
- an example of one or two important discoveries made along the way (animals, places, etc.).
- a creative account in a narrative style of an event that happened along the way (this does not need to be factual, but should be something one might reasonably expect to have happen (someone nearly drowned crossing a river, someone was injured, an encounter with an animal, etc.).

Remember, your journal entry will be fiction, but it should be based on the facts you have learned.

- 5. Add some illustrations and a map(s) to clarify parts of your journal.
- 6. Use the rubric provided to check your journal entry.

Part 3:

- 7. Share your journal entry with a partner at school or where you live.
- 8. Use what you have learned to answer this question in your interactive notebook or journal.

Why was the Lewis and Clark Expedition significant for the US then and now?

