

## Synopses of Lessons

### **1.5, In Your Own Words**

This project focuses on students writing descriptive journal entries of daily activities, special events, unusual happenings, and the weather.

### **1.16, “Writing in Clover”**

This project focuses on 19<sup>th</sup> century words, their meaning, and how they were used in the Lewis and Clark journals.

### **1.21, Making the Connection**

This project focuses on paraphrasing selected journal entries in contemporary terms by teams of students and the oral presentation of their interpretations of these entries. During this process, students are immersed in geographic realities faced by the expedition: location, region, physical systems and resources at Big Bend, Great Falls, and during the winter encampment of 1805-06. Geography is interwoven with reading, composition, and oral presentation.

### **1.32, Life is a Stage: A Play in Three Acts**

This project focuses on making the necessities, hardships, discoveries, and decisions of the expedition come alive. Teams of students write, produce, and present a play based on specified journal entries of the expedition. They design sets, props, and costumes, incorporating maps in the production of three one-act plays or one three-act play.

### **1.33, “Reporting Live from. . .”**

This project focuses on journaling; listening skills; note taking; acting roles; communicating with others; adjusting reading rates and intonation for a variety of audiences; using figurative language; analyzing information and presenting it in an informative, creative way; setting the mood for setting and theme; using all six writing traits effectively; and writing with a purpose. This lesson could also be used for science depending on the type of questions asked in the interview. There are also dramatic arts connections.

### **1.34, Was Something Lost in the Translation?**

This project focuses on the translation process used on the Lewis and Clark Expedition to speak with Native Americans. Students role play sending a message and listening to see if the message is the same at the end as it was in the beginning. Students also discuss the problems Lewis and Clark faced when dealing with this form of communication.

### **1.36, Lingua Franca**

This project focuses on communication methods used on the expedition, including translating between languages and learning new words.

### **1.39, Talking with Your Hands**

This project focuses on methods of communication used on the expedition, primarily sign language. Students have the opportunity to learn Native American sign language phrases.

### **2.5, An American Legacy**

This project focuses on secondary source usage. A five-and-one-half page source is included. Also included are two and one-half pages of lesson ideas, ranging from creating questions to map-making to essay writing to a school-wide project.

### **2.14, Consider the Source**

This project focuses on journal writing, using primary and secondary sources for research, and examining historical fiction.

### **2.16, It's About Time**

This project focuses on the creation of a timeline to show what was going on in other areas of the world during the Expedition.

### **2.17, Ordinary People**

This project focuses on students researching a member of the expedition, comparing and contrasting journal entries, and writing a letter in the persona of an expedition member. York and Sacagawea are featured in the lesson.

### **2.30, 15 Stars and 15 Stripes**

This project focuses on the purpose of the flag and how the flag was used on the Lewis and Clark Expedition.

### **2.37, Imagining the West**

This project focuses on how one's predetermined views can shape their perceptions. What the Corps found was vastly different from what they were expecting. A question sheet/discussion guide is included with the six pages of secondary source material. Another purpose could be to compare a physical place mentioned in the text (1804-1806) to the same spot today (21<sup>st</sup> century).

### **2.45, By Water and By Land**

This project focuses on collaborative learning. Groups will research five modes of transportation, answer group-specific questions, and create group-appropriate charts and/or models. A brief wrap-up question sheet is included with the eight pages of secondary source material.

## **2.72, See You at the Fair**

This project focuses on the creation of a Lewis and Clark exposition to commemorate the bicentennial. Students select a topic to research and present at the fair. There are several innovative ways students can present their information, along with several topics to choose from for their research. Skills students will develop or use for this activity include planning, organizing, researching, designing, constructing, publicizing, and presenting. This is a great activity in which the entire school could participate.

## **2.74, Two Sides of the Coin**

This project focuses on the debate process using the issue of Sacagawea vs. the Statue of Liberty on the dollar coin. Articles related to the topic are included. Students learn vocabulary associated with the lesson, the debate process, electoral process, and about elements involved in the design of commemorative medals and coins. Skills include comprehension, research skills, debating a topic, and reading skills.

## **3.5, Navigating Across the Continent**

This project focuses on how the expedition added information to blank areas on maps of western North America. After reading the article about navigation instruments, student teams construct maps of different types, including natural, 3-D maps. They pace distances and apply orienteering techniques.

## **3.13, Reading Maps (Old and New)**

This project focuses on maps as sources of information and the significance of symbols on Clark's maps and on contemporary maps. Students will use primary documents (copies of maps made by Clark), comparing past and present maps and symbols.

**Kathleen notes that the maps on p. 3.14 are unclear, and that there appears to be a typo at the top: is it mount or mouth? Map letters are incompletely formed, degree marks are solid not ° as is proper. Indian site symbol is different on key of map.**

## **3.17, Where Have We Been?**

This project focuses on the relation of geological features (landmarks) to the Expedition, the significance of Native American groups and locations, and reasons for changes over time. Students will research with partners, compare the past with the present, and make a presentation.

## **3.29, Build-A-Map**

This project focuses on viewing maps of the United States that demonstrate boundary changes, geographical features, and wildlife populations. Sixteen maps are included, showing food resources, rivers, routes taken, latitude and longitude, and tribal areas. The maps illustrate the expansion of the US after 1801, and can be used to describe the effect this expansion had on Native American cultures.

## **4.5, Young Man Meets World**

This project focuses on Private George Shannon and his experiences while lost during the expedition. Skills used include reading comprehension, learning new vocabulary words, and comparing Shannon's experience with an experience of their own.

#### **4.8, On Being Different**

This project focuses on reading/comprehension, research skills, and critical thinking.

#### **4.11, Narrow Escape**

This project focuses on Meriwether Lewis' remaining calm in the face of danger. Students will learn about the narrow escape and how military discipline and "blind trust" saved Richard Windsor's life. They will also learn new vocabulary words. Students accomplish this by reading Lewis' journal.

#### **4.15, Crime and Punishment**

This project focuses on military conduct that was expected of the men involved in the expedition and the discipline that was issued for those who did not follow the guidelines set forth in the "Articles of War." Students analyze primary and secondary sources of information, and utilize reading comprehension, research skills, oral discussion, and critical thinking.

#### **4.28, Men in High Spirits**

This project focuses on humor on the Lewis and Clark Expedition. The theme is to understand the humor of that historical period as compared to the present day. There is only one brief reference to dance in this project and no visual arts or music.

#### **4.36, Special Days: A Play in Five Acts**

This project focuses on events and holidays that are historically important to the United States. Students research specific events and holidays that were celebrated by members of the Lewis and Clark Expedition. Skills include comprehension, writing and performing a play, and research skills.

#### **4.51, Fun and Games**

This project focuses on the history of games and the beneficial elements associated with them. Skills include comprehension skills, writing skills, drawing conclusions, and inventing a game similar to those played in the 1800s.

#### **5.5, Wellness and Frontier First Aid**

This project focuses on the health of the corps and the medicines/remedies they used.

#### **5.16, What's for Dinner**

This project focuses on the food available on the expedition. Local availability of food greatly impacted their lives, sometimes forcing them to use what was available out of necessity. A one-page list of what the Corps consumed is included, as are eight recipes

(examples include jerky, salmon, and blood pudding). Students also record their food choices for two weeks and compare them to the expedition's diet.

### **5.25, Please Pass the Salt**

This project focuses on the importance of salt as a resource, and similarities and differences in salt's use in cultures. Students read the included articles about salt and produce salt from salt water.

### **5.33, The Shirt on My Back**

This project focuses on experimenting with clothing construction in the early 19<sup>th</sup> century frontier style. Students read an article about the clothing of the expedition members and can make a set of faux-buckskin clothing.

### **5.44, Many Miles in My Moccasins**

This project focuses on footwear used by expedition members and Native Americans, and the significance of foot problems on the journey. Students read an article and construct a pair of moccasins.

**Kathleen notes that there are unclear photos on pp. 5.46, 5.47, 5.49, 5.50, and 5.51.**

### **5.54, Tent Shreds and Pieces**

This project focuses on secondary source material. The Corps' original tents are described, as well as how and why they converted to various other housing on the trip. Included are eight pages of source material, 11 discussion questions, and a modeling project of a Corps or Native shelter. Compare/contrast work would seem natural here as well.

### **5.64, Three Forts**

This project focuses on secondary source usage and hands-on model creation. Can possibly be a collaborative learning opportunity. The Corps wintered in three different forts on their trip. A student is asked to create one of the forts based on the provided floor plans. Reasonable questions (not included) could relate to the building materials used, why these materials were chosen over other materials, amount of space inside (in ft<sup>2</sup>), living conditions, etc.

### **5.69, The Right Person for the Right Job**

This project focuses on why Lewis and Clark chose certain men for the trip. The men had different and obvious talents early on. Along the route, most became multi-talented. Three worksheet pages are included with the six pages of secondary source material. Also included is a full page of possible projects to be done in this unit, with over half having to do with journal writing.

### **6.7, Not So Long Ago**

This project focuses on attitudes and policies towards Native Americans in the 1800s, compared with today. Students use a primary source, excerpts from Jefferson's letter of instruction, as they read, discuss, and write in a journal.

### **6.12, Encounters with Strangers**

This project focuses on cultural diversity, and relies heavily on outside research. As the title suggests, the lesson deals with relations with tribes at various points on the Corps' trip. Students understand the role of diversity in American lives and the importance of respecting and honoring the value system of all cultures. The lesson includes a page of discussion questions and journal writing/research activities, as well as two pages listing gifts for tribes along the route.

### **6.16, Make Yourself Acquainted**

This project focuses on researching the cultures of Native American groups Lewis and Clark encountered.

### **6.31, Ask Mr./Ms. Manners**

This project focuses on understanding the etiquette of the Shoshoni and Nez Perce. Students read three segments from Lewis' journal, then interpret, analyze, and evaluate the encounters with Native Americans. Contemporary etiquette for greeting and entering are discussed.

### **6.34, Games, Sports, and Amusements**

This project focuses on students learning a Native American game and teaching it to the class.

### **7.6, For Want of an Artist**

This project focuses on art themes of the Lewis and Clark Expedition. What is art? How is art used in Native American cultures? The project also focuses on natural dyes and the uses of natural things with art. The students design a commemorative poster or stamp.

### **7.9, Descriptive Words**

This project focuses on how culture and experience influence people's perception of places and regions. Students visualize things described by Lewis and Clark using excerpts of the leaders' journals to draw what is described.

### **7.15, Picture This. . .**

This project focuses on creating an artistic depiction of the expedition. The mural is a synthesis of the studies about the expedition: route, events, people, landscape, transportation, etc.

### **7.16, Jeffersonian Music and Dance**

This project focuses on the type of music heard in the late 1700s and early 1800s, and the value of music for recreation. Students listen to samples, learn to dance the “Virginia Reel”, and research classical composers and compositions.

### **7.19, Music of the People, for the People, by the People**

This project focuses on the music of the Corps. They sang religious songs and work songs, but what other roles did singing play on the trip? Where did American music come from? These questions are answered in the seven pages of secondary source reading. Included is over a page of discussion questions and lesson suggestions such as instrument creation and collaborative learning exercises.

### **7.30, Play It Again, Pierre**

This project focuses on the leisure time activity of dancing. When did Corps members dance, why did they dance, and were there other uses of dancing besides amusement? The six pages of secondary source material answers these questions. Included is a page of discussion questions.

### **8.6, Other Objects Worthy of Notice**

This project focuses on the plants and animals (some living) that the Corps shipped back to St. Louis in the spring of 1805. An itemized account of specimens is included, as well as two separate secondary sources totaling eight pages. Also included are two pages of possible discussion questions/journal writing assignments for use with the secondary sources.

### **8.19, Soundscapes**

This project focuses on sounds heard by Lewis and Clark on the expedition.

### **8.29, Once Abundant-Now Threatened, Endangered or Extinct**

This project focuses on comparing habitat during the Corps’ trip to the degrading habitat of today. Prairie dogs and the wapato are specifically targeted. Included with the one page of primary source material dealing with the prairie dog is a discussion and research project list. Also included are two separate secondary source documents which total six pages in all. Project focuses on answering various levels of questions, comprehension, organization skills, reading skills, and illustrations.

### **8.40, Well-Traveled Plants**

This project focuses on the significance of the plant specimens that were collected and documented by Lewis and Clark. Students gain hands-on experience by participating in their own collection and documentation of plant specimens. Skills used include analyzing information and journaling.

### **8.45, Gee, I’m a Tree**

This project focuses on math skills and measuring. There are problems to help students understand the math to measure height based on geometric figures and equations.

## **A.2, The Expedition: Making Ready**

This project focuses on preparations undertaken by Lewis. The subjects Lewis studied, his expert instructors, the supplies, and building his boats encompassed five months and over 800 miles of travel.

## **A.8, Map of the Westward Route of the Expedition**

This project focuses on the westward route, beginning with Lewis' preparations in Washington.

## **A.9, Timeline for the Expedition**

This project focuses on a timeline from January 1803 through April 1807, which highlights events leading up to, during, and following the Lewis and Clark Expedition. Included is a separate map showing the eastward journey of the Corps. (A westward map can be found on page A.8.)

## **A.17, Map of the Eastbound Route of the Expedition**

This single-page project focuses on the map showing the homeward route of the Corps. This map is for use in conjunction with other lessons, where it would be useful for adding rivers, mountain ranges, etc.

## **A.18, Supply List**

This project focuses on the list of supplies for the Lewis and Clark Expedition. Included are items for camping, writing in journals, arms and ammunition, food provisions, clothing and blankets, and tools.

## **A.24, The Expedition: Making Ready**

This project focuses on the artifacts that remain from the Lewis and Clark Expedition.

## **B.2, President**

This project focuses on developing an awareness of the many aspects of Thomas Jefferson's personal and political life. Students learn that his involvement and decisions had a tremendous impact on our nation's history. The information included could be used for research or to analyze secondary sources.

## **B.3, Co-Leaders**

This project focuses on short biographies of Meriwether Lewis and William Clark. Students learn that their involvement and decisions had a tremendous impact on our nation's history. The information included could be used for research or to analyze secondary sources.

## **B.7, Slave**

This project focuses on a biographical sketch of York, his relationship with Clark, and his life after the expedition. Students learn about the importance of his involvement in the expedition and the impact it had on his own life as well as our nation's. The information included could be used for research or to analyze secondary sources.

### **B.7, Sergeants**

This project focuses on biographical sketches about Sgts. Floyd, Gass, Ordway, and Pryor. Information and anecdotes are included about other expeditions, livelihoods, and places named in their honor. The information included could be used for research or to analyze secondary sources.

### **B.10, Privates and Corporal**

This project focuses on short biographies of the corporal and privates on the expedition. The information included could be used for research or to analyze secondary sources.

### **B.25, Interpreters**

This project focuses on the contributions of the interpreters George Drouillard and Toussaint Charbonneau to the expedition. The information included could be used for research or to analyze secondary sources.

### **B.26, Indian Woman and Child**

This project focuses on Sacagawea and her son, Jean Baptiste Charbonneau. Students learn that Sacagawea's contributions to the expedition were an important part of its success. They also learn about her son and that he had an impact on our nation's history as well. The information included could be used for research or to analyze secondary sources.

### **B.28, Engages**

This project focuses on the different engages and their involvement in the expedition. The information included could be used for research or to analyze secondary sources.

### **C.2, Map of the Lewis and Clark Trail States**

A map of the current United States (minus Alaska and Hawaii) is shown, with the 11 Lewis and Clark Trail states shaded.

### **C.3, Eleven States of the Lewis and Clark Trail**

This project focuses on a state-by-state listing of historic sites along the Corps' route. This could be useful for planning field trips.

### **C.12, Map of the Other States and District Associated with the Lewis and Clark Expedition**

A map of the United States (minus Alaska and Hawaii) shows the states and district not located along the Lewis and Clark Trail in a shaded pattern.

### **C.13, Other States and District Associated with the Lewis and Clark Expedition**

A state-by-state narrative discussion of associations the states and district which were not along the Lewis and Clark Trail have with the expedition.

### **D.2, Puzzle**

This project focuses on a variety of facts from the Lewis and Clark studies in a crossword puzzle format.

### **D.5, Questions Students Ask**

This project focuses on a list of questions asked by 8<sup>th</sup> grade students about the expedition.

### **D.11, Study Questions**

This project focuses on study questions for students in order for them to understand the major aspects of the Lewis and Clark Expedition.

### **D.19, Assessment Questions**

This project focuses on questions used by instructors to assess student learning.

### **E.2, General Background**

This project focuses on a bibliography of general background resources.

### **E.7, Lewis and Clark Trail**

This project focuses on a bibliography of resource materials for researching the Lewis and Clark Trail.

### **E.9, Journals of the Expedition**

This project focuses on the resources and references most beneficial to students learning more about the expedition. They are divided into middle school and high school levels of reading. Students learn how a bibliography is written, how to use one, and how to find resources or references for research projects.

### **E.11, People Associated with the Expedition**

This project focuses on resources/references to literary works about Jefferson, expedition members, even the dog! It lists the resources and references that are most beneficial to students researching or working on projects related to the expedition. They are divided into middle school and high school levels of reading. Students learn how a bibliography is written, how to use one, and how to find resources or references for research projects.

#### **E.14, Native American Cultures Relevant to the Expedition**

This project focuses on a list of Native American culture resources most beneficial to students researching or working on projects related to the Lewis and Clark Expedition. They are divided into middle school and high school levels of reading. Students learn how a bibliography is written, how to use one, and how to find resources or references for research projects.

#### **E.18, Natural History and the Scientific Aspects of the Expedition**

This project focuses on a list of natural history and scientific resources most beneficial to students researching or working on projects related to the Lewis and Clark Expedition. They are divided into middle school and high school levels of reading.

#### **E.22, Works of Fiction Based on the Expedition**

This project focuses on a bibliography of fictional works related to the expedition.

#### **F.2, Sources for Replica Items and Other Resource Materials**

This project focuses on a resource list that one could use to find additional or specialized information, and to find replica period and ethnographic items. Names, addresses, and telephone numbers are listed for any inquiries. This list is beneficial for the projects that require research and any of the projects that require role playing or skits.