

Lesson Plan LEWIS AND CLARK EXPEDITION

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(Marion County)

Grade: 4

Subjects: Social Studies, Language Arts

Time Required: 3– 4 days

TN curriculum standards:
see page 3



PRIMARY SOURCES & MATERIALS USED

- [Map of Lewis & Clark's trek \[sic\] across the western portion of North America](#)
- [A map of the discoveries of Capt. Lewis & Clark from the Rocky \[sic\] Mountain and the River Lewis to the Cap of Disappointment \[sic\] or the Coloumbia \[sic\] River at the north Pacific Ocean / by observation of Robert Frazer.](#)
- [History of the expedition under the command of Captains Lewis and Clark, to the sources of the Missouri : thence across the Rocky mountains and down the river Columbia to the Pacific ocean ; performed during the years 1804-5-6 ; by order of the government of the United States, volume 1](#)
- [History of the expedition under the command of \[...\] volume 2](#)
- [Lewis and Clark in the Rocky Mountains / research and design by Robert A. Saindon.](#)
- [A map of Lewis and Clark's track across the western portion of North America, from the Mississippi to the Pacific Ocean : by order of the executive of the United States in 1804, 5 & 6 / copied by Samuel Lewis from the original drawing of Wm. Clark ; Neele, sculp. \[see image above\]](#)
- Chart paper, markers
- Paper, pencil
- Journal
- Computer
- Books:
 - *Lewis and Clark: A Prairie Dog for the President* by Shirley Raye Redmond (New York: Random House, 2003)
 - *Tennessee Through Time: The Early Years* by Carole Stanford Bucy (Layton, UT: Gibbs Smith, 2008) [textbook]
- Web site:
 - [Lewis and Clark Internet Website Quiz](#)

OVERVIEW

The students will experience a brief overview of Lewis and Clark’s travels west of the Mississippi River. The students will understand and recognize the importance of the accomplishments and adventures of the Lewis and Clark expedition that led to the expansion of the United States after the purchase of the Louisiana Territory.

UNDERSTANDING GOAL

American pioneers (settlers) learned from explorers who traveled west before them.

OBJECTIVES

Students will:

- remember and understand the purpose of the Louisiana Purchase and recognize the long-term impact on the United States.
- identify accomplishments of the Lewis and Clark expedition.
- identify discoveries that were made during the Lewis and Clark expedition.
- demonstrate writing skills.
- recognize the importance of computer skills.

INVESTIGATIVE QUESTION

Based on reading and analyzing the evidence, if you had been on the exploration with Lewis and Clark and the Corps of Discovery, what would you have learned and discovered from the long and challenging journey that doubled the size of the United States, and what would have been your thoughts on finally reaching the Pacific Ocean?

PROCEDURE

- Step 1 Connect** Review prior knowledge about the Louisiana Purchase.
- Step 2 Connect** Introduce lesson and have students brainstorm; have students record their responses on a K-W-L chart. Label the headings “What we know about the Lewis and Clark expedition” (K), “What we want to know about the Lewis and Clark expedition” (W), and “What we have learned from the Lewis and Clark expedition” (L).
- Step 3 Connect** Read orally *Lewis and Clark: A Prairie Dog for the President* by Shirley Raye Redmond. Afterwards, have students read silently in the textbook, *Tennessee Through Time: The Early Years*, pages 246-253, about the Lewis and Clark expedition.
- Step 4 Wonder** Why did President Jefferson want Lewis and Clark to explore the Louisiana Territory? What were some of difficulties the explorers faced on their journey? (Note: The students should explore *History of the expedition under the command of Captains Lewis and Clark, to the sources of the Missouri: thence across the Rocky mountains and down the river Columbia to the Pacific ocean; performed during the years 1804-5-6 ; by order of the government of the United States, volumes 1 & 2—* listed as the third source under “Primary Sources & Materials Used”—now.)
- Steps 5-10** *Continued on next page*

- Step 5 Wonder** What did Lewis and Clark learn from their expedition? Whom or what did Lewis and Clark encounter on their mission? Why were the journal and maps from the Lewis and Clark expedition important?
(Note: The students will explore the Library of Congress maps provided on p. 1.)
What was the long-term impact of the Louisiana Purchase after Lewis and Clark expedition?
- Step 6 Investigate** Divide the class into groups, and take them on a hike near the school. Ask the students to imagine that they are on the Lewis and Clark expedition. Have one member of each group keep a journal and list the plants, animal and bird life, weather, people, and other things observed during the hike. At the end of the hike, have groups share and discuss what they learned from the experience as explorers of the Lewis and Clark expedition.
- Step 7 Construct** Divide the students into cooperative learning groups to create a map displaying the route that Lewis and Clark explored. The students will locate and identify geographic problems or issues that Lewis and Clark and members of the Corps of Discovery encountered and list discoveries (such as people, animals, food) during their expedition. At the end of activity, have groups share their maps, discuss the problems and issues, and discoveries of the expedition.
(Note: The students will explore the Library of Congress maps provided on p. 1.)
- Step 8 Express** Direct students to complete the online activity assessment (“Lewis and Clark Internet Website Quiz”) for their comprehension of the Lewis and Clark Expedition.
- Step 9 Reflect** Allow students to share and discuss in relation to the Investigative Question and Understanding Goal activities.
- Step 10 Reflect** Evaluate students’ responses on comprehension online assessment.

EVALUATION

- Use authentic assessment based on students’ participation in cooperative learning groups and whole group.
- Practice teacher monitoring of students during activities.
- Evaluate students’ responses informally during class discussions and from the K-W-L chart.
- Evaluate students’ knowledge, comprehension, and skills from the online assessment.

TN Curriculum Standards:

Social Studies

4.5.11d Recognize the significance of the Lewis and Clark expedition.

English/ Language Arts

- ✓0401.1.11 Write legibly in manuscript and cursive.
- ✓0401.1.13 Use complete sentences in writing.
- ✓0401.7.1 Use media (e.g., photographs, films, video, the arts, online catalogs, nonfiction books, encyclopedias, CD-ROM references, Internet) to view, read, and represent information and to conduct research.