

LEWIS AND CLARK EXPEDITION

Class: Grade 5

Unit: Westward Expansion

Standard: 5:29 Expedition of Lewis and Clark from 1803-1086

Time: 3 days

OVERVIEW

The expedition of Lewis and Clark was to explore, map and create a route to the Pacific Ocean. It was very important to the President at that time, Thomas Jefferson. This expedition had a specific mission to accomplish. The president sought to accomplish this mission through the ventures of Lewis and Clark at the cost of 15 million dollars. The future of this young country lay in accomplishing this mission. The fact that other countries had claim on western land added to the challenge of obtaining this land and exploring it..

A pioneer spirit existed as a result of this exploration through the efforts of Lewis and Clark and the assistance they received from York, William Clark's "manservant" and Sacagawea, the Indian guide. This Corp of Discovery group consisted of 31 people and Lewis and Clark .who faced many geographical obstacles. As they traveled, they encountered fur traders, Indians, and the harsh elements of weather. The group set out from St. Louis in search of the Pacific Ocean. Two and half years and 8,000 miles they they returned to St. Louis. The route was widely used and provided the challenge for the great western exploration movement.

As a precursor to this lesson I will present a lesson on topographical maps with an activity as a motivator to the expedition lesson.

Objectives: The students will examine the historical context and trace the path followed by the Corp of Discovery.

The students will explore the mental, physical, and geographical challenges of the expedition.

The students will work in groups and create maps, journals, a booklet on the various types of supplies needed, and a complete report on the expedition...

The students will examine the Native Americans they encountered and how they lived.

Essential Question:

Schedule: The students will work in groups.

One group will establish the mapmaking equipment for the journey, analyzing the materials (with photographs) needed for mapmaking.

Second group will organize the food, horses, clothing, arms, medicines, gifts, and other necessities alive for keeping the people on the journey alive.

Third group will keep a journal of the obstacles geographically, medically, and physically. They will also keep a record of the Native Americans they encounter on the expedition.

Fourth group: Two students will chart the actual journey and create a summary of the expedition. The others in the group will chart Lewis and

Clark and their role in the expedition. The students will include a map of the rivers the expedition crossed to reach the Pacific Ocean.

Assessment: The students will present their findings in a presentation. as part of the presentation, each group will teach the class with the materials they created. These materials will be used as a means of scoring the students on their knowledge of the content.

Materials: Maps of the rivers they crossed. Examples of maps created in the 1800's, and maps of the United States today. A list of the equipment needed to needed to survive. The names of the Native American Tribes the expedition encountered. Copies of the journals kept Lewis and Clark.

Activities:

Integrating Technology

Lesson on Topographical, Mapping the earth's topography and computer mapping

Comparing mapmaking in the past with the present

Learning the use of a surveying instruments in mapmaking and latitude and longitude and other measurements.

Analyzing the expedition routes, landmarks, and Native Americans encountered.

Examining visuals Lewis and Clark used throughout the expedition.

References:

Websites: www.pbs.org/lewisandclark/inside/dx_equ.html

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www.pbs.org/lewisandclark/native/index.html

www.nps.gov/jeff/LewisClark2/TheJourney/Mapmaking.htm

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<http://lewisclark.outreach.psu.edu/>
Lewis and Clark The Unheard Voices

<http://www.lewisandclarktrail.com/101.htm>
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A.Knopf, New York. 1997

Ambrose, Stephen. Undaunted Courage. Simon and Schuster,
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