

Class: U. S. History

Unit: Westward Expansion

Grade Level: Sophomore Level One

Standards: USI.22 Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams 1797-1801), and Thomas Jefferson (1801-1809).

USI.26 Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails.

Topic: Exploring the Far West: The Lewis and Clark Expedition

Statement of Purpose: In the early 1800's, Lewis and Clark and the "Corps of Discovery," explored uncharted land from St. Louis to the Pacific Ocean. This expedition was at the request of President Thomas Jefferson. They brought back valuable information about the West and showed that transcontinental travel was possible. The students will illustrate this period of history by creating a picture time line showing the major events and discoveries that occurred during the expedition.

Schedule

Computer Lab-Allow one 55-minute period for research on the Internet.

One 55-minute period of class time will be needed for organization of the artwork and information.

Allow one week for the completion of the time line.

Objectives

1. To understand why President Jefferson felt it important to explore the West.
2. To learn what regions of the West were explored by the expedition.
3. To understand what effect the exploration would have on westward expansion.

Activities

Introduction

Invite the students to tell about their experiences in moving to a new neighborhood or exploring a place they have never been before. Ask the question: *What words would you use to describe the experience?* Place the words on the board and discuss them.

Instruction

Guidelines

- a. Draw, sketch, or copy from the Internet a picture that represents each important event of the expedition. For example, you might draw a gravestone to illustrate the one death on the journey.
- b. Make your time line historically accurate. Base your pictures on facts from the textbooks.
- c. Use information from the Internet or history books to learn the dates for each event and include these with your work.
- d. Be sure your time line conveys a sense of balance and planning.

Assessment: The students will present their completed projects to the class. The project will be graded as a quiz grade.

References

Suggested Websites

<http://www.pbs.org/lewisandclark/archive/index.html>

<http://www.nationalgeographic.com/lewisandclark.exped.html>

<http://www.lewis-clark.org>

Materials

Textbooks

The Americans, McDougal Littell, 1999

America's Past and Promise, Houghton Mifflin, 1995

Poster board, rulers, colored pencils, glue, and tape.

Use of the Internet