

**Lewis and Clark
5 Day Lesson Plan**

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Lewis and Clark

5 Day Lesson Plan

Concepts and Goals

Concepts:

- Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
- Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*
- Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe legend, scale, and symbolic representations.
- Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.
- Students differentiate between primary and secondary sources.
- Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- Students summarize the key events of the era they are studying and explain the historical contexts of those events

Goals:

Visual Arts – Cultural and Historical Connections

VA.C.1.2.1 The student understands the visual arts in relation to history and culture.

Geography: Standard 1: The World in Spatial Terms

SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.

S.5.G.1.2 Use latitude and longitude to locate places.

SS.5.G.1.3 Identify major United States physical features on a map of North America.

SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information.

History:Standard 1: Historical Inquiry and Analysis

SS.5.A.1.1 Use primary and secondary sources to understand history.

SS.5.A.1.2 Utilize timelines to identify and discover American History time periods.

Standard 6: Growth and Westward Expansion

SS.5.A.6.2 Identify roles and contributions of significant people during the period of westward expansion

SS.5.A.6.4 Explain the importance of the exploration west of the Mississippi River.

Lewis and Clark

Day 1

Objectives:

- Students will experience the wild as Lewis and Clark might have.
- Students will understand the use of compasses.
- Students will record and eventually identify findings of flora, fauna.
- Students will record journal entry of today's expedition's experiences.

Hook: (10 min.) Have someone (teacher or volunteer) dress the part of Lewis and visit the class carrying a journal and a compass. Presentation to students should include reference to mapping the wilderness and the importance of recording factual information. Lewis will read a journal entry made by him and show students a sketch from his journal.

Prior Knowledge: (10 min.) Display a KWL chart. Teacher walks class through the K and W part of chart about the Lewis and Clark Expedition

Materials:

Chart paper	Lewis journal and sketch entry
Markers	Plant samples from area
Artifacts such as arrowhead, animal bones, animal prints	
Travel Bags (include in bags compass, pencils, paper, journals, and plastic baggie)	
Nature Books on flora and fauna of the Florida Panhandle	

Procedure: (2 ½ hours)

1. Inform students that today they will be taking a field trip to a natural resource area and that they will be like Lewis and Clark exploring unknown territory.
2. Provide students with the travel bags to take on the field trip.
3. Discuss how to read a compass. Give students a few minutes to become acquainted with their compass in the classroom.
4. Define what an artifact and flora and fauna are to students. Show examples of what students will be looking for on their trip into the unknown.
5. Discuss with students that during this adventure they are responsible for:

-tracking (recording) your route using a compass.

-collecting and identifying artifacts

-collecting samples of flora

6. Provide each student with a journal and the following requirement:

-making a written journal entry indicating your experiences

-making at least one sketch of either flora or fauna that you experience that is not identifiable by you

Independent Reading Assignment: Flora and Fauna books

Florida Fabulous Mammals: Jerry Lee Gingerich

Florida Fabulous Waterbirds: Their Stories: Winston Williams

Florida Fabulous Insects: Mark Deyrup

The Young Naturalist's guide to Florida: Peggy S. Lanz and Wendy Hale

Smithsonian Handbooks: Birds of Florida: Fred Alsop

National Geographic Guidebook to Birds: Florida Mel Baughman

Wildlife of North Florida: Jim Stephenson

Travelers' Wildlife Guide Florida: Fiona Sunquist

The Shrubs and Woody Vines of Florida: Gil Nelson

Florida Plants and Animals: Bob Knotts

The Nature of Florida: James Kavanagh

Closure: Students will meet in groups of four. They will share their journal entries and sketches. They will discuss any artifacts they found and identify them if possible. Students will regroup as a class to complete the L part of the KWL chart and to discuss today's activities and how they related to the Lewis and Clark Expedition.

Assessment: Teacher observation of last part of the KWL chart to observe what students learned from their experience. Teacher observation of journal entry and sketches to see if student wrote correctly of their experience and appropriate sketch is drawn.

Rubric: NA

Special Adaptations:

- Group student in heterogeneous groups for field trip.
- Provide different levels of books on flora and fauna.

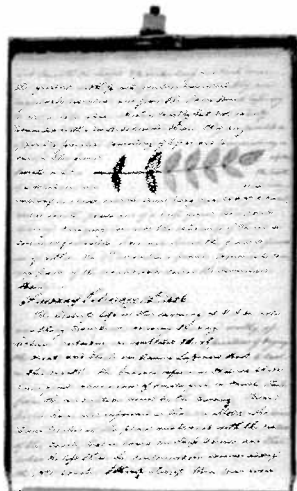
Photo of Journal




Photos of Journal Entries



the back is white, and is sudden
of dark brown. The
back wings, as
the face
of the
belly
of the
breast and
lar mixture
of the
it part a pided appearance



is near the base where it is open
projection and obliquely cut at the
the rib of the leaflet: on which
in this form, the upper
of a leaf
to a peak
brown substance of a woolly apt.
on the central fiber or rib. These

the acute angular points
crenate, or cut with small
this form.  it is 3 inch
petioles celine oris smooth
fruit or flower not kn

Journal Entries to Read to Class

July 30, 1804. Clark: Joseph Fields Killed and brought in an Anamale Called by the French Brarow [badger] and by the Panies *Cho car tooch* this Anamale Burrows in the Ground and feeds on Flesh, (Prairie Dogs) Bugs & Vigatables his shape & Size is like that of a Beaver, his head mouth &c. is like a Dogs with Short Ears, his Tail and Hair like that of a Ground Hog, and longer; and lighter. His Interals like the interals of a Hog, his Skin, thick and loose, his *Belly* is White an the Hair Short, a white Streek from his nose to his Shoulders. The toe nails of his fore feet is one Inch & 3/4 long, & feet large; the nails of his hind feet 3/4 of an Inch long, his hind feet Small and toes Crooked, his legs are short and when he moves Just sufficient to raise this body above the Ground. He is of the Bear Species... Great no. Musquitors this evening.

October 1, 1804. Clark: No beever on Dog [Cheyenne] river, on the Mountains great numbers of goat, and a kind of anamale with large circular horns [the Bighorn, or Rocky Mountain sheep], this animale is nearly the Size of an Elk. White bears is also plenty

September 17, 1804, Lewis: a great number of wolves of the small kind, hawks [hawks] and some pole-cats were to be seen. I presume that those anamals feed on this squirril. ... this senery already rich pleasing and beatiful was still farther hightened by immense herds of Buffaloe, deer Elk and Antelopes which we saw in every direction feeding on the hills and plains. I do not think I exagerate when I estimate the number of Buffaloe which could be compre[hend]ed at one view to amount to 3000.

October 20, 1804. Clark: Great numbers of Buffalow Elk & Deer, Goats. our hunters killed 10 Deer & a Goat to day and wounded a white Bear I saw several fresh tracks of those animals which is 3 times as large as a mans track The wind hard all Day from the N.E. & East, great numbers of buffalow Swimming the river I observe near all large gangues of Buffalow wolves and when the buffalow move those animals follow, and feed on those that are killed by accident or those that are too pore or fat to keep up with the gangue.

Lewis and Clark

Day 2

OBJECTIVES:

- Students will be able to create a two-dimensional map including a map title, compass rose, map legend and scale.
- Students will be able to interpret various types of maps, including topographical and historical maps.
- Students will be able to use latitude and longitude to locate places on a map.

Hook: (5 min) Display two maps hand drawn by teacher of a part of their school. One map should be vague with little information on it. The other map should be complete with all appropriate information. Have students compare the two maps and pick the one they find the most useful.

Prior Knowledge: (5 min.) Arrange class into small groups of 4 or 5 students each. Provide each student with a copy of Map # 1. Use Map # 1 to lead a review discussion of map features: title, compass rose, legend, and scale.

Materials: Pencils

Colored pencils

White drawing paper

Map # 1 includes title, compass rose, legend, and scale (see attachment)

Map #2 showing lines of latitude and longitude (see attachment)

Map # 3 outline map of the U.S. (see attachment)

Sample map legend showing geographic symbols

Overheads of Maps # 1, 2, 3, and the sample map legend

Raised Relief Physical Map of the U.S.

Pictures of Lewis and Clark

Procedure: (60 min.)

1. Have each group make a map of the classroom on white drawing paper.. All map features must be included on the maps. Display the maps and note differences and similarities.

2. Use Map # 2 to review lines of latitude and longitude. Have students use colored pencils to trace the equator (red) and north and south lines of latitude (orange).
Discuss how latitude measures distances north and south of the equator.
3. Have students use colored pencils to trace the Prime Meridian (blue) and east and west lines of longitude (green).
Discuss how longitude measures distances east and west of the Prime Meridian.
4. Have students practice locating places on the map using latitude and longitude.
Teacher writes coordinates and group members collaborate to plot coordinates on their maps.
5. Show pictures of Lewis and Clark. Ask: How would you prepare to travel somewhere you have never been before? What differences in terrain might you encounter on your journey? Make a list.
6. Groups will share their ideas and compile a master list. As a class, decide on symbols to depict each geographic feature.
7. Discussion of possible geographic features Lewis and Clark might have encountered as they traveled from Missouri to Oregon and the modes of transportation needed to traverse them.
8. Students use Map #3 to draw and color the trail of the Lewis and Clark Expedition. The map must include a title, compass rose with cardinal directions, legend, and scale. In addition, the five places listed in step 8 should be located and labeled correctly on the map.

Camp Dubois 38 N 90 W

Sioux City, Iowa 42 N 96 W

Fort Mandan, North Dakota 47 N 101 W

Portland, Oregon 45 N 122 W

Clarkston, Washington 46 N 117 W

9. Students use Map #3 to draw and color the trail of the Lewis and Clark Expedition. The map must include a title, compass rose, and legend.
Use the legend symbols to show locations of physical features.

Independent reading assignment:

Books: Lewis and Clark: Voyage of Discovery by Stephen E. Ambrose

Along the Trail with Lewis and Clark by Barbara Fifer

Closure: Allow students to share maps they created and explain their legend.

Assessment: Summative Rubric on map created by students

Special adaptations: Provide additional support in vocabulary for struggling and ELL students (word cards, pictures, etc.)

Making A Map : Lewis and Clark Expedition

Student Name: _____ Grade _____

CATEGORY	4	3	2	1
Labels - Accuracy	All of the items are labeled and located correctly.	Most of the items are labeled and located correctly.	Some of the items are labeled and located correctly.	Few or none of the items are labeled and located correctly.
Spelling/Capitalization	All of words on the map are spelled and capitalized correctly.	Most of the words on the map are spelled and capitalized correctly.	Some of the words on the map are spelled and capitalized correctly.	Few or none of the words on the map are spelled and/or capitalized correctly.
Neatness of Color and Lines	All labels/features can be read easily.	Most labels/features can be read easily.	Some labels/features can be read easily.	Few or no labels/features can be read easily.
Title	Title clearly reflects purpose of map.	Title generally reflects purpose of map.	Title somewhat reflects purpose of map.	Title does not reflect purpose of map, or there is no title.
Map Legend/Key	Legend is easy-to-find and contains a complete set of symbols.	Legend contains a complete set of symbols.	Legend contains an almost complete set of symbols.	Legend is absent or lacks several symbols.
Directions	Map includes an accurately drawn compass rose and cardinal directions are marked.	Map includes an accurately drawn compass rose, and some cardinal directions are marked.	Map includes a compass rose, but no cardinal directions are marked.	No compass rose or no cardinal directions are included on the map.
Scale	All features on map are drawn to scale and the scale used is clearly indicated on the map.	Most features on map are drawn to scale and the scale used is clearly indicated on the map.	Many features of the map are NOT drawn to scale even though a scale is clearly indicated on the map.	Many features of the map are NOT drawn to scale AND/OR there is no scale marker on the map.

Lewis and Clark

Day 3

OBJECTIVES:

- Students will determine and place significant events of the Lewis and Clark Expedition on a timeline.
- Students will identify and analyze historical dates and the passage of time associated with the dates.
- Students will identify the causes for and effects of the Lewis and Clark Expedition.
- Students will be able to understand historical points of reference in American History.
- Students will be able to organize and use information from a historical print and then apply critical thinking skills to further understand the era that is depicted.

Hook: (10 min.) Introduce concept of chronological order. Teacher draws a simple timeline on the board and write times and events in his/her day until this moment. Students will then take 5-10 minutes to make a simple timeline of their day to this moment.

Prior Knowledge: (5 min.) Ask: How are timelines useful in studying history? Can you think of other topics where timelines could be used to display information? (story events, growth cycles, travel activities, etc.) Review with students concepts of time.

Materials:

Pencils

Colored pencils and crayons

Construction paper

White drawing paper

Tape

Glue

Books about the Lewis and Clark Expedition (See independent reading)

Various examples of timelines

Historical print: Lewis and Clark by Newell Convers Wyeth (protected by copyright)

Photo analysis worksheet

Procedure: (60 min.)

1. Gather a variety of timelines for the students to study. Note the characteristics of a timeline: scale, title, written labels, and pictures. Define timeline as a linear display of dates and events in a particular historical period. Point out that there may be gaps in time between events.
2. Write "Causes" and "Effects" on the board. Have students help list reasons for the Lewis and Clark Expedition, and effects the expedition had on the development of our country and how it may have affected the Native Americans already living there.
3. Discuss some of the key people of this time period and their roles in the Louisiana Purchase and subsequent expedition to explore the area.
4. Organize the class into small groups of 4 or 5 students. Distribute reading material about Lewis and Clark to each group. Instruct them to scan/read the material and, as a group, decide on at least 12 significant events of the expedition. These events must span the entire time of the expedition from its beginning until the men returned home. Have the groups write the date and a brief description of each event they chose.
5. Each group will create a timeline to display the dates and events chosen. Suggested formats include: paper chain timeline; accordion timeline; step book timeline; storyboard timeline.
6. Keep the same small groups of 4 or 5 students. Assign the jobs of recorder and reporter in each group. Give each group a copy of the print *Lewis and Clark by Newell Convers Wyeth*.
7. Have students study the print for 2 minutes. Have them form an overall impression. Next, divide the print into quadrants. Assign a quadrant to each member of the group to be examined more closely. (Photo analysis worksheet question A)
8. Have each group make a list (recorder) of the people, objects, and activities they observed in the print. (Photo Analysis Worksheet question B)
9. Each group should then list 3 things that are not in, but that could be inferred from the print. (Photo Analysis Worksheet question Step 2)
10. Use the following questions to guide students thinking as they answer Step 3, A and B, on the Photo Analysis Worksheet.
 - Put yourself into the print as Sacagawea, Lewis, or Clark. What are you thinking? What are you feeling?
 - Identify the location shown in the print.
 - What do you think Sacagawea is pointing to? What is she telling the men?

- What can you infer from observing their clothing and accessories? What, do you think, is the season? Why?
- What, do you think, is the time of day? Why?
- Does this print tell you anything new about this event in American History? If so, what?
- What mood do you think the artist is trying to convey?
- What elements of the print help portray the mood?

11. Students will write a paragraph putting themselves in place of one of the characters in the picture.

Independent Reading Assignment: (books to use for research)

Seaman's Journey by Patricia Reeder Eubank

How We Crossed the West – The Adventures of Lewis and Clark by Rosalyn Schanzer

Lewis and Clark and Me – A Dog's Tale by Laurie Myers

Lewis and Clark: Voyage of Discovery by Stephen E. Ambrose

Along the Trail with Lewis and Clark by Barbara Fifer

The Journals of Lewis and Clark by Bernard DeVoto (editor)

Undaunted Courage by Stephen E. Ambrose

The Adventures of Lewis and Clark by John Bakeless

Time, July 8, 2002

Closure: Students will share their writings with classmates.

Assessment: Formative – Teacher observation of writing to see if students have an understanding of what was going on in the picture.

Rubric: NA

Special adaptations:

- Gifted – write a journal entry and overall impression of what they have learned
- Gifted – write a dialogue between characters showing an understanding of event portrayed
- Heterogeneous grouping of students

Lewis and Clark

Day 4

Objectives:

- to understand bias of resources
- to understand different points of view of an historical event
- to understand plagiarism

Hook: (20 min.) Invite a professional journalist in to talk to students about bias and plagiarism.

Prior Knowledge: (5 min.) Ask for 2 volunteers. Request that one leave the room. When he or she is gone, ask the other volunteer to recount what they remember of the morning announcements. When they finish, invite the other student back into the classroom. Ask that student to retell what they remember of the morning announcements. Allow the class to discuss the differences in the accounts.

Materials: Copies of selected journal entries from expedition members.

Book: Lewis and Clark and Me: A Dog's Tale

Issue of the day's newspaper (for the journalist's presentation)

Procedure:

1. Read an entry from the fictional account of Seaman, the expedition's dog.
2. Find a concurrent entry from the journal database located at:
http://www.pbs.org/lewisandclark/archive/idx_jou.html
3. As a class, construct a Venn Diagram to compare 3 entries. Choose 1 from the dog and two separate ones from the database, all on the same day. Compare what the three share and what each individual included that other's may have omitted.
4. Ask, What differences were discovered? Why do you think the differences exist?
5. After discovering the differences in the entries that detail the same date, discuss the problems that occur when reading historical documents. Discuss that readers are at the mercy of the bias and individual interpretations of the writer and have to be discerning readers.
6. Point out that good readers of history must learn to read critically and look for bias on the writer's part.

Independent Reading Assignment: Distribute two additional entries. Have students read and discuss journal entries within their group in regard to bias.

Closure: As a class, make a list of three reasons not to plagiarize.

Assessment: Formative: Teacher observation of group work.

Rubric: NA

Special adaptations:

- Heterogeneous grouping
- Leveled reading samples

Selected Journal entries

Both sets of entries are reproductions of actual entries. Leave spelling errors intact so the students can make decisions about the source.)

July 30, 1804

William Clark

... the white horse which we found near the Kanzus river, Died Last night

Joseph Fields Killed and brought in an Anamale Called by the French Brarow,

We have his skin stuffed.

Several men with verry bad Boils. Great no. Musquitors this evening

July 30, 1804

Patrick Gass

Two of our hunters went out and killed an animal, called a prarow, about the size of a ground hog and nearly of the same colour. It has a head similar to that of a dog, short legs and large claws on its forfeet; some of the claws are an inch and an half long.

July 30, 1804

John Ordway

The white Horse dyed last night. fell down the Bank being weak by gitting filled with water swimming the Missouri on 28th ult ... Jo Fields & Reuben went hunting Jo killed & brought in an animal which the French call a brarow ... this animal Resembles our Ground hogs in colour & Shape nearly but the head like a dogs. four feet like a bear especially the claws. Inside like a hog long teeth they live on flyes & bugs & C. and dig in the Ground like a G. Hog they Say they gravel like a possom. Capt Lewis had this naimal Skined [and] the Skin Stuffed in order to send back to St Louis;

August 20, 1804

William Clark

Sergeant Floyd much weaker and no better. Serjeant Floyd as bad as he can be no pulse & nothing will Stay a moment on his Stomach or bowels. Passed two Islands on the S.S. and at the first Bluff on the S. S. Serj. Floyd Died with a great deal of composure, before his death he Said to me, "I am going away I want you to write me a letter." We buried him on the top of the bluff 1/2 Mile below a Small river to which we Gave his name, he was buried with the Honors of War much lamented, a Seeder post with the (1) Name Sergt. C. Floyd died here 20th of august 1804 was fixed at the head of his grave. This Man at all times gave us proofs of his firmness and Determined resolution to doe Service to his Countrey and honor to himself after paying all the

honor to our Deceased brother we camped in the Mouth of floyds River about 30 yards wide, a butifull evening.

August 20, 1804

Patrick Gass

Sergeant Floyd continued very ill. We embarked early, and proceeded, having a fair wind and fine weather, till 2 o'clock, when we landed for dinner. Here sergeant Floyd died, notwithstanding every possible effort was made by the commanding officers and other persons, to save his life. We went on about a mile to high prairie hills on the north side of the river, and there interred his remains in the most decent manner our circumstances would admit; we then proceeded a mile further to a small river on the same side and encamped. Our commanding officers gave it the name of Floyd's river; to perpetuate the memory of the first man who had fallen in this important expedition.

August 20, 1804

John Ordway

Sergt Charles Floyd Expired directly after we halted a little past the middle of the day. he was laid out in the Best Manner possable. ... we dug the Grave on a handsome Slightly Round knob close to the Bank. we buried him with the honours of war. the usal Serrymony performed (by Capt Lewis as customary in a Settlement, we put a red ceeder post hughn [hewed] & branded his name date &. C. we named those Bluffs Sergeant Charles Floyds Bluffs ... we then proceeded on a short distance to a creek which we call Floyds Creek

August 20, 1804

Joseph Whitehouse

we Sailed on verry well till noon when we landed for to take Dinner. Sergeant Charles Floyd expired directly after we landed. he was layed out in the most decent manner possable. we proceeded on to the first hills on N. S. where we halted and dug a Grave on the top of a round knob & buried the Desed with the honours of war. the funeral Serrymony performed &c. we named this hill Sgt. Floyd's Bluff we then proceeded on to a Creek on the Same Side which we named Sgt. Floyds Creek.

Lewis and Clark

Day 5

Objectives:

- Students will use the internet and appropriate books to research important people and things in the westward expansion
- Students will create material to identify key people and places in the Lewis and Clark Expedition.

Hook: (5 min.) Give students a baseball card from a particular team and ask them to look at the card to discover what sort of information can be gathered from it and why that information is important. Have students share information with a partner and then as a class share why that information is important and what they learned about the team from the cards.

Prior Knowledge: (5 min.) Display pictures of Lewis, Clark, Sacajawea, Jefferson, Cameahwait, York, Seaman the dog, the Pacific Ocean, Missouri River, Snake River, Fort Clapsot, prairie dog, and maps of the Louisiana Purchase (these are only suggestions as there are many people and things to choose from). Have students look at the pictures and review what they know about the pictures. Have a discussion with students about some of the reasons each of these pictures were important to westward expansion. Have students make predictions about what the United States would be like today if Lewis and Clark would not have made the journey and Thomas Jefferson did not make the Louisiana Purchase.

Materials: Baseball cards

Books about Lewis and Clark

Computer access with web sites bookmarked

<http://www.u-s-history.com/pages/h3942.html> (Sacajawea)

http://www.edgate.com/lewisandclark/BIOs/BIO_W_Clark.html (Clark)

http://en.wikipedia.org/wiki/Meriwether_Lewis (Lewis)

<http://www.earlyamerica.com/earlyamerica/milestones/louisiana/> (Louisiana Purchase)

<http://en.wikipedia.org/wiki/Cameahwait> (Cameahwait)

<http://www.archives.gov/education/lessons/lewis-clark/> (Jefferson background)

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/lewisandclark/index.html> (primary sources and information about complete journey)

card stock

markers, crayons, colored pencils

Procedure:

1. Divide the class into groups and give each group one of the people or items previously shared to make a trading card about. Remind students of the information they discovered on their baseball trading card. Tell them they will be making a trading card in each group about the person or item they were assigned. Information on back of the card should include year and the importance to the exploration. Teacher may choose other information to be added.
2. Instruct each group to use the bookmarked web site and books made available to them to research the person and thing they were assigned and to discover information about the person or thing.
3. Give one piece of white cardstock and coloring materials to each group.
4. Instruct them to write the correct information on the back of their card and to illustrate something about their topic that will let others know what it is and how it is important to this time period.
5. Each group will share their card with the remainder of the class. As the groups share, students will record information on a small set of cards. In center time or for homework, students will put an appropriate picture on each card. These materials will be used as a resource in studying for the final assessment.

Independent Reading Assignment: (books to use for research)

Seaman's Journey by Patricia Reeder Eubank

How We Crossed the West – The Adventures of Lewis and Clark by Rosalyn Schanzer

Lewis and Clark and Me – A Dog's Tale by Laurie Myers

Lewis and Clark: Voyage of Discovery by Stephen E. Ambrose

Along the Trail with Lewis and Clark by Barbara Fifer

The Journals of Lewis and Clark by Bernard DeVoto (editor)

Undaunted Courage by Stephen E. Ambrose

The Adventures of Lewis and Clark by John Bakeless

Time, July 8, 2002

Closure: Students will pick one person or item that they would like to be like and share the reasons with a partner.

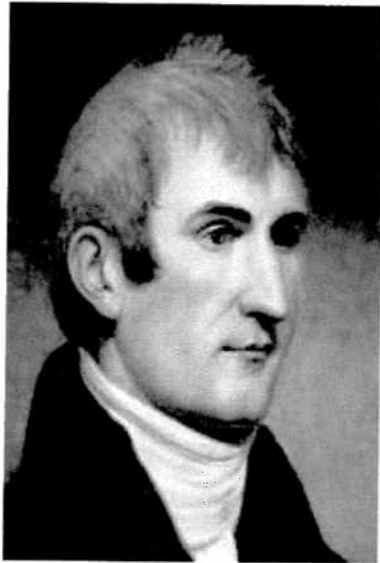
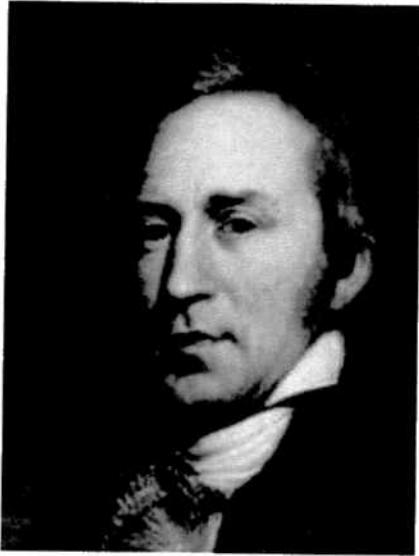
Assessment: Formative – Teacher observation of cards with correct information .

Rubric: NA

Special adaptations:

- Different level reading material
- Heterogeneous grouping
- Longer time to complete material
- Trading cards with pictures on them already

Sample Trading Cards to Use if Needed



Sacagawea	Lewis	Clark	York	Seaman	Prarie dog
c. 1788	August 18, 1774	August 1, 1770	Unknown	Newfoundland Dog	Native species of the plains
<p>Member of the Shoshone tribe.</p> <p>No actual images of her exist.</p> <p>Provided guidance and translation services for the expedition.</p>	<p>President Jefferson's private secretary.</p> <p>Chose Clark to accompany him on the expedition.</p> <p>Made governor of Louisiana in 1807.</p>	<p>Not as educated as Lewis, numerous spelling and grammar errors in his journals.</p> <p>In his later years was the Governor of the Missouri Territory.</p>	<p>Clark's "manservant" (slave.)</p> <p>York and Clark grew up together.</p> <p>Clark freed York after the expedition.</p>	<p>This is actually a good representation of what Seaman probably looked like.</p> <p>The all-black dog seen today was not a breed standard 200 years ago.</p>	<p>Fascinated the expedition members who attempted to capture one to send to President Jefferson.</p>

Lewis and Clark

Unit test

Circle the correct answer.

1. In what year did the Lewis and Clark Expedition begin?
 - a. 1803
 - b. 1949
 - c. 1798

2. Who sent Lewis and Clark on this expedition?
 - a. James Madison
 - b. Thomas Jefferson
 - c. Congress

3. How long did the expedition take?
 - a. About 3 months
 - b. About 3 years
 - c. About 3 weeks

4. How many original members were in the Corps of Discovery?
 - a. 200
 - b. 150
 - c. 33

5. What was the name of Clark's slave who accompanied him on the expedition?
 - a. Ben
 - b. Jerry
 - c. York

6. What type of dog was Seaman?
 - a. Poodle
 - b. Labrador
 - c. Newfoundland

7. How did the Louisiana Purchase affect the United States?

- a. It doubled our country's size and led to the settling of the west
 - b. It gave our country a new harbor on the Gulf of Mexico
 - c. It forced the British north
8. Sacajawea's role in the expedition was to
- a. Identify plants and food for the men to eat
 - b. Act as an interpreter
 - c. Be a peace symbol to other Native American tribes
 - d. All of the above
9. What goal of the expedition was **NOT** met?
- a. Find the source of the Missouri River
 - b. Establish good relations with the Native Americans
 - c. Find an all-water Northwest Passage
 - d. Draw accurate maps of the territory

Answer the following questions in complete sentences on notebook paper.

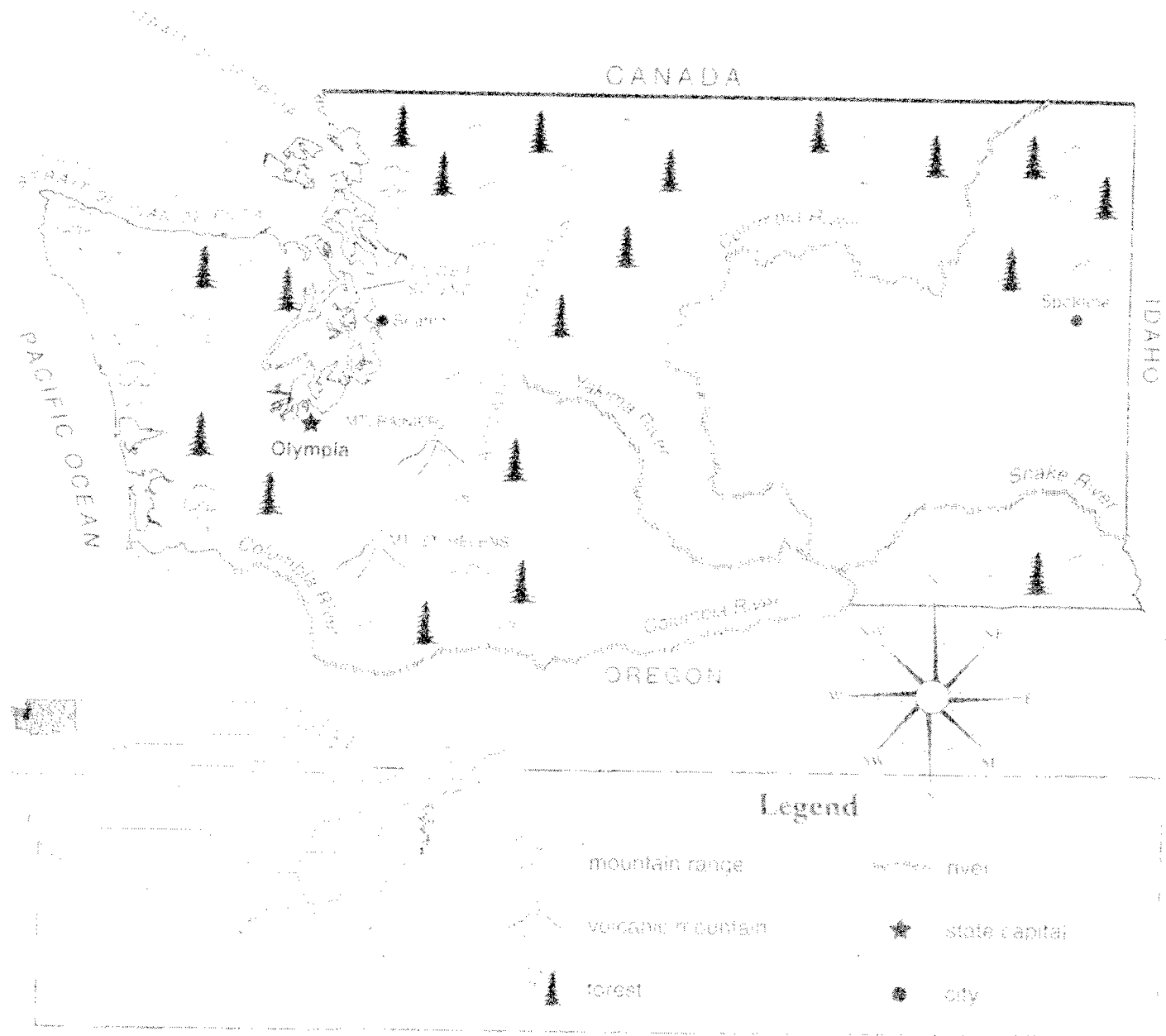
10. What, do you think, was the most important accomplishment of the expedition? Why?
11. Describe one of the problems Lewis and Clark faced during the trip. Tell how they solved the problem. Explain why or why not this was a good way to solve the problem.
12. Make a T-chart. Write 5 facts and 5 opinions about the Lewis and Clark Expedition.
13. Write a paragraph explaining why you feel the expedition was worth or was not worth all of the time and hardship the men on this expedition faced.
14. Imagine that you are Sacajawea, Lewis, or Clark. Write a journal entry describing your first view of the Pacific Ocean and how you felt when you saw

Assessment: Lewis and Clark Expedition

(answer page)

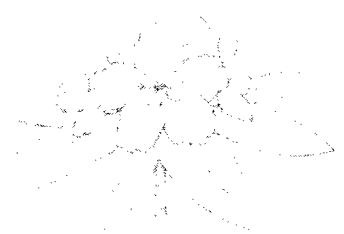
1. a
2. b
3. b
4. c
5. c
6. c
7. a
8. d
9. c
10. Answers will vary, but must be based on factual information about the Lewis and Clark Expedition.
11. Answers will vary, but may include the following: selecting and gathering supplies; selecting and training the men; transportation over geographic obstacles; relationships with Native Americans; wild animals; sickness; weather conditions.
12. Answers will vary
13. Answers will vary. Viewpoint must be based on factual information and include at least 3 supporting details.
14. Answers will vary

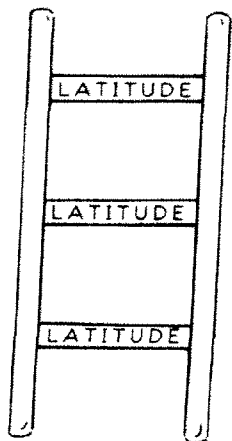
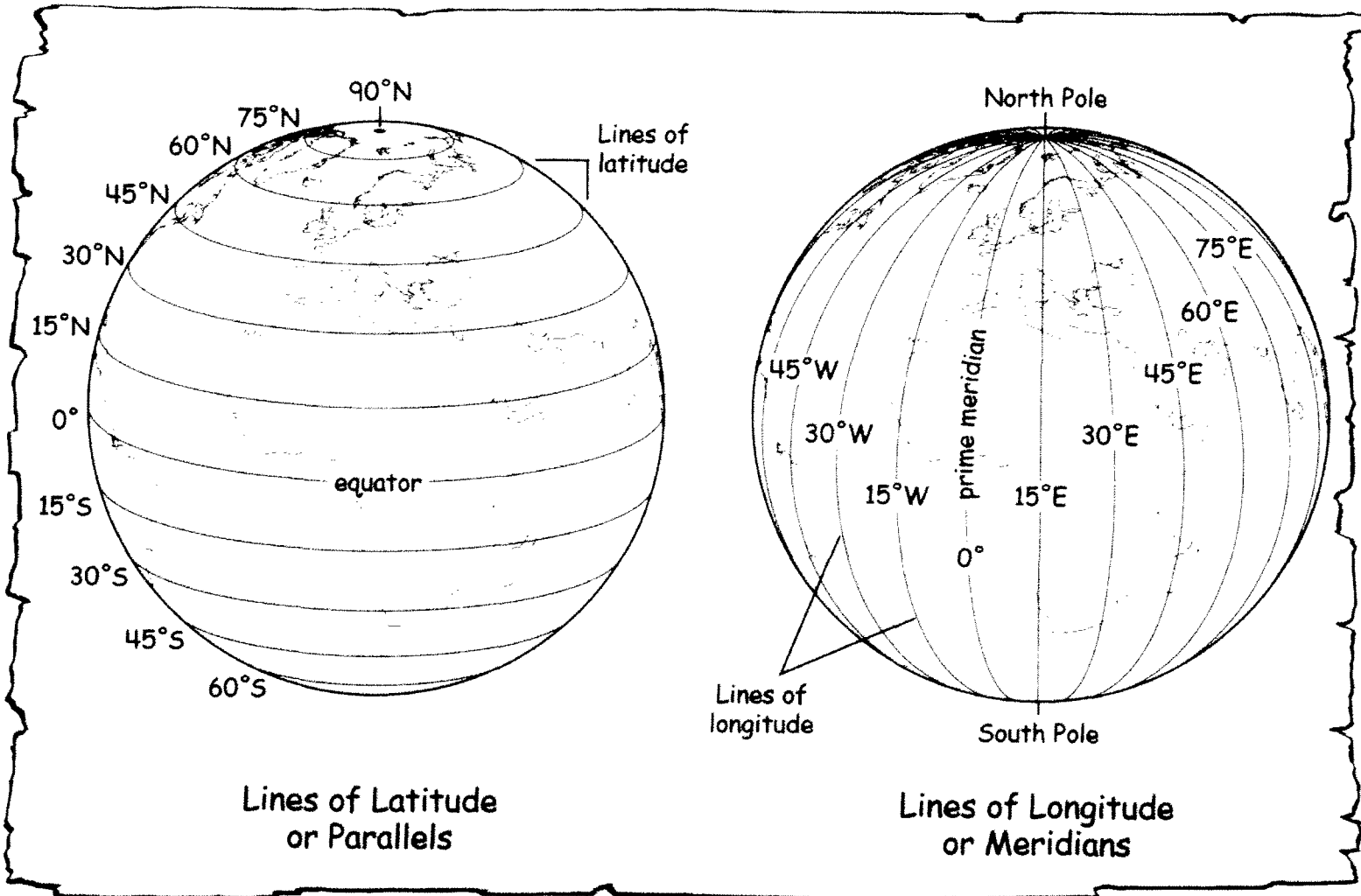
A Physical Map: Washington



Washington is called "The Evergreen State" because more than one-half of it is covered by forests. Washington is bordered by the Pacific Ocean and has several bays, harbors, straits, and the famous Puget Sound. Ships from all over the world dock at the ports such as Seattle and Olympia on the Puget Sound. Washington has one of the longest rivers in the United States—the Columbia River.

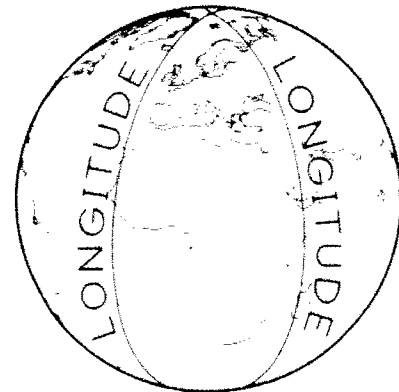
Washington also has two famous volcanic mountains—Mt. Rainier and Mt. St. Helens. Mount Rainier is the highest point in the state rising 14,410 feet (4,392 m). It remains an inactive volcano, but Mt. St. Helens is an active volcano that erupted violently in 1980 and has had several smaller eruptions since then.





The lines of latitude, which sounds like "ladder," lie like the rungs of a ladder.

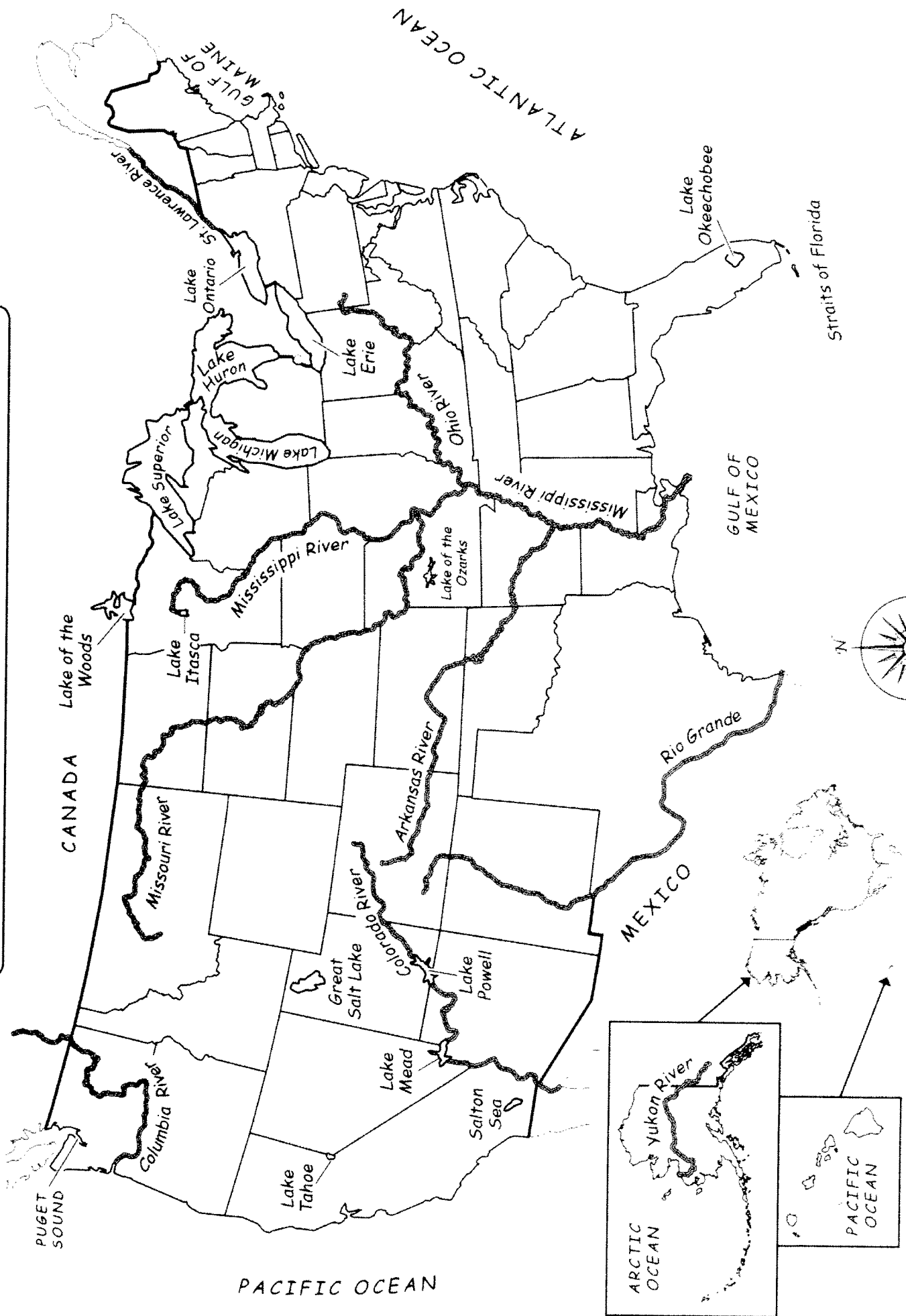
Here are two tricks to help you remember lines of latitude and longitude:



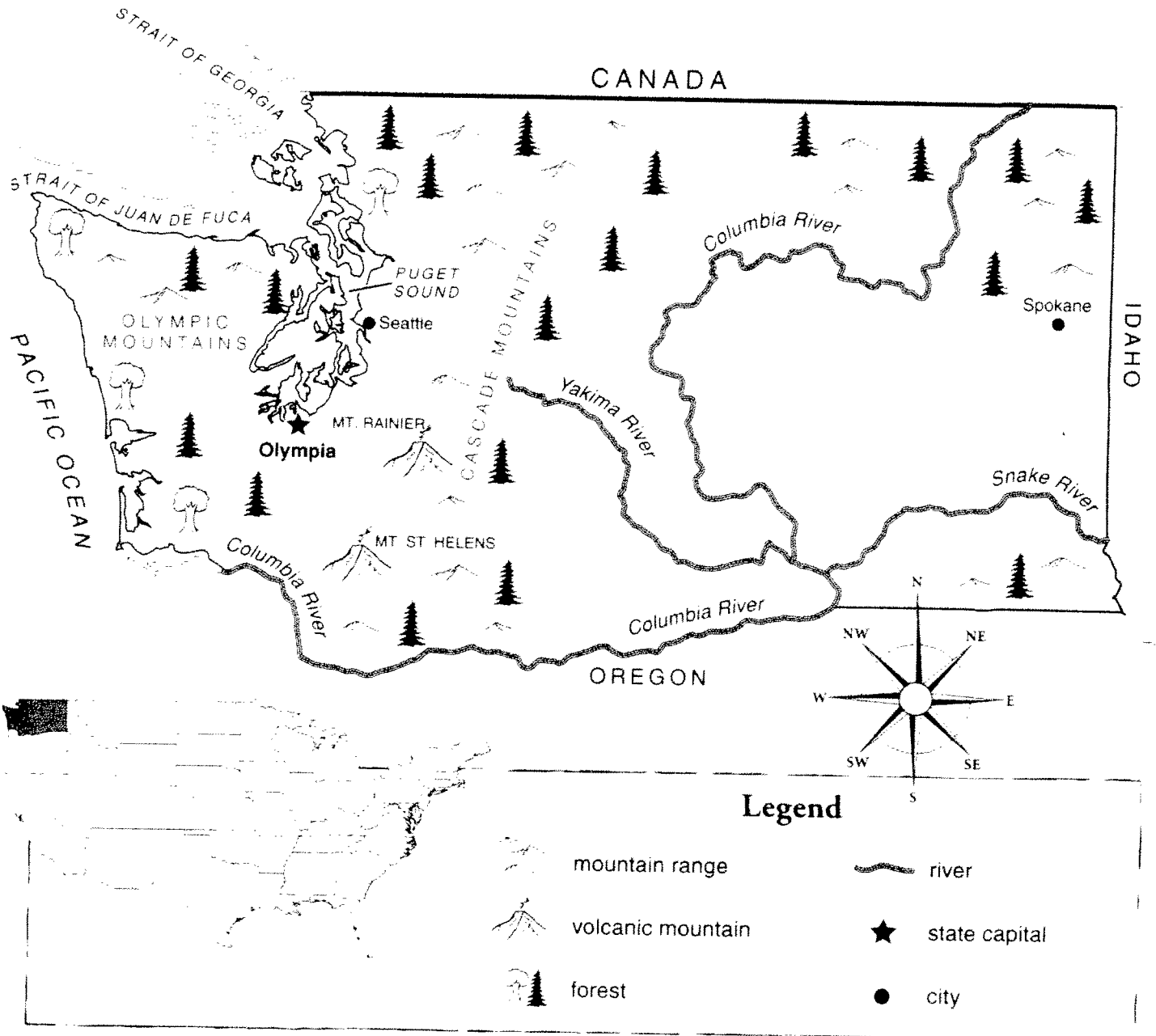
Longitude lines are long and all run from the North Pole to the South Pole.

Waterways of the United States

Name _____

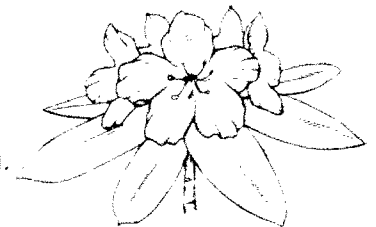


A Physical Map: Washington



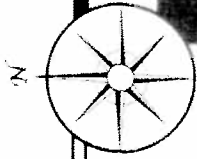
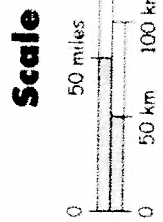
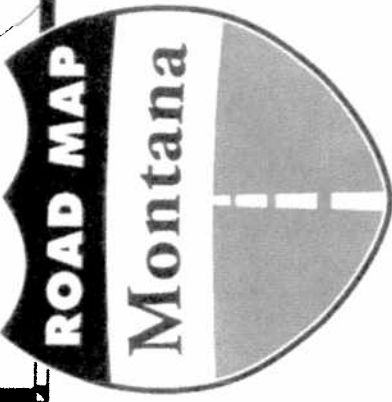
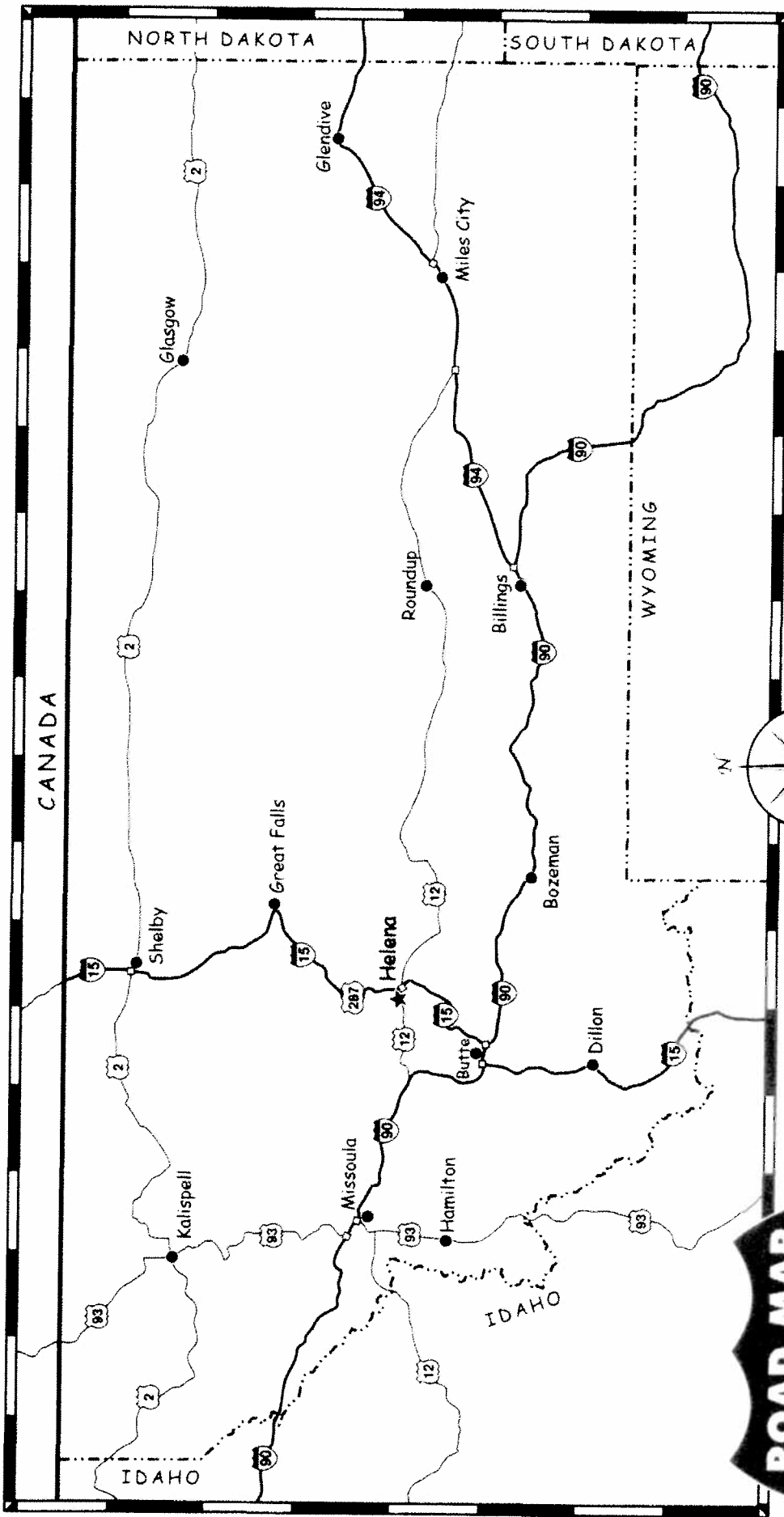
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Name _____

Road Map



Legend

- ★ capital
- city
- state border
- international border
- interstate highway
- U.S. highway
- highway interchange