

# Going on the Lewis and Clark Expedition

By Katie Bluhm

**Grade Level:** Fourth Grade

**Content Area:** Language Arts/ Social Studies

**Duration:** 1 hour for 3 days

## **Overview:**

Students will be going on the Lewis and Clark Expedition. They will be keeping a journal from a perspective of an explorer. They will also be creating a map of the trail that they took on their journey west.

## **Rationale:**

There is a lot more information to learn about The Lewis and Clark Expedition than just reading the information out of a textbook. By having the students go on the Library of Congress website they are researching the answers themselves. There are a lot of different maps for students to click on when planning out their journey. I think this lesson is engaging because instead of just having the information right in front of them they have to search around for it.

## **Objective:**

Students will be able to write in their journal about experiences that they learned from a perspective of Lewis or Clark.

Students will be able to recreate a map of where Lewis and Clark traveled.

## **State Goals:**

3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.

5.A.2b Organize and integrate information from a variety of sources e.g., books, interviews, library reference materials, web- sites, CD/ROMs.

16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.

## **IRA Goals:**

12.4 Select and evaluate instructional materials for literacy, including those that are technology-based

## **Materials:**

Computers, journals, blank map, worksheet, checklist

## **Procedure:**

1. Students will answer these questions in their journals. What kind of problems do you think you are going to encounter on the trail? What might you need to bring on your journey and why? What are some of your goals for this expedition?
2. Next students will be assigned a partner. They will begin their research by going to the Library of Congress Website <http://www.loc.gov/index.html> Then they will type in the search box 'Lewis and Clark Maps'
3. They will look at the different selection of maps that come up and then plan out the Lewis and Clark expedition on the blank map that will be printed out for them. (Attached at the end of this lesson plan).
4. Next the students will research Lewis and Clark on the Library of Congress website by clicking this [http://memory.loc.gov/learn//community/cc\\_lewisandclark.php](http://memory.loc.gov/learn//community/cc_lewisandclark.php)
5. Then students will answer the questions on the partner worksheet. (Attached at the end of this lesson plan).
6. Students will then write in their journals about their Lewis and Clark experience and a reflection of what they thought of the unit.

**Assessment:**

I will assess students by having a checklist for everything that they turn in. (Attached at the end of the lesson plan).

**Accommodation:**

The accommodation I will make is pairing students who are strong readers with students who are weaker readers. By doing this the student who is a weaker reader will not fall behind when reading through all the research. I will also have to walk around to these pairs to make sure that the stronger reader is not doing all the work and the weaker reader is helping out.

**Teaching Implications:**

The teacher needs to walk around to make sure that students are on task because being in front of a computer may distract them. The teacher might also have to help students when they are looking at the library of congress website. They might get confused or ended up going to the wrong place so the teacher should be walking around the whole time.



Names:

### Lewis and Clark Partner Worksheet

1. Who was the president that sent Lewis and Clark on the expedition?
2. In what year did the expedition begin?
3. What kind of supplies did Lewis and Clark bring on the expedition?
4. How many people went on the expedition with them?
5. Did any animals go on the expedition?
6. What did Lewis and Clark travel in?
7. What did Lewis and Clark live in?
8. What different Native American tribes did they encounter on the expedition?

9. What kind of weather did they have to travel through?

10. How many people died on the expedition?

11. When did the expedition end?

12. Write down the three most interesting facts that you found when researching the answers to these questions.

Name: \_\_\_\_\_

**Lewis and Clark Assignment Checklist:**

Map completed \_\_\_\_\_ 10 points  
Comments:

Map correct \_\_\_\_\_ 5 points  
Comments:

Partner work sheet \_\_\_\_\_ 20 points  
Comments:

Journal- Pre-research questions \_\_\_\_\_ 15 points  
Comments:

Journal- End Experience \_\_\_\_\_ 20 points  
Comments:

Total: \_\_\_\_\_ / 70 points