

TEACHING AMERICAN HISTORY PROJECT

Lesson Title: The Louisiana Purchase and Lewis & Clark Expedition – “Its Importance” from Carol Goulart

Grade: 7

Length of class period: 45 min for 5-7 days

Objectives:

- Understand the importance of the Louisiana Purchase
- Be able to describe the Lewis & Clark Expedition and its importance
- Know the effect of the expedition on the Native American tribes
- Use maps to describe the Westward Expansion

Materials:

- History Alive text
- America Will Be (supplemental text)
- <http://www.pbs.org/lewisandclark/>
- <http://teacher.scholastic.com/products/instructor/lewisandclark.htm>
- <http://www.pbs.org/lewisandclark/native/index.html>
- http://www.mce.k12tn.net/indians/navigation/native_american_chart.htm
- <http://falcon.jmu.edu/~ramseyil/native.htm>
- The Era of Expansion & Reform J. Weston Walch Publisher
- U.S. History Maps Mark Twain Media
- Westward Expansion; Using Primary Sources and the Internet Social Studies School Service

Activities:

- Group reading and discussion of the text. Day 1
- Research and oral presentation of a “Footsteps West”
- Map activities. Day 2 – Study the expedition, brainstorm
- History Alive Preview 1 activity
- History Alive Reading Notes 16
- PBS Lewis & Clark DVD
- Reading of Lewis & Clark’s journal entries
- Maintain a binder of all work
- Internet scavenger hunt

Day One

Open class by passing out the worksheet Preview 16; Analyzing the Folk Song “Sweet Betsy From Pike”. Go over the preview questions then play Track 7 of the CD and have the students follow the lyrics printed on the back of the preview sheet. Have them answer the questions. Show transparency 16A and have students identify features in the painting that are mentioned in the song.

Open books to chapter 16 and preview the chapter and vocabulary in teal print. Read and discuss section 16.1

Day Two

Read section 16.2 on Lewis & Clark's expedition. Look at the map p. 218, Geography Challenge. Discuss map and have them brainstorm the answers to the questions by table. Choose a speaker for each group to present the answer to the questions. Pass out worksheet Lewis & Clark; The Observations. Assign this for homework.

Day Three

Correct and collect homework. Review the map p. 218. Then assign one of the 6 images on page 219 to each table. Have them match it to the corresponding letter on the map. Give the groups 5-10 minutes to brainstorm what the expedition might have experienced on that day. Explain groups should use the image, date, journal excerpts and map to guide their brainstorming.

After brainstorming explain each group member is to write a journal entry for one day of the expedition. The journal entry must:

- Be dated
- Be written from the perspective of one of the expedition members
- Include the actual journal excerpts

Day Four

Have group members read their journal entries aloud to their group and have the members listen to see that all criteria are included. Have volunteers read their entries to the class. Finish final draft of journal entry.

Mapping activity on the Louisiana Purchase. They may work in pairs, but must each do the assignment. Use their texts and worksheets to help them. Tell them there will be a test on Lewis & Clark and the Louisiana Purchase in four days.

Assessment:

The following assessment strategies will be used to determine the extent to which each student was able to reach the outcome:

- Homework completion
- Class participation
- Teacher observation
- Chapter test
- Oral and written presentation

Connecticut Framework Performance Standard:

- Students will develop historical thinking skills
- Interpreting data in historical maps
- Use primary source documents