

Explorations of Lewis and Clark

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Explorations of Lewis and Clark
American History and Language Arts

Intended Grade Level: 7 and 8

Description: Working in groups of two or three, students will create a report based on a single incident, place or group of people encountered by the Corps of Discovery during their 1804-1806 exploration of the Louisiana Purchase and route to the Pacific Ocean.

Options include:

- ✍ You are Lewis or Clark. Write a report back to President Jefferson regarding incident, place or group of people encountered. Possible information to include:
 - ✍ Description of location
 - ✍ Description of peoples and/or wildlife
 - ✍ Description of incidents and action taken
 - ✍ Any expenditures or loss of equipment
 - ✍ State of supplies
 - ✍ Morale of men
 - ✍ Planned course of action for the future
- ✍ You are a member of the Corps of Discovery. Write a report to President Jefferson regarding incident, place or group of people encountered. Possible information to include:
 - ✍ All of the above
 - ✍ Assessment of the leadership of Lewis and Clark

Faith Integration: One of the options for this activity has a faith component, which has to do with witnessing.

- ✍ You are a Christian member of the Corp of Discovery. Your major interest on this trip is to scout the potential for missions in these areas. Choose a Native American tribe encountered by the expedition (e.g. Nez Perce, Shoshone, Mandan) and write a report to your church seeking sponsorship for a mission. Information to include:
 - ✍ Description of people and customs

- ✍ Area in which tribe is located
- ✍ Circumstances surrounding your interaction with the particular tribe that might effect witnessing efforts
- ✍ Approach you plan to take in order to present Christ to these people

Multiple Intelligences: In order to capitalize on the unique strengths of all of the students and increase the interest level, I have tried to incorporate as many of the multiple intelligences as possible. They include:

- ✍ Linguistic Intelligence – a written report is required, which must be in character.
- ✍ Logical Intelligence – while charts are not required, reasoning must be used in taking information and using and applying it in an original way. (Particularly with the faith component)
- ✍ Spatial Intelligence – the report is to contain pictures and maps. These must be arranged in a pleasing manner.
- ✍ Bodily-kinesthetic Intelligence – the actual use of the computer incorporates this strength.
- ✍ Interpersonal Intelligence – the students are to work in groups. They are also making an assessment of Lewis and Clark and the men of the Corps.
- ✍ Intrapersonal Intelligence – as the students may choose between three options, they will be using this intelligence.
- ✍ Naturalist Intelligence – nature and the natural world are an integral part of the expedition of Lewis and Clark. They will be seeing it through the eyes of these explorers who encountered plants and animals for the first time.

Curriculum Benchmarks:

- ✍ Students will exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse
- ✍ Use content specific tools, software and simulations
- ✍ Design, develop, and present products using technology resources

Taken from the National Educational Technology Standards Project website (<http://cnets.iste.org>)

Materials/Hardware/Software: The students will be doing research over the internet. Microsoft Word, Excell, programs in order to produce the report and research materials.

Partial List of Research Materials:

- ✍ Video of Ken Burns/PBS production: “Lewis and Clark”
- ✍ www.sierraclub.org/lewisandclark
- ✍ www.pbs.org/lewisandclark
- ✍ www.lewis-clark.org/index.htm
- ✍ www.lewisandclarkjournals.unl.edu
- ✍ will also include books and journal articles available at local public library, school library or privately (e.g. National Geographic, American Heritage, American History Illustrated)

Teacher Preparation:

- ✍ Provide students with an overview of the explorations of Lewis and Clark
- ✍ Provide students with examples of report writing and provide practice
- ✍ Familiarize myself with all equipment (hardware and software) to be used in the creation of this report (to be done this summer before school starts)
- ✍ Secure blocks of time in the computer lab in order to do research and create report
- ✍ Create project information and guidelines to give to the students to include deadlines
- ✍ Provide guidance and support throughout the project

Student Preparation:

- ✍ Knowledge of proper use of the internet
- ✍ Knowledge of how to produce an outline and bibliography
- ✍ Knowledge of how to save materials onto diskette, cut and paste pictures from websites, word processing

Activities/Procedures:

- ✍ Organize into groups of two or three
- ✍ Choose roles for each member of the group (each member should take part in all aspects of the project)
 - ✍ Head of research
 - ✍ Head of report content (writing the report)
 - ✍ Head of report creation (technical aspects)
- ✍ Use allotted class time and time in computer lab to complete project
- ✍ Submit report outline and bibliography (week 1)
- ✍ Submit rough draft of report content (week 2)
- ✍ Submit final project (week 3)

Assessment/Evaluation:

At the start of this group project a list of the three grading criteria will be given to the students. They are as follows:

CRITERION #1

As I am scheduling this project near the beginning of the year (October), I will be assuming that the students have very limited experience in researching and creating a project of this type. In order to ensure the greatest success possible, the process of creating the report will be viewed as almost of equal value as the end product. Therefore preliminary work must be turned in by the specified due date (before the final project due date). Each member of the group will receive either five points for having turned in the preliminary work by the date due. For each day the work is late, one point will be deducted. No points will be awarded for work more than four days late. The work will be given back as soon as possible with the proper suggestions and guidance for completing the project.

Preliminary Work	Points	Date Due
Outline	5	TBA
Bibliography	5	TBA
Rough Draft	5	TBA

Total Points Possible – 15

CRITERION #2

For the final project, I will be grading according to the following rubric which will have been provided to the students. Again, each member of the group will receive the same score. Projects that are turned in late will be subject to automatic deductions as follows:

Days Overdue	Points Awarded
1 Day	80% of Final Point Total
2 Days	60% of Final Point Total
3 Days	40% of Final Point Total
4 Days	20% of Final Point Total
5 Days	No Points Awarded

The following is the rubric for the final project. Points are awarded in five categories, with four levels of competency.

	5	4	3	2/1	Total
Factual Content	The information included is accurate and relevant, comes from highly reliable sources (primary), and includes all required items.	Most of the information included is accurate and relevant, comes from reliable sources (secondary and primary), and includes most of the required items.	Some of the information is accurate and relevant, quality of sources is questionable, and includes only some of the required items.	Most of the information is not accurate or relevant, does not come from reliable sources, and includes few if any of the required items.	
Creativity and Style	Written content completely remains in character (Lewis, Clark or other member of Corps), applies factual information in an original manner, and conforms to report standard.	Written content mostly remains in character, applies factual information in a mostly original manner, and for the most part conforms to report standard	Written content is sometimes in character, applies information in an original manner sparingly, and only somewhat conforms to report standard.	Written content does not remain in character, does not apply information in an original manner, and does not conform to report standard.	
Mechanics	Presentation has no spelling and/or grammatical errors.	Presentation has very minimal (3 or less) spelling and/or grammatical errors.	Presentation has some (4 or 5) spelling and/or grammatical errors.	Presentation has a number of spelling and/or grammatical errors.	
Maps/Pictures	Appropriate and relevant maps and	Maps and pictures are included in	A limited amount of maps and	There are no maps or pictures	

	pictures are included in the report.	the report. Not all are completely relevant or appropriate.	pictures are included in the report. They only relate to the report in an abstract way.	included in the report, or the ones included are not relevant or appropriate	
Organization and Overall Presentation	The overall appearance of the report is neat and attractive. (Appropriate fonts and margins are used.) Maps and pictures placed throughout the report add to its overall appearance.	The overall appearance of the report is adequate. Maps and pictures placed throughout the report neither detract nor add to its overall appearance.	The overall appearance of the report is barely adequate. Appropriate fonts and margins are not really observed. Pictures and maps detract somewhat from the overall appearance.	The overall appearance of the report is not attractive. Maps and pictures when used are placed in a cluttered, disruptive manner.	

Total Points Possible – 25

CRITERION #3

The last element of assessment is based on self and peer evaluations. Each student will be awarding themselves and the members of their group a score based on their participation. I will then average all the scores given for an individual and award those points. This is the only area in which the students within a group can be awarded different points.

	5	4	3	2/1	Total
Self and Peer Evaluation Criteria	Participated fully in the creation of the report. Completely fulfilled their role within the group. Stayed on	Participated fully in the creation of the report. Adequately fulfilled their role within the group. Mostly	Participated in the creation of the report. Did not adequately fulfill their role within the group. Only	Did not really participate in the creation of the report. Did not fulfill their role within the group.	

	task and made significant contributions to the group project.	stayed on task and contributed to the group project.	somewhat stayed on task and contributed to the group project.	Did not stay on task nor contribute to the group project.	
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Total Points Possible – 5

Total Project Points Possible – 45

Follow-up Activities: Possible follow-up activities could include map making or camping/canoe trip (as per PBS website suggestions). With the faith component, a good follow-up activity would be to see what interaction the Adventist Church has had with the particular Native American groups first encountered by the Corps of Discovery.