

Learning Activity Template

Title: Lewis and Clark Expedition

Curriculum: U. S. History

Grade-Level Span: Grades 9 thru 12

PURPOSE:

Students will demonstrate knowledge of the early nation and how territorial expansion impacted relations with Native Americans and its effect on the country's subsequent future foreign relations and policies.

DESCRIPTION:

Students will be involved in activities that will provide a sound understanding of the realization of what Lewis and Clark endured and created in order to enable future American expansion.

ACTIVITIES	CURRICULUM STANDARDS	NETS PERFORMANCE INDICATORS
Student pack of supplies – Students need to research what supplies were taken on the Lewis and Clark expedition and create a pack of their own using these items and explain why these items were important to the success of the expedition.	The student will apply research skills by investigating a topic in U. S. History.	2, 3, 5 & 6
Prepare photo album – Students create a picture portfolio (electronic or other) of expeditionary experiences and events.	The student will apply research skills by investigating a topic in U. S. History.	1, 2, 3 & 5
Video interview – Students will create a video portraying Lewis and Clark in an interview of their journey as if it were a current news event.	The student will apply research skills by investigating a topic in U. S. History.	1, 2, 3 & 4
Map identifying Native American group regions – Students will research and create a map of Native American tribes and their geographical locations in relation to the routes that Lewis and Clark took on their journey to and from the west coast.	The student will apply research skills by investigating a topic in U. S. History.	1, 2, 3 & 5

<p>Letter to President Jefferson – After watching a film on the Lewis and Clark journey, students will write a letter explaining life and the successful and failed experiences of the expedition</p>	<p>Student will demonstrate knowledge of the early republic and how territorial expansion affected foreign relations.</p>	<p>1,3 & 5</p>
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TOOLS AND RESOURCES:

(List all Web sites, specific software and hardware, and other needs.)

Students will use a variety of materials and technology in order to fulfill the requirements of the activities. The following tools and resources include: computers, digital cameras or recorders, media players, CD-Roms, the internet, encyclopedias, books and other such materials.

ASSESSMENT:

(How will you assess the students’ learning? If you have a rubric, record it here. Be as specific as possible.)

Rubric is available for each activity from George Olson.

CREDITS (INCLUDING CONTACT INFORMATION):

(Record the names and e-mail addresses, if possible, of those who contributed to the development of this learning activity.)

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COMMENTS:

(Have you taught this learning activity before? What are the great ah ha’s/experiences you had?)

Yes. Students were highly engaged in the activities which were easily adapted for students with differing levels of ability.

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