



LEWIS & CLARK

A Simulation of the Corps of Discovery

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STANDARDS

LEWIS & CLARK

The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. Teachers who choose LEWIS & CLARK will find it is a standards-based program addressing National History and Language Arts Standards. The content and skills presented in this unit are the targets of most state frameworks for American history, mapping skills, and writing. This simulation provides many opportunities for performance assessment as students follow the path of the Lewis and Clark expedition, write journal entries, and complete a variety of tasks as a member of their own Corps of Discovery. Completed classwork and tasks determine how many expedition miles Corps earn or penalty cards they must endure. Applied Learning Standards are addressed throughout, especially when students must decide as a group the solution to actual dilemmas that the original expedition faced.

National Standards for History

Standards in Historical Thinking

Standard 1: Chronological Thinking

The student is able to:

Establish temporal order in constructing historical narratives of his own.

Interpret data presented in timelines.

Standard 2: Historical Comprehension

The student comprehends a variety of historical sources. The student is able to:

Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.

Read historical narratives imaginatively.

Draw upon data in historical maps

Standard 3: Historical Analysis and Interpretation

The student engages in historical analysis and interpretation. The student is able to:

Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.

Consider multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.

Standard 5: Historical Issues Analysis and Decision Making

The student engages in historical issues analysis and decision making. The student is able to:

Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

STANDARDS

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United States History Standards

Era 4: Expansion and Reform (1801–1861)

Standard 1A: The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

NCTE Standards for the English Language Arts

Standard 1: Students read a wide range of print and non-print texts to build an understanding of text, of themselves, and of the cultures of the United States and the world, to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound letter correspondence, sentence structure, context, graphics).

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate with different audiences for a variety of purposes.

Standards 6: Students apply knowledge of language structure, language conventions (e.g., spelling and pronunciation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Standard 8: Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

California Applied Learning Standards

Standard 6. Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8. Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

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LEWIS & CLARK

Meriwether Lewis, William Clark, and their fellow explorers traveled a unique adventure. When President Jefferson commissioned Lewis as Captain of the expedition, he wrote:

“The object of your mission is to explore the Missouri river, & such principal stream of it, as, by its course and communication with the waters of the Pacific ocean, whether the Columbia, Oregon, Colorado or any other river may offer the most direct & practicable water communication across this continent for the purposes of commerce.”

They called themselves the Corps of Discovery and discover they did! Lewis and Clark catalogued more findings on this epic journey than any explorers before them.

In this unit, students form Corps groups to simulate travel along the Missouri and Columbia Rivers to the Pacific Ocean. Through this simulated expedition, your students will experience the following:

Knowledge

- Purpose of the expedition
- Geographical knowledge of North America 1803–1806
- Lewis and Clark’s route to the Pacific Ocean
- Obstacles that Lewis and Clark faced
- Location and names of the multiple rivers, mountain ranges, valleys, and other important landmarks
- Location and names of the present-day states through which the expedition passed
- The politics involved in the Louisiana Purchase
- Sacagawea’s contributions to the journey
- Historical significance and contribution of Clark’s journals to American History and biology
- Some of the many discoveries the crew made: plants, animals, geographical landmarks, rivers, and streams
- Biographical information regarding Meriwether Lewis, William Clark, and several of the other members of the crew
- Interesting facts about Thomas Jefferson, his life, and political career

PURPOSE

PURPOSE

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PURPOSE

Skills

- Identifying and defining new vocabulary words using expository text
- Reading directions and writing questions based on the information presented
- Plotting the latitude and longitude of any given location
- Writing creatively, describing real or imaginary incidences that are historically accurate
- Working with limited supervision
- Listening and responding to Daily Dilemmas
- Journal writing
- Recording data in a log
- Using the Internet to acquire useful information
- Presenting projects orally to the class

Attitudes

- Understanding the importance of Lewis and Clark's journey
- Appreciating the luck involved and the chances they took
- Valuing teamwork
- Appreciating how a positive attitude helps goal attainment
- Respecting a leader and the choices he/she makes
- Understanding the benefits of researching and exploring the unknown
- Appreciating the importance of communication and record keeping
- Valuing the impact of the human spirit

LEWIS & CLARK

In LEWIS & CLARK, students work through three discrete phases: Preparation, Expedition, and Culmination. Through their work in cooperative “Corps,” students learn about the history of the Northwest Passage and westward exploration circa 1803–1806.

Preparation (three class periods) sets the stage for a successful expedition. Students take a Pre-Test to assess their knowledge of the Lewis and Clark journey. They develop vocabulary relevant to the expedition. Students read the rules and responsibilities for the actual simulation and play a comprehension game to check their understanding of these important procedures. Students then learn about latitude, longitude, and other critical map skills before setting off on their own journeys westward.

In the **Expedition** phase (flexible timing, eight or more class periods), students actually simulate the explorers’ roles. Students rotate responsibilities each day, working as either the Captain, the Journal Writer, the Interpreter, or a Private. The Corps teams complete their tasks and hear a real-life dilemma faced by Lewis and Clark that they address in their journal entry. Students earn Expedition Cards for completed assignments, distributed during the following class period. Their ultimate goal? To be the first Corps to reach the Pacific Ocean and Fort Clatsop! Hard work combined with good fortune keep students motivated.

Phase Three, **Culmination** (flexible timing, from one to three hours) wraps up the unit, assesses student learning, and celebrates your students’ accomplishments. A variety of extension activities allow your students to showcase their Corps Tasks. A Presidential Welcome-Home rewards the returning heroes for an incredible feat of bravery and discovery.

Corps Tasks found on the Task Cards provide diverse activities that address standards across the curriculum. These tasks allow for student choice, enhancing enthusiasm and excitement for learning. You may easily adapt these activities to fit a wide range of grade and skill levels. This simulation provides easy to follow guidelines and also allows the students great freedom to choose activities of interest to them.

OVERVIEW



UNIT TIME CHART

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Preparation			Expedition	
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Introduction • PRE-TEST • VOCABULARY VOYAGE	Rules and Procedures • KNOW BEFORE YOU GO! RULES • KNOW BEFORE YOU GO! QUESTIONS	Map Skills and Expedition Readings • LEWIS & CLARK MAP • LATITUDE AND LONGITUDE CHALLENGE • MODEL CAPTAIN'S LOG • Corps Folders	Beginning the Expedition • Corps Folders • Journals • PIROGUES	Continuing the Expedition
Expedition				
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Continuing the Expedition	Continuing the Expedition	Continuing the Expedition	Continuing the Expedition	Continuing the Expedition
Expedition		Culmination		
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
Continuing the Expedition	Ending the Expedition	• Fort Clatsop Quiz Game • POST-TEST • Oral Presentations • Welcome Home • Debriefing	Continue Culmination Activities	Continue Culmination Activities

ASSESSMENT

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This unit provides numerous opportunities for student assessment across the curriculum as well as in a variety of specific skill areas.

The following areas correspond with particular Corps Tasks and offer opportunities for project assessment:

Astronomy - Latitude Finder and Bearing Board.

Cartography - Map of 1803, Native American Tribe Map, and Latitude and Longitude.

Deductive Reasoning - Coded Message, Utility Pouch, and Equip an Expedition.

Ethnography - Sacagawea, Native American Tribe Map, Expedition Clothing, Biography, and President Jefferson.

Expository Text as a Resource - Sacagawea and Seaman the Newfoundland Dog.

Fine Motor Skills - Monticello, Utility Pouch, Flag of 1795, Decorated Animal Skin, Beadwork, Rainstick, Latitude Finder, Bearing Board, Pirogue/Keelboat, and Fort Mandan and Fort Clatsop.

Formulating Questions - Sacagawea

Geometry - Latitude Finder and Bearing Board.

Public Speaking - Poem or Song, Sign Language, Speech to Congress, and Equip an Expedition.

Reading Comprehension - All Corps Tasks.

Research Skills - Speech to Congress, Equip an Expedition, Biography, Louisiana Purchase Editorial, President Jefferson, Sacagawea, Poem or Song, Pirogue/Keelboat, Expedition Clothing, Seaman the Newfoundland Dog, Plants and Animals, Fort Mandan and Fort Clatsop, Monticello, Timeline, Map of 1803, and Native American Tribe Map.

Science of Taxonomy - Plants and Animals.

ASSESSMENT

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Spatial Perspective - Pirogue/Keelboat and Fort Mandan and Fort Clatsop.

U.S. Geography - Louisiana Purchase Editorial, Map of 1803, Native American Tribe Map, Monticello, and Latitude and Longitude.

Writing Skills - Speech to Congress (*Persuasive*), Louisiana Purchase Editorial (*Persuasive*), Poem or Song (*Creative*), Fort Mandan and Fort Clatsop (*Descriptive*), Pirogue/Keelboat (*Descriptive*), Plants and Animals (*Descriptive*), Seaman the Newfoundland Dog (*Descriptive*), Monticello (*Descriptive*), Clothing (*Descriptive*), Equip an Expedition (*Descriptive*), Biography (*Paraphrasing*), and President Jefferson (*Paraphrasing*).

Additionally, use the Journal Rubric to assess students' responses to the Daily Dilemmas.

DAILY DIRECTIONS

PHASE ONE: PREPARATION

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One Hour



DAY ONE: INTRODUCTION

Objectives

- Introduce the purpose and process of simulations
- Assess students' background knowledge of Lewis and Clark's Corps of Discovery
- Begin research on the Corps of Discovery
- Increase vocabulary relevant to the expedition

Materials

- Student Resources (books, websites, maps, etc.) — *as many as possible*
- Student Dictionaries — *class set*
- PRE-TEST — *class set*
- VOCABULARY VOYAGE — *class set*

Procedure

1. Ask the students to define the word *simulation*. Depending on their prior experience, they may need direction. Most will know from playing computer games what it means to “*simulate*” something. After they share their answers, describe the Lewis and Clark simulation by briefly introducing the journey with the information below:

Read or Tell:

Meriwether Lewis and William Clark were two brave men who ventured across the unknown North American continent. They journeyed with a crew of 32 members including themselves. One woman accompanied these brave men; her name was Sacagawea. President Jefferson arranged for them to make the expedition to find an all-water route to the Pacific Ocean and to explore land purchased from France in a deal called the Louisiana Purchase. No one had ever traveled the way they were to travel.

DAILY DIRECTIONS PHASE ONE: PREPARATION

LEWIS & CLARK

2. Continue explaining that students will form groups called *Corps* and they will participate in challenges and activities similar to those of Lewis and Clark's Corps of Discovery. Through completing their daily responsibilities, students earn Expedition Cards to travel westward across the continent.
3. Tell the students that you are interested in finding out what they know about Lewis and Clark. Distribute the PRE-TEST. Give ample time for students to complete this initial assessment.
4. Collect the PRE-TEST and tell the students the test will be returned the next class period. Later in the simulation, students may research the correct answers for a Corps Task if they choose.
5. **Answer Key:** PRE-TEST

- | | |
|--|---|
| 1. To find the Northwest Passage, an all-water route to the Pacific Ocean; to explore the land of the Louisiana Purchase | 11. Jean-Baptiste (nicknamed Pomp) |
| 2. Meriwether Lewis; William Clark | 12. Newfoundland dog; Seaman |
| 3. Thomas Jefferson | 13. One of the following: peace medals, liquor, tobacco, tassels, burning glasses, small bells, glass beads, silk handkerchiefs |
| 4. Two years, four months | 14. Nez Perce |
| 5. Louisiana; Louisiana Territory (Louisiana Purchase) | 15. One of the following: beaver, bear, buffalo, horse, antelope, deer, etc. |
| 6. Missouri River | 16. Pirogues, dugout canoes, keelboats |
| 7. Camp Wood, Illinois (near St. Louis, Missouri) | 17. Fort Clatsop |
| 8. Secretary to President Jefferson | 18. One of the following: mosquitoes, fleas, or ticks |
| 9. One; York | 19. Monticello |
| 10. Sacagawea; 14 or 15 years old | 20. Answers will vary |



You may correct the Pre-Test together in class.



DAILY DIRECTIONS

PHASE ONE: PREPARATION

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The vocabulary and spelling were very different two hundred years ago.

Students do not actually draw these cards today; keep track of how many cards each Corps earned and allocate appropriately in Phase Two: Day One.

6. Distribute or provide the resource books and give students time to explore the information. Explain that they will come across many words that are new to them. Ask them if they know why; accept all answers.
7. Tell students they must find one word (or more!) from these resources, related to Lewis and Clark's expedition, that they do not know. They must then define it and research its use. Distribute VOCABULARY VOYAGE.
8. Allow time for students to complete the activity.
9. Collect VOCABULARY VOYAGE. You may award an Expedition Card to each student who completes this activity to your expectations; wait to distribute these cards until the simulation begins in Phase Two.
10. Briefly discuss the purpose of the simulation, how long it will last, and some of the tasks the students will complete. Tell students that during the next lesson they will review the Student Guide and the simulation rules, roles, and responsibilities in greater detail.