Day 2 - Exploring with Lewis and Clark

Grade Level: 8th Grade

Subject Area: US History

Materials Needed: Maps, Measurement sheet, Blank Maps, books for the excerpts, journal of Lewis and Clark

Standards:

8.1.2 Use various primary and secondary resources (e.g. historical maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines specific to North Dakota) to analyze, and interpret information

8.2.11 Explain the significance of key events (e.g. settlement and homesteading, statehood, reservations) and people (e.g. Roughrider Recipients) in North Dakota and tribal history

Objectives:

Students will be able to-

1. Exercise map skills
2. Acquire interpersonal skills through collaboration
3. Recognize how culture can influence people’s way of life

Learning Activities:

* To get my students into the mood of the classroom, my attention grabber can be the parody found in <https://www.youtube.com/watch?v=NB1GQRVG9Fc> about the Lewis and Clark Expedition.  It is a parody set to one of the current popular dance tunes, “Gangum Style.” (Musical)
* I will have the students get into groups to incorporate movement. (Bodily/Kinesthetic)
* In those groups, my students will have a map on which they will put together a representation of the journey of Lewis and Clark to the best of their ability. (Interpersonal)
  + Before they begin mapping it out, I will show them the following animated map: <https://www.youtube.com/watch?v=vkeOkEkmbE8>.
  + During this activity, I will try to use an Active Board to map the different places out with them.
  + In addition, I will read excerpts from the actual journal of Lewis and Clark while they map out a certain part of the journey:  <http://www.pbs.org/lewisandclark/archive/idx_time.html>. I could also use other books or journals. For example, I could read a selection from the book, *Sacagawea* in the Childhood of Famous Americans series when the students have mapped all the way to Mandan in North Dakota.   Another example could be from the Dear America book, *Journal of Augustus Pelletier: The Lewis and Clark Expedition, 1804*. (Verbal/Linguistic) Through these short selections, I give my students a sense of how the climate or the culture of the different Native Americans affected the journey of Lewis and Clark.
  + The mapping will include main points on the Lewis and Clark Expedition: Missouri, Mandan village, Continental Divide (explain this), the Falls in Montana, Shoshoni meeting, Fort Clatsop, the split journeys of Lewis and Clark on the way back, and when the two different parties meet up again
* Upon finishing the map, I will help them compare it to an actual map. I will also replay the animated map.
* I’ll replay the “Gangum Style” parody.
* At the end of the class, I would have my students give me an exit slip of what at least 2 new things of what they learned.  Before writing them down, I would have my students do a whip-around about what they learned during the class.

Assessments: Collaboration participation (Interpersonal), Maps (Visual/Spatial), Exit slips, Whip-Around (Verbal/Linguistic)

Reflection: *(this used to be Day 1)*

*(taught this during a full teach in EDU 421. Feedback notes that I mentally had:*

* *Replay “Gangum style”*
* *Play the 30sec youtube map first before the Map activity*
* *Make comparisons*
* *Need to have a structure in mind for collaboration*
* *Have an essential question?*
* *Pick up the pacing*
* *Need to walk around and listen to the groups on their eye level*
* *Use the marker on the Active Board*
* *Don’t mention the “Sioux” term conflict*
* *Engage students with questions (good probing question: why?)*
* *Have humor, be excited, be confident*
* *Don’t go too into depth about the Sacajawea*
* *What they learned – for the exit slip)*