Lewis and Clark Unit Plan

1. **Descriptive Characteristics**
	1. **Title – Exploring with Lewis and Clark**
	2. **Student Population/ Grade Level: 8th grade**
	3. **Estimated Time Required: 10 days**
	4. **Rational and Overview: This unit explores some journeys of the Lewis and Clark Expedition. Students will discover some facts about some of the Native tribes (esp. the Mandan Indians) and about key figures in the expedition. This unit will also touch upon how the expedition impacted the United States to become what it is today.**
2. **Standards and Benchmarks:**
* 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
* 8.5.3 Compare human characteristics (e.g. population distribution, land use) of places and regions (i.e. North Dakota)
* 8.6.2 Explain how culture influences gender roles, ethics, and beliefs
1. **Goals**: Students will be able to:
* Exercise map skills
* Develop and exercise their research skills
* Acquire interpersonal skills through collaboration
* Recognize how culture can influence people’s way of life
1. **Objectives**: Students will:
* Map the routes taken by the expedition
* Construct a model of a Native American village encountered by Lewis and Clark (i.e. the Mandan Indian one) using information given during class and through group research
* Share knowledge about of the impact of the three main figures of the expedition: Lewis, Clark, and Sacagawea.
* Summarize in their own words the significance of the Lewis and Clark expedition

Overview of Each Day

Day 1: Background information about the Lewis and Clark Expedition, the characters of the Expedition.

Day 2: Reading from journals. Map out the route taken by Lewis and Clark

Day 3: Using the map, show the different tribes that occupied the places. Get into groups of three in a 24 student classroom (8 groups). Explanation of the final project: create a model of an Indian village visited by Lewis and Clark. Research an Indian village visited by Lewis and Clark (if they would like to create a model of the Lewis and Clark camp, it can be an option)

Day 4: This will be all day group work researching. By the end of the class period, students will have chosen what type of model they would like to do: construct a village, write a journal about life in the village, make a powerpoint, act out the/a value(s) or custom(s) of the particular group, create a parody, etc.

Day 5: Groups will decide which day they would like to present to the class. Go into depth about the three main characters of the Expedition.

Day 6: RAFT of different characters of the Expedition. Last day for research for group work.

Day 7: Students will begin their project.

Day 8: Students will finish their project.

Day 9: 10min presentations for 4 groups with 10min for leeway

Day 10: 10min presentations for 4 groups with 10min for leeway