

## Grade 8: Lewis and Clark and their US Expedition/Expansion West

### Unit 4: Westward Expansion                      Lessons # 1-5 (apx. one week) Exploring Westward Expansion with Lewis and Clark

#### Big Ideas of the Lesson

- The Nation changed as a result of regional and economic growth through westward expansion.

#### Lesson Abstract: (summary of main points)

In this lesson, students first explore the characteristics of a westward expansion through a quick introduction to the [Lewis and Clark "Fill up the Canvas" presentation](#) on the LOC website and then completing a map quest. They then read informational text and look at primary sources from the LOC presentation "Fill up the Canvas" and write a dialectical journal about the reading. After students share their dialectical journals with small groups, the teacher leads a discussion comparing informational documents/primary sources and student perceptions of the effects of westward expansion. The lesson concludes with students creating a class Zoho/Google Doc/Journal of the Lewis and Clark expedition with their journals and discussion highlights.

#### Content Expectations or Standards:

##### Grade 8 US History GLCS:

**8 - U4.2.3 Westward Expansion** – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (*National Geography Standard 6, p. 154*)

*"Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, "Native American" and "American Indian," while Canadian history uses "First Peoples" to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using American Indians throughout the*

*content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies"*

## **Integrated GLCEs: Language Arts Standards**

Informational Text: *Students will...*

R.IT.08.01: Analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.

R.IT.08.02: Analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.

Comprehension: *Students will...*

R.CM.08.01: Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.08.02: Retell through concise summarization grade-level narrative and informational text.

R.CM.08.04: Apply significant knowledge from grade-level science, social studies, and mathematics texts.

W.GN.08.02: Write an historical expository piece such as a **journal**, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.

### **Key Concept(s):**

- Informational Text and Primary sources
- Effects of westward/economic expansion
- Native American civilization and effects of expansion

### **Instructional Resources:**

Technology Considerations: Make sure computers have Adobe flash downloaded on them to view LOC Presentation

Equipment: Media CeComputer lab needed for most of the assignments in this unit

Student Resource: LOC website/handouts for Mapquest and Journal Directions/Template/Rubric

Teacher Resources: LOC website/handouts/lesson plan

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### **Lesson Sequence: Day One**

- Introduce students to the LOC website and the unit/lesson topics. Have students watch the online module: "[Introduction to the Library of Congress](#)". Have students take notes on the information provided.
- Model notetaking ideas for the first few screens.
- Discuss their notes with them at the end of class.

### **Day Two:**

- Show them how to navigate the presentation titled "[Fill up the Canvas](#)" about the Lewis and Clark expedition. Discuss whether it is a primary or secondary source and how they identify it as such.
- Explain how to do the [mapquest \(handout\)](#) and the "Fill up the Canvas" Lewis and Clark presentation on the LOC website. Model the correct format by answering the first question together.
- Have students work in pairs to explore and become familiar with the "Fill up the Canvas" presentation on the LOC website by completing the mapquest
- Review the correct answers of the mapquest with the students, having some students demonstrate how they found the answers on a smartboard/data projector set-up. Hold a discussion with students about what they learned or found interesting about the expedition.

### **Day Three:**

- Introduce students to the Dialectical [Journal Assignment](#) by returning to the LOC "Fill up the Canvas" Map and passing out the Dialectical Journal handout/rubric. Tell students they will each

select one part of the journey/expedition to write about in their journal. Tell them they will have time to explore the site and pick the section they want to explore after reviewing the handouts.

- Go over the directions for the [Dialectical Journal \(DJ\)](#) and [rubric](#) and [journal template](#). Explain how to do a dialectical journal by completing an entry with the students. Explain the rubric and grading system. Answer any questions students might have about the assignment.
- Let students explore the [LOC "Fill up the Canvas" Map](#) and website to select which part of the expedition they want to use for their journal. Have them spend the rest of the hour exploring the site and signing up for their selected page. Make sure that all sections of the map are covered by at least one or two students. Students sign up on the sign on the DJ sign up sheet.

#### **Day Four:**

- Students spend time reading and writing their dialectical journals on their assigned parts of the expedition.

#### **Day Five:**

- Students exchange journals with another student, using the rubric to provide preliminary feedback for the other student. Students work on revising their journals/adding to them for improvement, using the feedback provided from the other student.
- Teacher leads a final discussion about the expedition/westward expansion and the Native American culture having students add to the discussion by reading from their journals or highlighting certain parts of the expedition. Students turn in journals for final grading.

#### **Assessment**

Discussion: Class discussion highlighting key themes and ideas.

Student notes.

Dialectical Journals/Rubrics: Students self assess their own/each others journals. Teachers can assess the final journals.

**Citations:**

"Dialectical Journals." *Library of Congress*. Essex Street Academy, 4 Sept. 2007. Web. 27 July 2010. <[esaliterature.files.wordpress.com](http://esaliterature.files.wordpress.com)>.

"Dialectical Journal Template." *Library of Congress*. Essex Street Academy, 4 Sept. 2007. Web. 27 July 2010. <[esaliterature.files.wordpress.com](http://esaliterature.files.wordpress.com)>.

*Library of Congress*. Library of Congress, n.d. Web. 27 July 2010.  
<<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/lewisandclark/>>.