

# *East Meets West: Americans on the Move:* Teacher's Guide

**Grade Level:** 9–12

**Curriculum Focus:** U.S. History

**Lesson Duration:** Three class periods

## **Program Description**

Travel into the Louisiana Territory with Lewis and Clark. Examine how a focus on internal affairs after the War of 1812 helped and harmed Americans. Relive the long walk now known as the Trail of Tears. And see how the promise of gold helped settle the American West.

- On the Trail of Lewis and Clark (34 min.)
  - Our Changing Nation (3 min.)
  - America's Trail of Tears (4 min.)
  - Settlers Expand the Land (5 min.)
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## **Onscreen Questions**

- What kinds of evidence left by Lewis and Clark can give clues about their expedition?
  - What changes did President Andrew Jackson make to improve the United States?
  - Why did the United States government decide to remove the Cherokees from their homes?
  - What attracted American settlers to the West?
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## **Lesson Plan**

### *Student Objectives*

- Learn what it was like to be a member of the Lewis and Clark expedition.
- Read journal entries from members of the expedition.
- Write journal entries from the perspective of an expedition member.

### *Materials*

- *East Meets West: Americans on the Move* program
- Computer with Internet access

## Procedures

1. Begin the lesson by asking students to view the "On the Trail of Lewis and Clark" segment in *East Meets West: Americans on the Move*, which focuses on new archaeological research regarding artifacts from Lewis and Clark's expedition.
2. Discuss the segment with the class. Encourage students to think about the following questions:
  - What was the purpose of the expedition?
  - What were the different members' experiences of the expedition?
  - Why do you think members were willing to endure the hardships?
  - What were the benefits of the expedition?
  - How does the expedition reflect the spirit of the times?
3. Tell students that many Lewis and Clark expedition members kept journals. Explain that their assignment is to write three or more journal entries that recount experiences from the perspective of an expedition member. Encourage students to be creative, but explain that their entries must include responses to the above questions. To provide inspiration and research details, have students read expedition journal entries at the following Web sites:
  - <http://lewisandclarkjournals.unl.edu/index.html>
  - <http://www.lewis-clark.org/content/content-journals.asp>
  - [http://www.pbs.org/lewisandclark/archive/idx\\_jou.html](http://www.pbs.org/lewisandclark/archive/idx_jou.html)
4. Allow time in class for students to work on their journal entries. If needed, have students complete the assignment as homework.
5. During the next class period, ask volunteers to share their entries. Then discuss students' ideas. Ask: Why were members of the expedition willing to risk danger? Do you believe the benefits outweighed the risks? What were the long-term results of the Lewis and Clark expedition?

## Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- 3 points: Students were highly engaged in class discussions; researched the topic thoroughly; read all of the online journal entries; produced at least three thoughtful, accurate, and compelling journal entries.
- 2 points: Students participated in class discussions; conducted adequate research; read most of the online journal entries; produced one or two accurate, satisfactory journal entries.
- 1 point: Students participated minimally in class discussions; did not research the topic thoroughly and did not read the online journal entries; did not complete any journal entries.

## Vocabulary

### archaeology

*Definition:* The systematic study of past human life and culture by the recovery and examination of remaining material evidence, such as graves, buildings, tools, and pottery

*Context:* Some researchers are hoping that the tools of archaeology will help them uncover details about Lewis and Clark's expedition to the Pacific Ocean.

### William Clark

*Definition:* American explorer; Clark was one of the leaders of the Lewis and Clark expedition, which took place from 1803 to 1806.

*Context:* An able leader, William Clark could spur the members of the expedition to action.

### Thomas Jefferson

*Definition:* President of the United States from 1801 to 1809; Jefferson organized the Lewis and Clark expedition in 1801 to find an overland route to the Pacific Ocean.

*Context:* Thomas Jefferson entrusted the expedition to find a land route to the Pacific and strengthen America's claims to Oregon territory.

### journal

*Definition:* A first-person account that may provide a perspective on events in the past

*Context:* The journals written by members of the Lewis and Clark expedition provide insights about an important historical event.

### Meriwether Lewis

*Definition:* Former army captain and secretary to Thomas Jefferson; Lewis worked closely with Jefferson to plan the expedition and was appointed its leader in 1803.

*Context:* Meriwether Lewis collected plant and animal specimens and served as the expedition's naturalist in addition to its leader.

## Academic Standards

### Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/>.

This lesson plan addresses the following national standards:

- United States History: Era 4 – Understands the United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

- Language Arts: Viewing – Uses viewing skills and strategies to understand and interpret visual media

### The National Council for the Social Studies (NCSS)

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org>

This lesson plan addresses the following thematic standards:

- Time, Continuity, and Change
  - People, Places, and Environments
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### Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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### DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

#### *How to Use the DVD*

The DVD starting screen has the following options:

**Play Video** – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

**Video Index** – Here the video is divided into four segments (see below), indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

**Curriculum Units** – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total

running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

**Standards Link**—Selecting this option displays a single screen that lists the national academic standards the video addresses.

**Teacher Resources**—This screen gives the technical support number and Web site address.

## Video Index

### I. On the Trail of Lewis and Clark (34 min.)

Two hundred years ago, Lewis and Clark made a historic trek across America. Join a team of experts in their attempt to uncover new evidence of this westward journey.

### II. Our Changing Nation (3 min.)

As president, Andrew Jackson was responsible for creating positive reforms and for supporting negative policies, such as the Indian Removal Act. Take a closer look at the Age of Jackson.

### III. America's Trail of Tears (4 min.)

Forced from their traditional homeland by an unfair treaty, the Cherokee people suffered under biased U.S. government policies meant to help westward expansion. Learn about the tragic Trail of Tears.

### IV. Settlers Expand the Land (5 min.)

Beginning in the early 1800s, many Americans traveled westward to conquer and settle new lands for the United States. Discover the attractions the American West held for new settlers.

## Curriculum Units

### 1. A Purposeful Expedition

*Pre-viewing question*

Q: Have you ever taken a long journey?

A: Answers will vary.

*Post-viewing question*

Q: What was the purpose of the Lewis and Clark expedition?

A: Lewis and Clark were charged with finding an overland water route to the Pacific Ocean. The expedition's other tasks were to map new territories, record natural resources, including plants and animals, and make contact with America's native peoples.



## 2. Recorded Evidence

*Pre-viewing question*

Q: What kinds of things do people write in journals?

A: Answers will vary.

*Post-viewing question*

Q: What do you think the expedition's daily routine was like?

A: Answers will vary.

## 3. Traces of Fort Mandan

*Pre-viewing question*

Q: What kinds of artifacts would you expect to find at an old campsite?

A: Answers will vary.

*Post-viewing question*

Q: Do you think it is important for the remains of Fort Mandan to be found?

A: Answers will vary.

## 4. Examining the Lower Portage Camp

*Pre-viewing question*

Q: How might a Native American campsite differ from a Lewis and Clark campsite?

A: Answers will vary.

*Post-viewing question*

Q: How did Karsmizki and his team decide which fire pits to examine?

A: They examined only the fire pits with bones consistent with the time of year Lewis and Clark camped at this site. (Dr. John Brumley's analysis of animal bones at the fire pits helped determine the time of year an animal died.)

## 5. Winter at Fort Clatsop

*Pre-viewing question*

Q: Describe how you think Lewis and Clark felt when they first saw the Pacific Ocean.

A: Answers will vary.

*Post-viewing question*

Q: Do you think that the artifacts found at Fort Clatsop were from the Lewis and Clark expedition?

A: Answers will vary.

## 6. The Death of Sacagawea

*Pre-viewing question*

Q: What do you know about Sacagawea?

A: Answers will vary.



*Post-viewing question*

Q: Do you think Sacagawea's remains will ever be found?

A: Answers will vary.

## **7. Revisiting the Fire Pits**

*Pre-viewing question*

Q: What do you know about magnetism?

A: Answers will vary.

*Post-viewing question*

Q: How did the scientists date the fire pits at the Lower Portage site?

A: By matching the magnetic north at the time of a fire with the meanderings of magnetic north over time, scientists can tell when a fire was built. First, they poured plaster over the fire pits and recorded the magnetic orientation of the fire. Then they dated the fire pits at a lab and used the findings to determine which fires Lewis and Clark could have built.

## **8. Christmas at Fort Clatsop**

*Pre-viewing question*

Q: What is the longest period of time you have been away from home?

A: Answers will vary.

*Post-viewing question*

Q: How do you think Lewis and Clark and their men felt spending the winter at Fort Clatsop?

A: Answers will vary.

## **9. Using Technology to Examine the Past**

*Pre-viewing question*

Q: How can technology help us examine our past?

A: Answers will vary.

*Post-viewing question*

Q: Why do some believe that the musket ball found at Fort Clatsop came from the Lewis and Clark expedition?

A: The distinct isotopic signature from the musket ball found at Fort Clatsop was traced to southeastern Missouri. Historical records show that the quartermaster, who regularly bought lead from this region, supplied a large amount of lead to the expedition. These historical records and the lengthy time the men spent at Fort Clatsop increase the probability that the musket ball came from the expedition.

## **10. A Native American Farewell**

*Pre-viewing question*

Q: What rituals to honor the dead do you know about?

A: Answers will vary.



*Post-viewing question*

Q: What do you think is the most important thing the scientists discovered while examining Lewis and Clark's expedition?

A: Answers will vary.

### **11. The Age of Jackson?**

*Pre-viewing question*

Q: Do you think the federal government should have more or less power than individual states?

A: Answers will vary.

*Post-viewing question*

Q: Do you think that Andrew Jackson was an effective president?

A: Answers will vary.

### **12. Evicting the Cherokees**

*Pre-viewing question*

Q: Which branch of the federal government do you think holds the most power?

A: Answers will vary.

*Post-viewing question*

Q: What would have happened had Georgia acknowledged the Cherokee government?

A: Answers will vary.

### **13. Westward Expansion**

*Pre-viewing question*

Q: Would you have traveled westward in the 1800s?

A: Answers will vary.

*Post-viewing question*

Q: If you had been a 19<sup>th</sup>-century settler, which western state would you have chosen?

A: Answers will vary.

