

Time, Place, and the Story of Lewis and Clark

Big Idea/ Topic Time, Place, and the Story of Lewis and Clark

Connecting Theme/Enduring Understanding:

Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location: The student will understand that location affects a society's economy, culture, and development.

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

Essential Question:

Why do people explore?

In what ways do maps teach lessons about societies over time?

How do trails of the west define diverse stories of the past?

In what ways does studying about historic trails of the past help us to explain the westward expansion in America?

Standard Alignment

SS4H3 Explain westward expansion in America.

c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

SS4G1 Locate important physical and man-made features in the United States.

a. Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes.

SS4G2 Describe how physical systems affect human systems.

b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.

SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).

Map and Globe skills –

Use a compass rose to identify cardinal directions; use intermediate directions; use a letter/number grid system to determine location; compare and contrast the categories of natural, cultural, and political features found on maps; use graphic scales to determine distances on a map; use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; use a map to explain impact of geography on historical and current events; draw conclusions and make generalizations based on information from maps

Information Processing Skills –

Organize items chronologically; identify issues and/or problems and alternative solutions; distinguish between fact and opinion; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; interpret timelines, charts, and tables; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information

Connection to Literacy Standards for Social Studies and Social Studies Matrices

The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.



Instructional Design

***This lesson has a flexible timeline and will cross over several days.**

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

Making the Most of Maps:

Begin the study by reading the Newsela article, [Learning about the Past: Geographers Study Part of our Planet](#). Note: This is a free resource, but you will have to create an account. Preview the article by asking students to observe images of the maps included to draw conclusions and ask questions about how these maps portray the world compared to world maps they have seen.

Display a world map to help make these comparisons, (see slide 6 or 8 of the attached PowerPoint). Student prompts could be:

- What do you think you know from these images?
- What questions do you have when viewing these images?
- Why do you think this map was made?
- Who do you think made the maps?

After making comparisons, continue the same discussion using a map of the United States (see slide 7) and compare it to the one in the article. What has changed in the illustrations and drawings in the world map to this map of the United States? (more detail, accuracy, landforms, rivers are labeled, etc...). For further comparisons, a current satellite image of the world may be viewed and displayed [from this link](#) and a United States satellite image may be found [here](#).

Additional Mercator map information is below:

*The **Mercator** projection (/mər'kɛrtər/) is a cylindrical map projection presented by Flemish geographer and cartographer Gerardus Mercator in 1569. It became the standard map projection for navigation because it is unique in representing north as up and south as down everywhere while preserving local directions and shapes. The map is thereby conformal. As a side effect, the Mercator projection inflates the size of objects away from the equator. This inflation is very small near the equator but accelerates with increasing latitude to become infinite at the poles. So, for example, landmasses such as Greenland and Antarctica appear far larger than they actually are relative to landmasses near the equator, such as Central Africa. https://en.wikipedia.org/wiki/Mercator_projection*

[Zoom Earth](#) has active imagery to use throughout the study of maps as well as this link for [Google Earth](#). Students may enjoy researching and “zooming in” on locations during the study of westward expansion in America as they add information and details to their knowledge and understanding in standards SS4H3c, SS4G1, SS4G2.

As students are examining and exploring maps, be sure to review other Map and Globe Skills 1-4: (*Use a compass rose to identify cardinal directions; use intermediate directions; use a letter/number grid system to determine location; compare and contrast the categories of natural, cultural, and political features found on maps*); these are skills that students are expected to “apply and improve” in fourth grade.

Continue discussion and begin to chart how this information can be used to provide evidence that exploration of humans has been around for centuries. **Information Processing Skill 13** (translates dates into centuries, eras, or ages) may be a necessary review for students as they are developing this skill in fourth grade.

Century: a period of 100 years; the 18th century; [How to calculate century reference](#)
<https://www.merriam-webster.com/dictionary/century>

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7.13.2021 • Page 3 of 14



- **Additional lesson extension for “century” may be found at this link from the National Archives:**

- <https://www.nationalarchives.gov.uk/education/resources/how-we-were-taught/>

Era:

- a: a fixed point in time from which a series of years is reckoned
- b: a memorable or important date or event *especially*: one that begins a new period in the history of a person or thing; the *era* of the horse and buggy.
- 2: a system of chronological notation computed from a given date as basis.
- 3: a period identified by some prominent figure or characteristic feature the *era* of the horse and buggy.

<https://www.merriam-webster.com/dictionary/era>

Age: a period of time dominated by a central figure or prominent feature such as the *age* of *Discovery*

a: a period in history or human progress; the *age* of reptiles; the *age* of exploration

b: a cultural period marked by the prominence of a particular item; entering the atomic *age*.

<https://www.merriam-webster.com/dictionary/age>

The link below provides examples of centuries, eras, or ages over time to serve as examples and offers opportunities to translate periods from World history and American history. Be sure to include and tie in the history of mapmaking mentioned in the article from the 1400s and 1500s during exploration as well as connecting to 3rd grade standards from the Age of Exploration-: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France)- [Major periods in world history | Biography Online](#) .

Providing hard copies of an atlas for observing and investigating as well as reading more about the Greek god, Atlas, may lead to more inquiries among students in the class. [https://kids.kiddle.co/Atlas_\(mythology\)](https://kids.kiddle.co/Atlas_(mythology))

Caution: *Preview all photos from Greek gods and use kid friendly search engines to gather information from Greek Mythology as some may prove to be too explicit for this age group.*

After reading, discussing, and formulating questions in the article, students may be asked to respond in a journal format to document their thinking similar to early explorers recording their journeys. Possible prompts could be:

- In what ways do geographers influence exploration?
- What parts of a map are important? Why?
- In what ways have maps changed over the centuries? Over the past ten years?
- How do these changes over time impact exploration long ago and now?

Another option for responding is to download and use “*Discussion Cards*” [at this link](#) from *The Teacher Toolkit* by setting up a free account. A template is also included in the Teacher Resource Packet. Accountable Talk empowers students to discuss their thinking with evidence to back up their argument. This strategy may be used before, during, or after reading this article (and other selections chosen by the teacher).

***Unplugged variation-** Provide students with a copy of the article, a world map, and a U.S. map (see attached PowerPoint). Have students talk with a helper and respond in their interactive notebook/journal.

Map Center Investigation-

Time, Place, Story

In this part of the lesson, various types of maps will be investigated by students in small groups. Images of **Types of Maps** will need to be printed so that small groups have access to at least two or three different maps to investigate. Prompts for this investigation and images of maps are provided in the attached PowerPoint.



To begin the investigation, divide students into partners or small groups if possible. Provide groups with printed maps or display the PowerPoint slides. Give students one task card from the PowerPoint *Time, Place, Story* (slides 2-15) to guide the investigation in each group. This is an open investigation where students observe, record, ask and answer questions, and reflect on their knowledge of maps. This can also be used as a preassessment for the teacher in guiding additional lessons that may be needed to support learners.

Allow students to investigate and respond to the prompts either orally or by recording in their journal. Notice if students are using vocabulary specific to location and map and globe skills to assess their understanding of maps and the information gained from this investigation. *What “story” does each map tell the viewer? How does the “story” change when looking at a different map?* Vocabulary terms may be recorded on a chart or used in a *Word Splash* throughout the study. Map and Globe Skill numbers 1, 2, 4, 6, 8, 9 are skills that students should be applying and/or mastering in fourth grade. Number 5 (use graphic scales to determine distance on a map) is introduced in fourth grade and may require additional instruction from the teacher.

After the open investigation and sharing information, use the passage from Newsela, *Reading Maps and Globes*, as a partner read or as a shared reading. After reading, ask students to revisit their maps and add any additional information learned as they do a second investigation to look for places to apply new learning from the article. *How can the “story” they observed in the first investigation have more detail added by looking closer?* This may also be a time for maps to be changed within groups to continue investigating ones that have not yet been seen and applying the same skills previously learned from the open investigation. Encourage connections to the previous article, *Learning about the Past: Geographers Study part of our Planet*. Information may be added to their journals using vocabulary terms in the responses. This investigation may continue over several lessons depending upon students’ knowledge, understanding, interest, and application of necessary map and globe skills. Additional maps may be integrated into the investigation based on student interest and the teacher’s discretion in making the lessons specific to each classroom.

Additional Map Lessons and Resources (optional):

[A Latitude/Longitude Puzzle | National Geographic Society](#)
[Measuring Distances on a Map | National Geographic Society](#)
[Cardinal Directions and Maps | National Geographic Society](#)
[Mapping Your State | National Geographic Society](#)
[Reading a Resource Map | National Geographic Society](#)
[Mapping Landforms | National Geographic Society](#)

***Unplugged variation-** Provide students with a printed copy of the PowerPoint and the article. Have students discuss the tasks with a helper and respond in their interactive notebook/journals. NOTE: You may want to consider reducing some of the workload. Unplugged students will most likely be working independently. Have students use what was learned in the article to add to any missing information from their tasks.

Relating Maps to Highlight Important Historical Concepts

The purpose of the following lessons is to engage students in actively asking questions of primary source documents and to begin interpreting and understanding what they are seeing.

Introduce the maps to be analyzed as a class demonstration using slides 16-21 the attached PowerPoint (these may be printed for small groups or partner work or used as a class discussion *Slide 16* offers discussion prompts, or use your own, to guide students in reading information to draw conclusions and make generalizations as slides 17-18 are discussed. Slide 19 will be used to compare maps and should begin leading students to make generalizations for SS4G1, SS4G2, SS4E1a as people began making decisions to

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7.13.2021 • Page 5 of 14



move west. Students should also begin to draw conclusions about barriers and hardships in making this journey by focusing the discussion on topography and the climate in areas across the United States. Slide 20 provides more information about population in each state throughout the 18th and 19th centuries. Comparing maps in Slide 21 will lead to further discussion and should promote more questions as students continue to investigate the “story” provided from information in these maps and for additional ones they will analyze later.

The [National Archives Analyze a Map organizer](#) (for novice or upper level depending upon the classes’ experience with these primary sources or based on differentiated group work) is also an option to use as a whole class or partner/small group work.

***Unplugged variation-** Provide students with slides 16-21 of the PowerPoint and the *Analyze a Map* organizer. Have students discuss the questions on slide 16 with a helper or classmate and then record their responses in their interactive notebook/journal.

Louisiana Purchase:

Map Analysis:

Display or provide copies of Slide 23 from the *Time, Place, Story* Power Point to begin a discussion using the map of the Louisiana Purchase. For a digital version of the map, [visit this link](#) from *Docs Teach* to zoom in and examine specific areas of interest during the discussion.

Allow students to orient themselves to the map using “*Analyze a Map*” independently or in partners/small groups (*have students keep this in a notebook or journal for continued use*). Encourage the use of Map and Globe skills and vocabulary from previous lessons referring to a word cloud, word wall or chart, or vocabulary organizer created within the class. Discuss the title, scale and compass, legend, type of map, etc.... and ask what “story” does this map tell? Compare this map to a current map and allow time for observation and discussion. After the analysis, pose questions such as, “*what would be an advantage to controlling this area of land*”, “*why would the United States want to control the Mississippi River and the port of New Orleans?*” Students may be asked to write a response to summarize their interpretation of the map and the “story” it tells them. Encourage students to think about and respond to how this map provides information they may not learn in other places or in other documents and relate back to the essential question, “why do people explore?” Can they make connections to other information, documents, resources they have learned about or know about from prior experiences (reading, documentaries, travel, maps, stories)?

Extend the map analysis by assigning partners or small groups a section of the map to make a list of three to five details that interests the group and a list of three to five questions raised by the content of their section. Have partners or small groups create a statement about how their section of the map helps a reader to understand the map as a whole. Could their section of the map be turned into a piece that could stand alone by itself? Why or why not? If yes, what would be a good title for this section?

***Unplugged variation-** Provide students with slides 23-24 of the PowerPoint. Have students discuss the questions on slide 24 with a helper or classmate and then record their responses in their interactive notebook/journal.

Document Analysis:

Display or provide copies of the document, “*Thomas Jefferson’s Message to Congress*” [at this link](#) from the National Archives or use slides 25-26 . Underline and highlight key locations mentioned within the document, such as Mississippi Territory, Ohio, Kentucky, Tennessee, Fort Adams and compare these locations from the Map Analysis as well as a current map of the United States. Allow students to make connections between the map analysis and these locations as well as discussing the time and dates of each one. SS4G1-2 may be



discussed, and students may be asked to locate and label on a blank map or on a class map for future reference.

This is also a good time to review with students about the formation of government and notice the role of the Senate and House of Representatives of the United States in the document as the President addresses the Louisiana Purchase. How were these government bodies important in the growth of the United States? How could it have turned out differently? **SS4CG3** may be reviewed for discussion and to connect to the document in the Teacher Notes [at this link](#). The National Archives [Analyze a Written Document](#) for both novice and intermediate may be used for initial student analysis to encourage independence in the process of student inquiry.

Students may be asked to write a response to connect the map and document analyses in determining the importance of the Louisiana Purchase as the beginning of westward expansion in America. To extend the lesson, further analysis of the document “*Claiborne Nomination by Thomas Jefferson*” may be analyzed as students continue to investigate these nominations. Guide students to notice not only the name and date of the document, but the locations of where these men who were nominated were from and where they would be serving the United States if the Senate approved their nomination by the President. Students may research and dig deeper into who these men were and the role they played before, during, and after the Louisiana Purchase.

***Unplugged variation-** Provide students with slides 25-26 and the *Analyze a Written Document* organizer. Have students follow the directions on each slide and complete the *Analyze a Written Document* organizer and complete the tasks on slide 26.

Lewis and Clark Expedition

Teacher Background Information- Lewis and Clark Museum Collection is available in the Teacher Resource Packet, if needed.

Informational Reading:

Review the Louisiana Purchase from previous lessons by reviewing and discussing slides 25 and 26 in the power point *Time, Place Story* and referring back to the document *Thomas Jefferson’s Message to Congress*. Students may be asked to complete a *One Minute Sentence* on this topic as a formative assessment [this link](#). Display Slide 27 in the power point or provide print copies to partners or small groups and discuss the purpose of the expedition and how the map relates to it. Provide a print copy or display for students [Analyze a Map](#) organizer. Students analyze and investigate the map to discuss new information, affirm thinking, pose questions using the map as “evidence” for their thinking during a class discussion. Responses and questions may be recorded on a chart or in journals for later use and as a reference.

Continue by reading as shared reading or in partners the selection “*America Heads West*” from National Geographic Kids [at this link](#). Students may be asked to locate places in the selection on a map of the United States after reading for information to make generalizations and draw conclusions. Encourage the use of academic vocabulary (describe, explain, interpret, compare, analyze, etc....) and map and globe skills from previous lessons. Have students compare these trails in the Age of Discovery with a topographical and climate map from previous lessons. Guide students in raising questions of how these maps compare and what hardships may have been a cause of concern on the expedition.

***Unplugged variation-** Provide a printed copy of *America Heads West* for students to use.

Map Analysis:

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7.13.2021 • Page 7 of 14



Display the series of maps *Territorial Maps Timeline* on slide 28 depicting changes in the United States' political boundaries between 1700 and 1800 before the expedition began. Continue the lesson as students analyze additional time stamps and guide them in observing the dramatic expansion of the United States during the period of westward expansion. Students may be asked to list as many of the changes as they can identify based on observations and details noticed on the maps. Allow for opportunities to discuss and compare their lists, with the teacher facilitating. In addition to the linked sources above, teachers may [go to this link](#) and select maps they desire to use for their particular classes. All images and maps from the site are in the public domain under Creative Commons.

Teachers may also provide a copy of *United States Census Data Land Area and Population* table for students to interpret and make comparisons to the *Territorial Maps Timeline*.

- What do you predict happened with the United States population twenty years later? Why?
- How did state boundaries change since the previous twenty years?
- What areas have the lowest population density?
- What does this information tell you about the United States during this time?

Students may be asked to respond in their journals about conclusions and generalizations made between the maps and table provided or discuss with a partner or in small groups and chart their thinking and responses.

Further discussion and inquiry may be initiated from the table *United States Census Data Land Area and Population* to investigate the "100 Mile Zone" and the interactive maps available from the Colonial Era, Revolutionary War, Civil War, and more [at this link](#) and available at the bottom of the table.

***Unplugged variation-** Provide students with a copy of slide 27 and 29 and the *United States Census Data Land Area and Population*

Artifact Analysis:

Display or provide a print copy of Slides 30-32 from the PowerPoint to discuss planning for an expedition such as the Corps of Discovery and the importance of documenting the events. Remind students the main goal of this journey was to chart the western territory acquired through the Louisiana Purchase, locate a water route to the Pacific Ocean and establish trade with native tribes. Present the document "*Indian Presents*" for analysis and discussion; "what thoughts do you have about why President Jefferson sent a secret message to Congress asking for the money to purchase these items?' what items do you find interesting and why would they be included?' what do you think the explorers would get in trade for these items?" Accept varied responses that relate to the explorers being able to create good relations with the American Indians in the West and to encourage American Indians to adopt a lifestyle similar to that of Americans in the East. [This link](#) provides a digital version of the *Indian Presents* document that may be zoomed in for easier reading and analyzing.

Continue with Slide 33 to analyze the drawing of Lewis and Clark at the mouth of the Columbia River. What can be inferred from the image based on information gained so far about the expedition and Corps of Discovery. *The Teacher Toolkit* provides a technique called "*Back and Forth*" that may be appropriate at this time as students explain, clarify, and question information thus far in the study of westward expansion. [Visit online here.](#)

After sharing information orally, collecting it as a formative assessment, or recording in student journals, continue to slide numbers 33-37 either digitally or provide print copies for small groups/partners to analyze artifacts. Preview the National Archives [Analyze an Artifact](#) organizer. Allow students to study one of the four images and determine its importance in the study of Lewis and Clark's journey.

These slides may be used as a "*Jigsaw activity*" where small groups apply many of the Information Processing Skills as they analyze the artifacts, compare information from the passages read previously and the *Indian*

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7.13.2021 • Page 8 of 14



Presents document, and relate information to timelines and maps from previous lessons (Information Processing Skills 1,2,6-8,10-11,13,15-16). *The Teacher Toolkit* provides directions for this activity [at this link](#).

To conclude the study of Lewis and Clark, use the article [Striving to Solve History's Mysteries](#) as a shared reading. The article follows the study of a museum curator and artifacts from the expedition. The Peabody Museum of Archaeology and Ethnology at Harvard University houses the exhibition, and it can be found [at this link](#) to study additional artifacts that were categorized as diplomatic gifts, chiefly gifts, trade goods, and curiosities. This exhibit is based upon the original exhibition and the [book by Castle McLaughlin](#).

***Unplugged variation-** Provide students with slides 30-37, the Analyze an Artifact organizer, and the Striving to Solve History's Mysteries article. Have students study slide 33 and record a see/think/wonder. Have students read the article and respond to what they read that matches what they know and what new information they learned.

Exploration Celebration:

As a culminating activity, students choose a way to respond to the question, "How did the Louisiana Purchase and/or the Lewis and Clark Expedition change the United States?" Students may be encouraged to take the perspective of an historian, geographer, political scientist, or economist and dig into the lens of each of these domains as they write a response. Students could write/draw in their journals, create a graphic, record a video, make a brochure, etc. Students may also respond in *Sketchnote* format by drawing, labeling, writing, illustrating the information that has interested them the most in these lessons. Click on the image to view lessons on Sketchnote [or this link](#) for additional teaching resources and how to get started with *Sketchnotes* in the classroom.



What are sketchnotes?

Sketchnotes are rich visual notes created from a mix of handwriting, drawings, hand-drawn typography, shapes, and visual elements like arrows, boxes, and lines.

Sketchnotes don't require special drawing skills but do require you to listen and visually synthesize and summarize ideas via writing, drawing and icons. Sketchnotes are first a way of note taking for you and then a form of creative expression. From Mike Rohde's [The Sketchnote Workbook](#)

Another resource to share with students during and/or after the study of westward expansion is to visit this website [Architect of the Capitol](#) to view *Artfully Yours, Thomas Jefferson* as a glimpse into rooms, buildings, and monuments that memorialize the third President of the United States. [This link](#) takes viewers to a mural celebrating Westward Expansion that is also on display at the United States Capitol and ties in all of the territorial expansion within SS4H3c.

Additional resources are listed below to be explored depending on time constraints in the classroom. Also, view other links specific to SS4H3c in the Teacher Resource Packet in the document *Resource Links* and also

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7.13.2021 • Page 9 of 14



in a **Wakelet** specific to the Lewis and Clark Expedition, the Alamo, Texas Independence, the Oregon Trail, and the California Gold Rush [at this link](#).

[Lewis and Clark Expedition Journals](#)

[Map Activities and Games](#)

***Unplugged variation-** No changes needed for unplugged students.

Opportunities for Extension:

- Continue the study of Westward Expansion, SS4H3c, with available resources shared in a **Wakelet** [at this link](#).
- Students learn about the history of the **Oregon Trail** and its impact on Westward Expansion and the early growth of Oregon. They then label a map of the trail with surrounding states and compass directions. This lesson is available from GPB [at this link](#).
- [In this interactive map produced by WGBH](#) and published by GPB, students may explore the territorial and population changes in the United States between 1790 and 1850. Additional themes included show Native American land cessions and forced removals. You can also view geological and political features. The map also shows major geological features and the boundaries of present-day states.
- Students may continue their study of the **Oregon Trail** by *“Imagining yourself an emigrant headed for Oregon: would promises of lush farmlands and a new beginning lure you to leave home and walk for weeks? More than 2,000 miles of trail ruts and traces can still be seen along the **Oregon National Historic Trail** in six states and serve as reminders of the sacrifices, struggles, and triumphs of early American settlers.* The National Park Service provides history, culture, planning a visit, learning about the National Historic Trail through ID, KS, MO, NE, OR, WA, WY [at this link](#).
- From a different perspective, students may research the impact of westward expansion on American Indian populations from this resource provided by GPB [at this link](#). The 1:27 video clip summarizes the intent of government to move them from Georgia. Students will read, interpret, and investigate how the Cherokee Indians of North Georgia were pushed out west when gold was discovered. Students may be asked to write an opinion piece on this after further research based on information in the video.
- Use the primary source sets from *Digital Public Library of America* and the summary passage [at this link](#). Resources, teacher guide, and document analysis sheets are available in the link.
- **Students will use each source to determine:**
 - the author's point of view
 - the author's purpose
 - historical context
 - audience
- **For inquiry-based learning, ask students to:**
 - explain how a source tells its story and/or makes its argument
 - explain the relationships between sources
 - compare and contrast sources in terms of point of view and method
 - support conclusions and interpretations with evidence
 - identify questions for further investigation
- Students may continue researching all things “gold rush” [at this link](#) arranged from “the beginning” to lifestyles, the people, the legacy, additional resources, and a 1848-1850 timeline. Students may present their findings to classmates and/or as a digital or project board presentation.



Student Learning Supports

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Newsela passages may be adapted by lowering the Lexile level. Teachers may join for a free account at <https://newsela.com/>
- Students may work with a learning partner in analyzing images, maps, and other artifacts
- Limit the number of images, maps, and artifacts to be analyzed and include tips on the Analyzing Maps sheet
- Highlight or outline specific areas on a map for students to compare when locating specific areas on other maps; have students orally respond with locations as needed
- Play games “Find... (insert various locations)” by using the Compass Rose and locations within the study as partners or in small groups
- Students may use *5W’s +H organizer* to summarize learning throughout the lessons either orally or in writing

Unplugged Supplies: Lesson checklist, Newsela article-*Learning About the Past*, World map and United States map, power point slides *Time, Place, Story* (these may be printed two slides/page), *How to Analyze a Map* organizer, *Analyze a Written Document* organizer, NatGeo article- *America Heads West, Territorial Maps Timeline* document, *United States Census Data Land Area and Population* document, *Indian Presents* document, *Artifact Analysis* organizer, *Striving to Solve History’s Mysteries* article, blank paper, interactive notebook (or something to take notes on) graphic organizers: (use version that fits your circumstance), crayons, highlighters, colored pencils, etc., as available.

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

Engaging Families

Materials included to support unplugged learners: Print copies of the following from the Teacher Resource Packet:

Newsela article-*Learning About the Past*

World map and United States map

[Power point slides *Time, Place, Story*](#) (these may be printed two slides/page)

How to Analyze a Map organizer

Analyze a Written Document organizer

NatGeo article- *America Heads West*

Territorial Maps Timeline document

United States Census Data Land Area and Population document

Indian Presents document

Artifact Analysis organizer

Striving to Solve History’s Mysteries article

Optional materials to support learning not included: blank paper, interactive notebook (or something to record notes), crayons or colored pencils, etc....as available.

Lesson Checklist:

Time, Place, Story of the westward expansion in America

SS4H3 Explain westward expansion in America.

c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

SS4G1 Locate important physical and man-made features in the United States.

a. Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes.

SS4G2 Describe how physical systems affect human systems.

b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.

SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).

1. Study the maps in the article *Learning about the Past: Geographers Study Part of our Planet*. Use the maps included to draw conclusions. Discuss what you noticed with a helper or classmate and answer the questions below in your interactive notebook/journal.

- What do you think you know from these images?
- Why do you think these maps were made?
- Who do you think made the maps?

2. Compare the maps in the article to the current world and U.S. maps. How are they alike? How are they different? Discuss what you noticed with a helper or classmate and answer the questions below in your interactive notebook/journal.

3. Read the article and answer the questions in your interactive notebook/journal.

- In what ways do geographers influence exploration?
- What parts of a map are important? Why?
- In what ways have maps changed over the centuries? Over the past ten years?
- How do these changes over time impact exploration long ago and now?

4. Look at the Map Center tasks and the maps (slides 2-15). Choose one map to study closely. Discuss what you notice for each task with a helper and answer the questions in your interactive notebook/journal.

5. Read the article from Newsela, *Reading Maps and Globes*. Use what you learned in the article to add to any missing information from your tasks.

6. Look at the maps on slides 17-21 from the *Time, Place, Story* power point. Talk about the questions on slide 16 with a helper and then answer them in your interactive notebook/journal.

7. Study the map on slide 23. Use the *How to Analyze a Map* organizer to record what you noticed.

8. Study the maps on slide 24. Discuss what you notice with a helper or classmate and answer the questions in your interactive notebook/journal.

Georgia Department of Education

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7.13.2021 • Page 12 of 14



- 9. Look at the artifact on slide 25. Discuss what you notice with a helper or classmate and answer the questions in your interactive notebook/journal. Use the artifact to complete the *Analyze a Written Document* organizer.
- 10. Read the message from Thomas Jefferson on slide 26. Underline or highlight the key locations mentioned and study the map of the Louisiana Purchase to answer the question in your interactive notebook/journal.
- 11. Turn to a clean page in your interactive notebook/journal. Set a timer for one minute. Write or sketch everything you know about the Louisiana Purchase.
- 12. Study the map on slide 27. Use the map to complete the *Analyze a Map* organizer.
- 13. Read the article *America Heads West*. As you are reading, highlight or underline locations. Look for the locations on a map. What hardships did they face on the expedition? Write about what you noticed in your interactive notebook/journal.
- 14. Study the maps on slide 28 and the current U.S. map in your packet. List the changes you notice in your interactive notebook/journal and answer the questions below.
- What do you predict happened with the United States population 20 years later? Why?
 - How did state boundaries change since the previous 20 years?
 - What areas have the lowest population density?
 - What does this tell you about the United States during this time?
- 15. Look at the maps on slide 28 and study the *United States Census Data Land Area and Population*. Answer the questions below in your interactive notebook/journal.
- What do you predict happened with the United States population twenty years later? Why?
 - How did state boundaries change since the previous twenty years?
 - What areas have the lowest population density?
 - What does this information tell you about the United States during this time?
- 16. Look at slides 29-32. Study the information on the slides and answer, discuss what you notice with a helper or classmate, and answer the question in your interactive notebook/journal. The artifact is hard to read. If you are unable to read the list, use the notes beside the artifact.
- What thoughts do you have about why President Jefferson sent a secret message to Congress asking for the money to purchase these items?
 - What items do you find interesting and why would they be included?
 - What do you think the explorers would get in trade for these items?"
- 17. Look at the drawing of Lewis and Clark on slide 32. Talk to a helper about what you see, what you think, and what you wonder. Record your thoughts in your interactive notebook/journal.
- 18. Look at slides 33-36. Choose one artifact to analyze using the *Artifact Analysis* organizer.
- 19. Read the article *Striving to Solve History's Mysteries*. What did you read that matches what you knew? What did you learn?



□ 20. Share what you've learned. Choose a way to answer the question below. You could write/draw in your journal, create a graphic, record a video, make a brochure, etc.

- How did the Louisiana Purchase and/or the Lewis and Clark Expedition change the United States?

