



# Where is the Trail? The Journey of Lewis and Clark

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**Grade Level** 5  
**Duration** 2 class periods

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## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

#### Element 2: Places and Regions

4. The physical and human characteristics of places

#### Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

#### Element 6: Uses of Geography

17. How to apply geography to interpret the past.

## AZ Standards

### ELA

#### Reading

#### Key Ideas and Details

5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### Writing

#### Text Types and Purposes

5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

## Arizona Social Science Standards

### GEOGRAPHY

**The use of geographic representations and tools help individuals understand their world.**

5.G1.1 Use and construct maps and graphs to represent changes in the United States.

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**

5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

### HISTORY

**Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.**

5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

## SLOP Elements

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## Where Is the Trail?

<b>Preparation</b> Adapting content <b>Linking to background</b> <b>Linking to past learning</b> Strategies used	<b>Scaffolding</b> <b>Modeling</b> Guided practice Independent practice <b>Comprehensible input</b>	<b>Grouping Option</b> Whole class Small groups <b>Partners</b> <b>Independent</b>
<b>Integrating Processes</b> Reading <b>Writing</b> <b>Speaking</b> Listening	<b>Application</b> Hands on Meaningful Linked to objectives <b>Promotes engagement</b>	<b>Assessment</b> <b>Individual</b> Group <b>Written</b> Oral

### Arizona ELP Standards

#### Grade 5

#### Basic

#### Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-2: recount a text including specific details and information.

B-3 identify and describe similarities and differences within a text

B-4 utilize visual information to understand the text

#### Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

#### Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

B-5: contribute information and evidence to collaborative oral and written discussions.

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

B-2: sort evidence into categories.

B-2: apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.

## Overview

In May of 1804, Lewis and Clark set out to explore an unknown territory called the Louisiana Purchase. This expedition opened up the West for migration. The Lewis and Clark Expedition is one of America's greatest journey stories.

## Purpose

In this lesson, students will trace the journey of Lewis and Clark on a map of the United States and chart one of their own journeys. They will then examine the similarities and differences between today and yesterday in terms of food and travel.

## Key Vocabulary

**expedition** - a journey taken by a group of people for a purpose

## Where is the Trail?

**timeline** - a chart showing key events in order of their dates

**journey** - traveling from one place to another

**expository** - to give information

**similarities** - things that are the same

**differences** - things that are not the same

### Materials

- Lewis and Clark Timeline: Where Are They Now?
- Devices with internet access
- Teaching Notes
- United States map  
<https://geoalliance.asu.edu/sites/default/files/maps/US.pdf>
- Map Key of Lewis and Clark Trail  
<https://geoalliance.asu.edu/sites/default/files/maps/NiceTrailTeacherKey.pdf>
- Venn Diagram for Brainstorming  
<https://geoalliance.asu.edu/sites/default/files/LessonFiles/Nice/NiceTrailVennDiag.pdf>
- Comparing Food and Ways to Travel Paragraph
- Expository Essay Writing Prompt
- Vocabulary Cards

### Objectives

The student will be able to:

- Map the route of Lewis and Clark's journey and a journey of their own (real or imagined).
- Write an expository essay comparing yesterday to today.

### Procedures

*Prerequisite Knowledge: Student have learned about the expedition of Lewis and Clark. This can be done by various books read to the class or using other resources. Students know the location of the 50 states. If not, use the labeled map found at: <http://geoalliance.asu.edu/sites/default/files/maps/US-NAMES.pdf>*

*Prior to the Lesson: Students will be using information from a journey that they have taken in the past. If they do not remember details of the journey, they may need to ask a parent about the trip, so they will be prepared to do the class activity. If they have not taken a journey outside of their home state, they should plan a trip for the future where they visit several states.*

*Vocabulary Cards are available for the key words of the lesson. Print and distribute to those who might need them or post on the word wall.*

### SESSION ONE

1. Begin the lesson by asking students to recall when and where the Lewis and Clark Expedition occurred. Project the top portion of the Lewis and Clark Timeline: Where Are They Now? **(Preparation: Linking to past learning)** Discuss the timeline and distribute a copy of the timeline to the students.
2. Then distribute the U.S. map and internet connected devices. (Students will need handheld devices to locate the exact locations of the cities mentioned.) Have students work with a partner to chart the journey of Lewis and Clark on the blank map using the timeline. **(Grouping Option: Partner; Application: Promotes engagement, Linked to objectives)**
3. As students complete the mapping activity, have them think about a journey or vacation that they have taken or would like to take through the U.S. **(Preparation: Linking to background)**
4. Have students create a timeline of their journey on the bottom portion of the worksheet and chart the journey on the same U.S. map they used to chart the Lewis and Clark Expedition. **(Application: Promotes Engagement)**
5. Discuss different forms of travel and food available during the time of Lewis and Clark Expedition. Perhaps read a few pages from the materials already read in class. Have students recall what was said about food and transportation with their shoulder partner—each one taking a turn and mentioning one thing (with no repeats) until time is called. **(Integrating Processes: Speaking; Application: Promotes Engagement)**

### SESSION TWO

1. Distribute the Venn diagram and explain that they will be identifying similarities and differences between their journey and the Lewis and Clark journey.
2. Model how to label one bubble “Lewis and Clark Journey” and one bubble as “My Journey.” Then have them divide each bubble into half. Write “Food” in one half. Write “Ways to Travel” in the other half. Then model at least one similarity and one difference for the students. **(Scaffolding: Comprehensible input, Modeling)**
3. Students can then complete the Venn diagram with a partner or independently. **(Grouping Option: Partner, Independent)**
4. Distribute the Expository Essay Writing Prompt to English proficient students and the Comparing

## Where is the Trail?

Food and Ways to Travel Paragraph to ELLs or other diverse learners. Allow students to use the Venn diagram to write an expository essay on the travel differences and similarities between the early 1800s and now in terms of transportation and food. This will be done individually. **(Integrating Processes: Writing; Assessment: Individual, Written)**

## Assessment

### ELA and Social Science

The essay will be scored using the point system in the Checklist for the Expository Essay Writing Prompt. Mastery will be considered a score of 40 points or more.

The Comparing Food and Ways to Travel Paragraph can be graded for 5 points for each correct difference and similarity stated. Mastery will be considered a score of 28 points or higher.

## Extensions

Read primary source accounts of the Lewis and Clark journey. Students could pick a focus (animals, plants, people, water bodies, etc.) and write a report about the expedition.

Compare Lewis and Clark's goals with the goals of the student journeys.

## Sources

Web sites:

[http://www.lib.virginia.edu/exhibits/lewis\\_clark/home.html](http://www.lib.virginia.edu/exhibits/lewis_clark/home.html)

<https://www.nps.gov/lewi/learn/historyculture/index.htm>

<http://www.LewisandClarkTrail.com>