

Facing the Challenge

Grade Six



OBJECTIVES

Students will be able to identify and understand the impact of the environment on human experiences. Students will conduct research using the Internet and other available resources. Students will use research to summarize their findings. Students will understand the chronology of a major historical event.



CLASS TIME

Five 45- to 60-minute sessions



NATIONAL STANDARDS

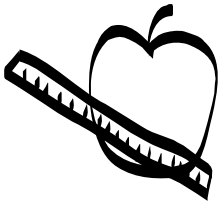
This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council for Teachers of English (NCTE), and the International Society for Technology in Education (ISTE). These standards are listed below:

- Social Studies: People, Places, and Environment
- Social Studies: Time, Continuity, and Change
- Language Arts: Students employ a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interaction with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Language Arts: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- Language Arts: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Technology: Research tools - Students use technology to locate, evaluate, and collect information from a variety of sources.



MATERIALS

- 1 overhead projector
- Copies of the worksheets attached to this lesson plan (see “Preparations”)
- 1 copy of the Westward Journey Nickel Series™ Resource Guide (available at www.usmint.gov/kids)
- Blank overhead transparencies
- A computer lab with Internet access



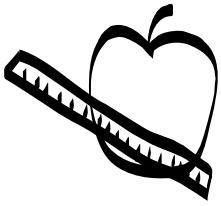
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- Web sites that include information about the final half of Lewis and Clark’s journey (see “Preparations”)
- Web sites that include information and examples of historic documents and journals about Lewis and Clark’s journey (see “Preparations”)
- Texts that provide information about the Lewis and Clark Expedition (see “Preparations”)
- Chart paper and markers
- Overhead transparency markers
- White construction paper (11 by 14 inches)
- Markers or colored pencils
- Pencils



PREPARATIONS

- Make copies of the following:
 - “Westward Journey Nickel Series™” worksheet (1 per student)
 - “Challenges Along the Trail” worksheet (1 per student)
 - “Lewis and Clark Route” worksheet from the Resource Guide (1 per student)
- Make an overhead transparency of each of the following:
 - “Louisiana Territory Map” (from the Resource Guide)
 - “Western United States Map” (from the Resource Guide)
 - “Lewis and Clark’s Route Overlay” (from the Resource Guide)
 - “Ocean in View Nickel Reverse” page (from the Resource Guide)
 - Introduction pages (2) (from the Resource Guide)
 - “Westward Journey Nickel Series” worksheet
 - “Challenges Along the Trail” worksheet
- Locate texts that provide basic historical information about the Lewis and Clark Expedition, such as:
 - *To the Pacific (Lewis and Clark)* by John Hamilton
 - *Sacagawea (Lewis & Clark Expedition)* by Joseph Bruchac
 - *The Travels of Lewis and Clark* by Laura Bergen
 - *How We Crossed the West: The Adventures of Lewis and Clark* by Rosalyn Schanzer
 - *The Incredible Journey of Lewis & Clark* by Rhonda Blumberg
 - *As Far as the Eye Can Reach* by Elizabeth Cody Kimmel
- Arrange to use the school computer lab.



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- Bookmark appropriate Internet sites that include information about Lewis and Clark’s journey, such as:
 - www.lewisandclarkwa.com
 - www.washingtonhistory.org/wshm/lewisandclark/index.htm
 - www.nationalgeographic.com/lewisandclark/
 - www.tourism.wa.gov
 - www.explorethelewisandclarktrail.com
 - www.lewisandclark.org
- Create a scavenger hunt based on student-created posters after Session 4.



GROUPINGS

- Whole group
- Small groups
- Pairs
- Independent work



TERMS AND CONCEPTS

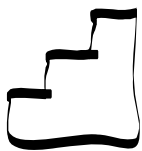
- Obverse (front)
- Reverse (back)
- Lewis and Clark and the Corps of Discovery



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

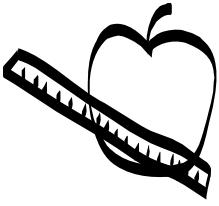
- Louisiana Purchase
- Chronological order



STEPS

Session 1

1. Display the “Louisiana Territory Map” overhead transparency. Explain that the shape of our country was not always the same as it is today. Point out the area that was the United States before the Louisiana Purchase.
2. Review the Louisiana Purchase, discussing with the students who explored the land and why. Explain, if necessary, that President Thomas Jefferson sent soldiers Meriwether Lewis and William Clark and the Corps of Discovery to explore the newly acquired land.



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Show the students the area that Lewis and Clark explored. Note the territory's position in relation to your school's location.

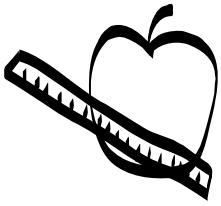
3. Display the "Western United States Map" overhead transparency with the "Lewis and Clark's Route Overlay." Activate prior knowledge by asking the students the following questions:
 - "When did the expedition begin?"
 - "Who led the expedition?"
 - "What was the purpose of the expedition?"
 - "Why would a waterway be important?"
 - "Where are some of the places Lewis and Clark stayed?"

Student responses should be based on prior knowledge. Explain, if necessary, that the expedition began in 1804, that Lewis and Clark led the expedition, and that one of President Jefferson's missions for Lewis and Clark was to find a waterway (called the Northwest Passage) to the Pacific Ocean from the eastern states.

4. Explain to the students that, to commemorate this exploration, the United States government is producing five new nickel designs between 2004 and 2006. These new nickel designs make up the Westward Journey Nickel Series™.
5. Distribute a "Westward Journey Nickel Series™" worksheet to each student. Ask the students to look at the images on the worksheet. Ask them to look for similarities between the three coin reverse images. Guide the students to the conclusion that all three images contain:
 - The Latin phrase "E Pluribus Unum," which is translated as "out of many, one"
 - The coin's denomination
 - The phrase "United States of America"

Tell the students that these features are required by law to appear on every coin.

6. Tell the students that, now that they have identified similarities between all the coins, they will next discover what makes each of these coins unique. Ask the students to begin the worksheet by recording what they see in each nickel's design that may relate to the Corps of Discovery. Ask the students to hypothesize why each image was selected and its relationship to the Corps of Discovery. If desired, allow the students to use their textbooks. Ask the students to record their answers on their "Westward Journey Nickel Series" worksheet.
7. Allow the students time to complete the worksheet individually. Pair the students and allow them to collaborate for five to ten minutes.
8. Lead a class discussion regarding the students' answers on their completed "Westward Journey Nickel Series" worksheets. Use the students' responses to complete a model "Westward Journey Nickel Series" worksheet on the overhead transparency.



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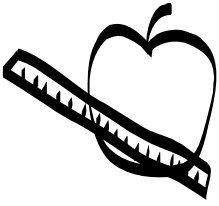
9. Using the completed “Westward Journey Nickel Series” overhead transparency, briefly review the chronology of the journey.

Session 2

1. Display the “Louisiana Territory Map” overhead transparency. Review the information and chronology discussed in Session 1.
2. Based on the students’ prior knowledge, have the students predict the types of challenges Lewis and Clark and the Corps of Discovery may have faced.
3. Discuss some of the challenges the soldiers may have had to overcome during the journey and the decisions that had to be made. Using chart paper, create a K-W-L chart. Record the student’s answers.
4. Tell the students they will conduct research on the challenges Lewis and Clark and the Corps of Discovery faced during their journey.
5. Distribute a “Challenges Along the Trail” worksheet to each student and review the directions.
6. Escort the students to the school computer lab. Using bookmarked Internet sites, direct the students to work in pairs to learn about the places where the Corps of Discovery traveled and the challenges the explorers faced.
7. Allow enough time for student research.

Session 3

1. Display the “Challenges Along the Trail” overhead transparency. Lead a class discussion regarding the students’ research findings from Session 2. Record the class discussion on the overhead transparency.
2. Review the K-W-L chart. Determine what the students learned and record it on the chart.
3. Display the “Ocean in View Nickel Reverse” overhead transparency. Lead a class discussion regarding the significance of the ocean image and the quote from Clark’s map journal. Students may conclude that the ocean view marked the end of the first half of the journey and that they expressed the joy of completing a major accomplishment.
4. Ask the students about the meaning of Clark’s quote on the coin, “Ocean in view! O! The joy!” Student responses should include the explorers’ excitement and relief over finally seeing the Pacific Ocean after more than a year of difficult travel.
5. In small groups, have the students summarize the discussion about the challenges the Corps of Discovery faced and how the accomplishment is important enough to be on the Ocean in View Nickel.
7. Direct students to write a one- page summary based on the “Challenges Along the Trail” discussion in their notebooks.



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8. Allow sufficient time for students to complete their summaries.
9. Collect the students' research materials and summaries.

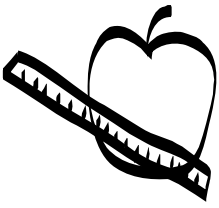
Session 4

1. Display the K-W-L chart and review the information and discussion from the first three sessions.
2. Display the "Lewis and Clark Route Overlay" overhead transparency and distribute the "Lewis and Clark's Route" worksheet.
3. Using the findings from their research in Sessions 1 and 2, have the students discuss specific challenges and solutions that Lewis and Clark and the Corps of Discovery faced at various places along the trail. Mark these areas on the overhead transparency.
4. Tell the students that they will work in pairs to create a poster showing the details of one of the challenges the Corps faced and the solutions they used to overcome it. They need to show all of the items from the "Challenges Along the Trail" worksheet, a caption explaining the challenge, and an exciting headline. Each pair should research a different challenge if possible.
5. The students should use the completed "Challenges Along the Trail" worksheet and the K-W-L chart as a guide. Allow the students time to research additional details using available texts and Internet sites about their chosen challenge, if needed.
6. Once the posters are complete, they should be displayed in chronological order in the classroom.
7. Tell the students that there will be a teacher-created scavenger hunt with questions about the challenges shown on the posters. The scavenger hunt will be completed in the next session and will be part of the assessment for the lesson.

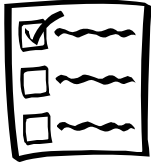
NOTE: Create scavenger hunt questions based on student-created posters.

Session 5

1. Briefly review the content and chronology of the challenge posters displayed in the classroom.
2. Distribute the teacher-created scavenger hunt to each student.
3. Invite the students to examine the poster display and complete the questions on the scavenger hunt.
4. Once the students have completed the scavenger hunt, collect the answers and review them with the class.
5. Invite any students who want to share the content of their poster with the class to do so.



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ASSESSMENT

Use the student research, written summary, posters, and scavenger hunt responses to evaluate the students' ability to meet the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have students create a “Who’s Who” booklet for the journey of Lewis and Clark, providing 7 to 10 facts about key members of the Corp of Discovery, with illustrations.
- Have students create a newspaper article reporting on the challenges Lewis and Clark faced on their journey. Students can use the “Challenges Along the Trail” worksheet as a guide.
- Have students read poetry from various authors about overcoming difficult challenges. Students should then write a poem about the challenges that Lewis and Clark and the Corps of Discovery faced.



DIFFERENTIATED LEARNING OPTIONS


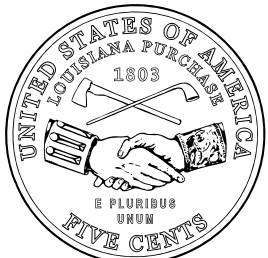
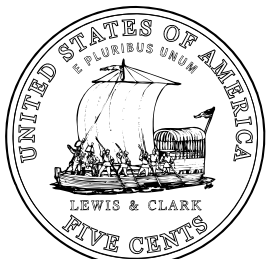


- Allow students to have a scribe for written sections of the lesson.
- Allow student to work in pairs to complete the research part of the worksheet.

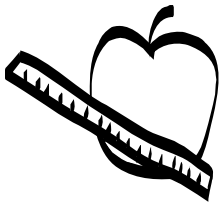


Name _____

Westward Journey Nickel Series™

Directions: The United States Mint issued nickels with new designs to celebrate the bicentennial of the journey of Lewis and Clark and the Corps of Discovery. In the box next to each of the nickel images below, record **what image you see** on each nickel and **why you think it was chosen** to celebrate this journey.

NICKEL IMAGE	DESCRIPTION AND CONNECTION TO EXPEDITION
	2005 OBVERSE
	2004 PEACE MEDAL NICKEL REVERSE
	2004 KEELBOAT NICKEL REVERSE
	2005 AMERICAN BISON NICKEL REVERSE
	2005 OCEAN IN VIEW NICKEL REVERSE



Westward Journey Nickel Series™

Answer Key

Directions: The United States Mint issued nickels with new designs to celebrate the bicentennial of the journey of Lewis and Clark and the Corps of Discovery. In the box next to each of the nickel images below, record **what image you see** on each nickel and **why you think it was chosen** to celebrate this journey.

NICKEL IMAGE	DESCRIPTION AND CONNECTION TO EXPEDITION
	<p>2005 OBVERSE This design shows Thomas Jefferson.</p> <ul style="list-style-type: none"> • Was third President of the United States. • Authored the Declaration of Independence. • Authorized the Louisiana Purchase and sponsored the Corps of Discovery's journey to explore the new territory. • Set the Expedition's goals: find an all-water passage from the East to the Pacific; make contact with and observations of American Indian tribes to further commerce with the tribes; and observe and record the geography, plants, and animals of the areas they explored.
	<p>2004 PEACE MEDAL NICKEL REVERSE The design is a copy of the Peace Medals that explorers Lewis and Clark gave to American Indians whom they encountered on their journey. It shows the hand of an American Indian and the hand of a European-American clasped in a friendly handshake below a crossed pipe and tomahawk. The words "Louisiana Purchase" are inscribed above the date of the purchase, 1803. One of the goals of the Expedition was to make contact with and record observations of the American Indian tribes.</p>
	<p>2004 KEELBOAT NICKEL REVERSE This design shows the keelboat that was part of the transportation used during Lewis and Clark's expedition. In it, captains Meriwether Lewis and William Clark are standing on deck at the start of their famous trip. Boats were important means of transportation for the explorers because much of their traveling was done by water, which was easier than carrying supplies over wild terrain—despite the fact that the upstream travel for most of the westward leg was not easy or fast.</p>
	<p>2005 AMERICAN BISON NICKEL REVERSE This design features the American bison, also called a buffalo. This animal used to roam the plains in such great numbers that the animal was noted often by Lewis and Clark in their journals. This buffalo also reminds us of the American Indians who counted on the animal for food, clothing, and shelter, and of all the wildlife that the explorers wrote about and brought back to the United States as a record for science. One of the goals of the Expedition was to observe and to record the geography, plants, and animals of the areas they explored.</p>
	<p>2005 OCEAN IN VIEW NICKEL REVERSE This design shows a view of the Pacific Ocean, the goal that the Lewis and Clark Expedition reached after more than a year of hard travel. The scene surrounds a quote written by Captain Clark in his map journal: "Ocean in view! O! The joy!" One of the goals of the Expedition was to find an all-water passage to the Pacific Ocean.</p>

