

Lesson Plan Template

Grade: Fourth Grade		Subject: Social Studies	
Materials: Manila Packets for Expedition Packets, Workbooks, glue sticks		Technology Needed: SmartBoard	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 4.2.8 Explain the significance of the Lewis and Clark expeditions (e.g., Corps of Discovery, Sacagawea) in North Dakota history 4.2.4 Use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota		Differentiation Below Proficiency: Students will not be able to identify events involving the expedition of Lewis and Clark and will not be able to complete the expedition time map in order. Above Proficiency: Students will be able to identify events involving the expedition of Lewis and Clark and will be able to write the time map in order- students will remember specific dates coming from the time map. Approaching/Emerging Proficiency: Students will be able to identify events involving the expedition of Lewis and Clark and will be able to write the time map in order. Modalities/Learning Preferences: Visual, Auditory, Kinesthetic	
Objective(s) Students will be able to fluently read about the expedition of Lewis and Clark and identify Lewis and Clark, Corps of Discovery, Sacagawea. Students will be able to put in sequential order events during the Lewis and Clark expedition.			
Bloom's Taxonomy Cognitive Level: Synthesis			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be paired in twos for the activity- students will pretend like they are apart of the expedition, and glue together the pieces of the events during the expedition		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to cooperate with their partner, even if it's not the partner they chose	
Minutes	Procedures		
2 hours	Set-up/Prep: Make sure envelopes are put together nicely for students to start on- video should be ready and up.		
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students- we are going to go on a little expedition today... The Lewis and Clark Expedition! Raise your hand if you have ever heard of this expedition- Hands down- how many of you could give me a few details that you may remember about this? (Let students respond) -Get video started		
8	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Lewis and Clark Expedition: Thomas Jefferson, Meriwether Lewis, William Clark, Corps of Discovery, Fort Mandan, Sakakawea • Sequential Order • Read with partner in Frontier Era of North Dakota- Students will partner up (this will be their partner for the exploration part of the lesson to form continuation). Students will read aloud pgs 43-45 and pg 49-51 (first paragraph on p. 51 and then stop). 		
15-18 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Lewis and Clark Expedition Activity 		

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1. Students will be paired up with their reading partner earlier and will create a time map of when events during the expedition happened. The slips of paper with the date and event will be in random order in their expedition packets
2. Students will grab one piece of large construction paper- the person that last read will grab the paper.
3. The students will work on the floor or at a desk with their partner to complete the time map
4. Students will first read each of the events that happened (Explain the strategies to putting the events in order in a timely manner)
5. Once students complete their time line, have them glue it all together- explain that it would be easiest to have everything laid out before anything is glued down.

Review (wrap up and transition to next activity):

- What was one of the main events in your time map that you found interesting? Did anyone notice one of the events in the time map we see here that involved North Dakota- lets find that.
- Why did we do this?
 1. Lewis and Clark discovered many lands, territories, animals, and people that helped us claim territory and understand the territory- they helped to discover this city and Mandan!

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

Make sure students are reading aloud fluently- if there are any words they are struggling with, make sure to clean up those works.

Consideration for Back-up Plan: If misbehavior occurs, students will not be allowed to create time map and will do reading and questions in the textbook.

Summative Assessment (linked back to objectives)

End of lesson: Unit Test on Lewis and Clarke

If applicable- overall unit, chapter, concept, etc.: At the end of the unit, students will be randomly assigned one theme from the Lewis and Clarke chapter of their frontier social studies books. Students will find ten significant facts about the theme (5 each). If students are struggling for information, they may research for additional information on chromebooks. Students will together create a poster explaining these 10 facts, with illustrations and color. The groups of two will present information in front of the class. Poster should include five time line facts in addition (from formative assessment).



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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Overall, I thought this lesson plan went very well. I thought it was interesting to have three different rotations of classes and have me teach one lesson, then see my cooperating teacher use my lesson plan but teach it in a different way with a strong use of beginning instructions. Due to the time, I wasn't able to make the lesson plan as "fun" as I had intended with their being an expedition around the room, but I made it work for the limited time that I had. I would have liked if there was follow up time to review the information, but because the kids were focused on their rotations. I think it would have been good to do an exiting slip for the information the students learned.

Chronological Lewis and Clark Facts

January 18, 1803

Thomas Jefferson sends a secret communication to Congress seeking authorization for the expedition. A \$2,500 appropriation is requested.

April 1803

Napoleon offers to sell the Louisiana Territory to United States.

Spring 1803

Meriwether Lewis, chosen as commander of the expedition, goes to Philadelphia to study botany, zoology, medicine, and celestial navigation with the nation's leading scientists.

Lewis invites William Clark to share command of expedition, and Clark accepts.

July 4–5, 1803

The Louisiana Purchase (for \$15 million) is announced, adding 828,000 square miles to the United States and nearly doubling the current size of the country.

Lewis leaves Washington for Pittsburgh to oversee construction of a keelboat.

December 1803

Lewis and Clark establish Camp Dubois (also known as Camp Wood) for the winter on the east bank of the Mississippi River, where they recruit and train more men.

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March 10, 1804

Lewis and Clark attend ceremonies in St. Louis that celebrate the transfer of the upper Louisiana Territory from France to the United States.

August 3, 1804

The expedition holds its first meeting and council with western Indians, the Oto and Missouri.

August 30, 1804

The expedition holds friendly council with Yankton Sioux near today's Yankton, South Dakota.

October 24, 1804

The expedition reaches Mandan and Hidatsa villages. Lewis and Clark decide to build their second winter fort across from the main Mandan village, about 50 miles north of today's Bismarck, North Dakota.

November 4, 1804

Lewis and Clark hire Toussaint Charbonneau, French-Canadian fur trader, as interpreter. He brings along Sacagawea, one of his wives and a teenage mother-to-be who is a Shoshone living with the Hidatsa.

February 11, 1805

Sacagawea gives birth to a baby boy, Jean Baptiste, with Lewis assisting the delivery.

April 7, 1805

The big keelboat and ten men are sent back downriver, along with plant and animal specimens, maps, reports, and Indian artifacts destined for President Jefferson.

The permanent party, including Sacagawea and her baby, resume the westward voyage in two pirogues (flat-bottomed wooden boats) and six dugout canoes.

April 29, 1805

In today's eastern Montana, the Corps is dumbfounded by the abundance of wildlife, including buffalo herds that number tens of thousands of animals.

The Corps encounters its first grizzly bear, a species unknown to early Americans.

May 3, 1805 The expedition reaches the White Cliffs of the Missouri River, near today's Big Sandy, Montana, and described as "seems of visionary enchantment."

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August 12, 1805

The shipment to Jefferson arrives in Washington, D.C.

Lewis climbs to Lemhi Pass, on what is now the Idaho-Montana border. He expects to see a plain and a river on the other side of the summit, but instead he finds nothing but more mountains.

October 16, 1805

The expedition reaches the Columbia River, which is teeming with salmon.

November 24, 1805

The Corps of Discovery, including Sacagawea and York, vote on where to spend the winter. The majority decide to build a fort on the south side of the Columbia.

Mid-August 1806

The expedition arrives back at the Mandan villages. Lewis and Clark say goodbye to Sacagawea, Jean Baptiste, and Charbonneau.

September 23, 1806

The expedition reaches St. Louis completing a trek of two years, 4 months, 10 days.