

Teacher: Donna Klun	
Title: Lewis and Clark have a special travel guide	Subject: History
Topics: Sacagawea's contributions to the Lewis and Clark Expedition	Grade: 9-12 (SLIC Program)
Lesson Duration:	School: EHS
Education Designs Lesson/ Unit Plan	
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	Sacagawea becomes a major player in the success of the Lewis and Clark expedition. She helps open the door between Indian relations and the white man and leads them across the Louisiana Purchase. □ Era 4
National Standards for History Era: Link	Standard 1: United States territorial expansion between 1801-1861, and how it affected relations with external powers and Native Americans
Standard(s): <i>State, Local or National</i>	2: 1.2 – Gathering information from multiple sources, including electronic databases, to understand events from multiple resources. 2:2.3 – Apply knowledge to the past to analyze present day issues and events from a multiple, historically objective perspectives. What students know and are able to do.
Themes/Concept:	How Sacagawea made the Lewis and Clark Expedition a success?
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	1. Who was Sacagawea and how did she become a part of the Lewis and Clark Expedition? What was unique about her and what she carried the entire trip? 2. How was Sacagawea able to help promote positive relations between the travelers and the Native Americans? 3. What were some of Sacagawea's major contributions to the expedition? 4. Could Lewis and Clark have completed the expedition if Sacagawea had not accompanied them on the trip? Yes/no explain
Elements <i>(What you want the students to understand)</i>	1. After students read the story: of Lewis and Clarks Amazing Expedition. Students will discover that Sacagawea lead the way for Lewis and Clark even though she was a woman and she just had a baby. 2. Students will discover that Sacagawea opened the door to positive relations with the Native Americans. 3. Lewis and Clark learned many things about Native Americans while they lived with them during the trip. 4. During the expedition there where many discoveries made. Students will list what these discoveries where.
Launch Activity (Hook)	Students will play a game of "Guess Who?" Students will be shown several pictures of people and clues are given so students will have to choose whom we are going to study.

<p>Knowledge & Skills</p> <p><i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i></p>	<p>Vocabulary</p> <p>Sacagawea Toussaint Charbonneau Lewis Clark President Jefferson</p> <p>Vocabulary: expedition port settlement flat-bottom boat</p>	<p>Places:</p> <p>France Louisiana North Dakota <input type="checkbox"/> St. Louis, Missouri</p>	<p>Skills</p> <p>Map Skills Dictionary Word wall</p>
<p>Lesson Methodology <i>(How will you conduct the lesson; activities...?)</i></p>			
<p>1. Launch Activity: There will be several pictures of women taped to the front of the classroom. Example: Michelle Obama, Britney Spears, Sacagawea. As the unit progresses student use logical reasoning skills to discover who we are studying.</p> <p>2. Mobile activity will require a variety of “Out Door” magazines and National Geographic, and Ranger Rick to cut out pictures of animals found during the expedition to create a mobile. (For the ESS student a model of the mobile of how it should look will be on display as a visual)</p> <p>3. A Variety of pictures from magazines and internet will again be located and cut out to pasted onto a poster board to exhibit what students have learned.</p>			
<p>Assessment Evidence: <i>What evidence will show that students met the learning goal?</i></p>			
<p>Type of assessment will be selected response. Mobile of events (students will choose from a variety of pictures to complete a mobile of events.)</p>			
<p>Portfolio Assessment</p>			
<p>Completed assignments. Poster students make of the discoveries made by the members of the expedition with the help of Sacagawea.</p>			
<p>Authentic Assessment <i>(Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc..)</i></p>			
<p>Students will make a time line of events that required Sacagawea’s help. Draw a picture of a main event that shows Sacagawea using her tracking skills.</p>			
<p>Student Self-Assessment</p>			
<p>With the population that I am working with I would use a thumbs up or thumbs down to check for understanding while asking the students comprehension questions.</p>			
<p>Differentiation Associated with this unit</p>			
<p>Partners to complete work on projects, and worksheets, 50/50 choice option on multiple-choice worksheets, Highlighters to help student to focus on specific information, number matching.</p>			
<p>Resources and instructional tools: <i>(Including Video Sources, Text Resources, Research Strategy)</i></p>			
<p>Lewis and Clark Expedition DVD, cardboard, yarn, hole punch, yarn, and brown cloth to make a cradle board. Colored pencils, highlighters</p>			

