

Teacher: Dolores Ballejo				
Title: Explorer	Subject: U.S. History 2			
Topics: Zebulon Pike	Grade: 9-12			
Lesson Duration:	School: Century High School			
Education Designs Lesson/ Unit Plan				
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This lesson will help the students to understand the hardships of the exploration. The student will analyze the list of goods. The student will be able to examine the question, "Was Pike an explorer or spy?"			
National Standards for History Era: Link	Era 4 Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans			
Standard(s): <i>State, Local or National</i>	<p>Standard 1 – Students understand the chronological organization of history, how to organize events and people into major eras, and to identify and explain historical relationships.</p> <p><input type="checkbox"/> Standard 2 – Students learn to pose and answer historical questions.</p> <p><input type="checkbox"/> Standard 3 – Students understand that societies are diverse and change over time.</p>			
Themes/Concept:	Using primary and secondary sources, construct a chronological timeline to analyze cause and effect of the reason and exploration of Zeb Pike			
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ol style="list-style-type: none"> 1. Was Pike an explorer or a spy? 2. Was Pike a military leader? 3. Was Pike a cartographer? 4. Why was Pike sent to explore? 			
Elements <i>(What you want the students to understand)</i>	Pike's budget was \$600 and needing to getting about 45 pounds of supplies on a horse. Pike was not prepared to travel in Colorado. He only had summer uniforms and not prepared for the winter in the Rockies. Was Pike sent as a spy or just an explorer? The Pike journal containing his thoughts as well as his sketches and maps that will be used during the lesson.			
Launch Activity (Hook)	From the list of goods, the students will select the items they think the explorer took during the exploration. The class will discuss the time period and redo their list and do again.			
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	<table border="1"> <tr> <td>Vocabulary Zebulon Pike James Wilkinson Joseph Ballinger Jeremiah Jackson John Robinson William Meek Antoine Baronet Vasquez John Boley Jacob Carter Solomon Huddleston Hugh Menaugh Patrick Smith John Wilson</td> <td>capote striker & flint Samuel Bradley Thomas Daugherty Henry Kennerman John Mountjoy John Sparks John Brown William Gordon Theodore Miller Alexander Roy Freegift Stoute Aaron Burr Thomas Jefferson Pikes stockade Pikes Peak (Blue</td> <td>Skills Detect cause and effect relationship, assume perspective of the other person, draw logical conclusions, predict likely outcomes based on factual information</td> </tr> </table>	Vocabulary Zebulon Pike James Wilkinson Joseph Ballinger Jeremiah Jackson John Robinson William Meek Antoine Baronet Vasquez John Boley Jacob Carter Solomon Huddleston Hugh Menaugh Patrick Smith John Wilson	capote striker & flint Samuel Bradley Thomas Daugherty Henry Kennerman John Mountjoy John Sparks John Brown William Gordon Theodore Miller Alexander Roy Freegift Stoute Aaron Burr Thomas Jefferson Pikes stockade Pikes Peak (Blue	Skills Detect cause and effect relationship, assume perspective of the other person, draw logical conclusions, predict likely outcomes based on factual information
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	horn comb fish hooks hardtack flintlock musket hunting knife flintlock pistol lantern ink well & quill mortar & pestle leather journal pack basket musket ball pouch pieces of eight powder horn sextant awl	Mountain)	
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Lesson Methodology (*How will you conduct the lesson; activities...?*)

Launch Activity

The class will discuss the items Zebulon Pike would have taken on the journey. Some of the items on the list are from today and the students will discuss why the explorers did not have i.e. cell phones, etc.

Activity 1

The students will write a journal about the trip and place sketches of possible animals, plants, etc. in the journal.

Activity 2

The students will get a copy from one of the pages of the journal from Zebulon Pike and compare their journal and Zebulon Pike's journal (get a copy from <http://finthillstallgrass.org/2008/09/08/zeb-pike-month/>). The student will write a reflection paper of similarities and differences.

Activity 3

The students will trace Zebulon Pike's journey and encounters especially the Spanish. The students will write in their journal if Zebulon Pike was a spy, an explorer or both and explain their response.

Launch Activity

Pack for the trip:

air mattress
 barrels and kegs
 belt bag
 blankets (5 lbs.)
 broadaxe (5 lbs.)

binoculars
 awl (1/2 lb.)
 beads (1 lb.)
 binoculars
 ceramic teapot

camera	brazier (12 lbs.)
canoe	drum
cat	beef jerky
cellphone	buckets
compass (1 lb.)	candles
cooking pots	capote
dried food (10 lbs.)	flashlight
fan	cone of sugar
gloves (1/2 lb.)	deck of cards
horn comb	shoes
fish hooks	hat
hardtack	honey
flintlock musket	horse
hunting knife	flintlock pistol
lantern	ink well & quill
mortar & pestle	leather journal
pack basket	musket ball pouch
pieces of eight	tooth brush
screwdriver	powderhorn
sextant	shirt & vest
soap	toothpaste
spinning wheel	trade knife
telescope	socks
tin cup	striker & flint
tomahawk	tin plate

Assessment Evidence: *What evidence will show that students met the learning goal?*

Traditional Assessment (Quizzes, Test, Selected Responses)

Multiple choice quiz written in A,B,C,D choices with questions worded much like those used on standardized tests.

Portfolio Assessment

a sketch or written journal of the possible animals, plants, and people encountered during the exploration.

Authentic Assessment (*Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,*)

time line of the journey. A rubric will be provided for each activity.

Student Self-Assessment

small group discussion

Differentiation Associated with this unit

Special need student will orally tell the instructor what he has learned about Pike and his observation of Pike being a spy or an explorer.
 Gifted student will write a chronological report of the journal of Pike.

Resources and instructional tools: (*Including Video Sources, Text Resources, Research Strategy*)

<http://www.scribd.com/doc/16745917/To-Spare-No-Pains-Zebulon-Montgomery-Pike->

and-His-18061807-Southwest-Expedition

video: "Zebulon Pike and the Blue Mountain" John Henry Johnson Film

