

## Westward Expansion: The Five Themes of Geography

**WebQuest Description:** Experiencing the Lewis and Clark expedition through interactive learning activities.

**Grade Level:** 3-5

**Curriculum:** Social Studies

**Keywords:** agriculture, Corps of Discovery, epidemic, expedition, keelboat, Manifest Destiny, pirogue

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### Introduction

Let's take a journey into history to experience the ideas and events that led to independence and the expansion of our country! What is the Louisiana Purchase? Come and be a part of the Lewis and Clark expedition and the westward expansion.

### Tasks

In 1804, President Thomas Jefferson asked Merriwether Lewis to lead an expedition across western North America. Lewis has teamed up with William Clark. By the end of this lesson, students will:

1. virtually experience the challenges faced during the Lewis and Clark westward expedition
2. create an interactive timeline of the events experienced on Lewis and Clark expedition
3. discuss the Manifest Destiny and other ideas and events that led to the Westward expansion

### Process

Anticipatory set: Students will view the xtranormal presentation on the five themes of geography. \*Before joining Lewis and Clark on their expedition, there are some important vocabulary words that must be defined. Define the following words: agriculture, Corps of discovery, epidemic, expedition, keelboat, pirogue using dictionaries or the internet resource that you have been given. \* Students will meet in small groups of four to prepare for the teacher's instruction. \* Teacher will ask students to think about going on a camping trip with their families. What do you think you will need to take with you? Why did you choose those items? Which items would you take if you are only allowed to take ten items? \* Students will work in small groups of four to discuss and agree on the ten items that they would take. The group recorder will list the items on the are post it poster sheet. \* Students will meet back for whole group to share their lists while a student volunteer records the answers and checks for similar answers. \*\* Teacher will explain that every item chosen must have a specific use, especially if you're going on a camping trip. \* Teacher will instruct students to silently read the "Growth of a Country", unit from the student textbook. \* Students will visit the Lewis and Clark interactive expedition. After completing the expedition activity, students will answer the following questions: 1. What were President Thomas Jefferson's three purposes for the westward expedition? 2. Name three encounters that the expedition team faced? How did they overcome them? 3. What type of encounter did they face after four months has passed?

### Evaluation

Students will write a two paragraph summary about their experience on the Lewis and Clark expedition? What were some of the challenges faced by the expedition team? Describe how these challenges were overcome.

Category and Score					Score
					1
					2
					3
					4
				Total Score	

## Conclusion

Looks like we have completed our expedition.&nbsp; With all of its challenges and encounters, we made it back with a much better knowledge of the country's westward move.&nbsp; Just think,&nbsp;you really got to be a part of it!

## Teacher Page

\*NJCCCS: 6.1.8.B.&nbsp; Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the U.S.

\*CCSS: SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

\*CCSS: SL 5.5&nbsp;Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

\*CCSS: RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

### Standards

### Credits

### Other