The Lewis and Clark Expedition

WebQuest Description: Students will learn about the United States during the early 1800's, and how it changed because of the Louisiana Purchase and the journeys of Lewis and Clark's Corps of Discovery.

Grade Level: 3-5

Curriculum: Social Studies

Keywords: Meriwether Lewis, William Clark, Sacagawea, Louisiana Purchase, Corps of Discovery, Westward Expansion, Thomas Jefferson

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Introduction

A mysterious occurrence has happened in present day United States. An unknown force made time rewind back to the year 1803 when the United States was much smaller with only 17 states. All people living west of the original 13 colonies are still in the same spot, but it is now unexplored land. France is getting upset that we are living on their Louisiana Territory and some Native American tribes aren't being too friendly. Help Lewis and Clark explore the Louisiana Territory to rediscover it and get the United States back to normal.

Tasks

Since Lewis and Clark have to explore the Louisiana Territory again, you can help them by informing the Corps of Discovery of what problems, hazards, hardships, and helpful things they might encounter along the way. If they know these things ahead of time, the exploration will go a little quicker, and the U.S. can get back to normal at a faster rate. Since the year is once again 1803, the same water journey up the Missouri River will be the main method of transportation. Your task is to create a power point presentation informing the Corps of Discovery of important points of interest along the Missouri River. The slides in your presentation will give Lewis and Clark advice on the journey up the Missouri River that will leave them prepared for otherwise surprises that may or may not be inconvenient. Please read through the process section for further details and instructions on the presentation.

Process

Students will be in groups of up to four. Every student will be one of two possible roles. Two of the group members will be Positive Researchers, and the other two will be Negative Researchers. Students will be doing some researching, and will come together when forming the actual power point presentation about their findings. Roles

Positive Researcher: Students with this role will be researching good things that Lewis and Clark will come across during their journey. The information that Positive Researchers find will be something for Lewis and Clark to look forward to as they work their way up the Missouri River. Negative Researcher: Students with this role will be researching problematic or hazardous things that will make the journey more difficult or dangerous. These findings will come as warnings to Lewis and Clark and will be something they will have to look out for as they go up the Missouri River. Each type of researcher will have to complete a sheet, titled "Hardships or Helpful Encounters," which is linked below. Each researcher is responsible for finding three examples independently before submitting ideas to the group. Each student will turn in this sheet and is calculated as part of the grade. There will be five types of slides included in the power point presentation. Read below for detailed descriptions of your slides. 1. Title Slide: This slide should include the title of the presentation, followed by the names of the group members. 2. Introduction Slide: This slide will introduce Lewis and Clark to the Missouri River. 3. Title slide should give them background information about the river, and an estimate of how long the trip will be in miles and in time. 4. Negative Slides: There should at least be three negative slides. These slides will contain information regarding a hazard, danger, or problem that Lewis and Clark will encounter on their journey. 5. Positive Slides: There should be at least two positive slides. These slides will contain information about positive things that the Corps of Discovery can look forward to. These items will come as a relief to the explorers. These slides should include information explaining what the positive or helpful item is that they will encounter, and why it will be good for the explorers and their journey. Location must also be included. 5. Conclusion Slide: This slide will summarize the important factors about the trip. In a short paragraph, it will describe the trip as a whole, including examples of hazards and happiness that will found along the way. At least 3 of the slides in the presentation must have clip art or some type of picture. To finalize the presentation, each group must also create a display on Wordle.net using at least 15 words about the expedition, or a 60 second audio commentary on Voki.com discussing the problems and hardships that were encountered during the journey. In the end, the presentation will be presented to the class by each group. Gifted students will write a 5 paragraph essay about Sacagawea, York, Seaman, or Toussaint Charbonneau, who were all along for the journey. The essay will explain how one of these people contributed to the success of the journey, and how difficult it would have been without them. ESL students can use translate.google.com to translate their presentation information if needed. Struggling students may be reduced to finding only one hardship or helpful encounter, or they may partner up with another researcher of the same type and research together cooperatively. Please check out the website links, videos, and other resources below. They all provide very helpful information that will answer many of your questions.
There is a rubric attached so that all group members can assess their presentation. &nbsp;A rubric from each group member must be completed and turned in to the teacher. &nbsp;Please circle the amount of points you feel you deserve in the four categories of the rubric. &nbsp;The project is worth 26 points and is based on how well you followed directions during the process section of this web quest, and how much you participated during this project. &nbsp;The rubric goes over the power point part of the presentation, which is the bulk of the project. &nbsp;An additional three points are earned for completing the three items on your "Hardships or Helpful Encounters" sheet individually. &nbsp;Another three points are earned for completing a Wordle cloud or Voki presentation with all requirements met from the process section.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Fully (5 points)</th>
<th>Partially (3 points)</th>
<th>Minimally (1 point)</th>
<th>None (0 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slides</td>
<td>Title, introduction, 3 negative, 3 positive, and conclusion slides are all present at the very least.</td>
<td>1-2 slides are missing</td>
<td>3-4 slides are missing</td>
<td>5 or more slides are missing</td>
<td>25%</td>
</tr>
<tr>
<td>Level of Detail</td>
<td>Slides describe a level of detail that explains how the situation is helpful or problematic, and describes where on the river journey this would be encountered.</td>
<td>Level of detail is helpful, but does not fully describe the encounters or locations</td>
<td>Very little detail is present. Readers and listeners aren't sure where the events take place or why they are significant.</td>
<td>No details or explanation are present.</td>
<td>25%</td>
</tr>
<tr>
<td>Photos/Clip Art</td>
<td>At least 2 photos or clip art are present and are related to the information on the given slide.</td>
<td>1 photo or clip art is present and is related to the information on the given slide.</td>
<td>Photos or clip art are present but aren't related to the information on the slides.</td>
<td>No photos or clip art are present.</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>You participated in the research and contributed to your group's presentation and its creation constantly.</td>
<td>You were contributing to the research and presentation creation most of the time.</td>
<td>You contributed to the research and presentation creation some of the time.</td>
<td>You sat around and watched while your group members did everything.</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Title, introduction, 3 negative, 3 positive, and conclusion slides are all present at the very least.</td>
<td>1-2 slides are missing</td>
<td>3-4 slides are missing</td>
<td>5 or more slides are missing</td>
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<td>25%</td>
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</tr>
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</table>

**Conclusion**

Congratulations! &nbsp;You have helped Lewis and Clark rediscover the Louisiana Territory for the second time. &nbsp;Due to your extensive research, the Corps of Discovery took even less time to redo this journey because they were more prepared for various situations based on the information you researched and provided. &nbsp;The U.S. is now back to normal. &nbsp;Your group worked together to learn about some of the problems that can arise while going up the Missouri River, and some of the helpful things that may be encountered during a journey like this. &nbsp;Questions to think about: Now that you know some of the issues Lewis and Clark had, what could they have done to avoid these issues if they knew they were eventually going to run into them? What other information or items would have made their journey easier and why? Below are some videos and activities to help you understand even more what the Corps of Discovery's journey really was like. &nbsp;Try them out and think to yourself, could I survive back then? &nbsp;

**Teacher Page**

This webquest is about understanding what the Corps of Discovery had to go through in order to explore the Louisiana Territory. This is a web 2.0 project, so students must have access to internet, power point, and also have a microphone hooked up to the computers. **Standards**

This webquest fulfills fourth grade social studies objectives. ISTE Standards for Students found at [http://www.iste.org/Libraries/PDFs/NETS-S_Standards.sflb.ashx](http://www.iste.org/Libraries/PDFs/NETS-S_Standards.sflb.ashx). Creative and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. a. Apply existing knowledge to generate new ideas, products, or processes.b. Create original works as a means of personal or group expression.2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. Contribute to project teams to produce original works or solve problems.3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Process data and report results.4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.a. Identify and define authentic problems and significant questions for investigationb. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Missouri Show Me Standards found at [http://dese.mo.gov/standards/ss.html](http://dese.mo.gov/standards/ss.html) in Social Studies, students in Missouri public schools will acquire a solid foundation which
includes knowledge of:
2. continuity and change in the history of Missouri, the United States and the world
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Credits
I'd like to thank Dr. Henry for showing us how to utilize web 2.0 in our classrooms.

Websites that helped make this webquest possible are Voki.com and Zunal.com.

Other