

ClassNotes for Lewis and Clark Expedition

Dear Colleague:

The purpose of this document is to provide a more detailed example of the how you can use the ClassNotes approach described in *The Elementary Teacher's Guide to the Best Internet Resources* to organize and catalog the resources you use when teaching a lesson that has Internet resources. It is not the intention of the authors to suggest that this is the only method that can be used, and you should, after experimenting with various formats, create one that makes the most sense for you.

The following ClassNotes example for a lesson on the Lewis and Clark expedition are based on these parameters and concepts but can be used for any subject field.

Standards

This ClassNotes example is created for third or fourth grade and uses the State of Florida Sunshine State Standards.

Column 1: Instructional Sequence, Strategies, and Tasks

- Instructional sequence**, as explained in *The Elementary Teacher's Guide to the Best Internet Resources*, typically includes such items as an attention getter, review, content presentation, practice, and evaluation.
- Strategies** are the instructional approaches and methods drawn from the literature on instruction. This would include different kinds of lectures, cooperative learning, learning centers, reading, debriefing, and so on.
- Tasks** are what you want the students to do. They are written into the ClassNotes in the sequence in which you will explain them during teacher talk. Tasks can be processes, like directions for students to move into certain kinds of groups, or products students are to produce, such as a timeline or a solution to a math problem.

Column 2: Teacher Talk and Content

- Teacher talk** is also referred to in the literature as **instructional explanations, lesson talk, classroom talk, and scripts**. **Teacher talk** is the script: the planned and purposeful part of a teacher's verbal communication. It is intended to convey knowledge through a variety of verbal strategies such as explanation and questioning or to explain the tasks through which students will acquire or demonstrate their knowledge. It is YOUR script of what you will say to efficiently teach (see last section of this topic) and would likely be more detailed for a pre-service teacher than for an experienced teacher. It is not limited to what you will say, but includes what statements you anticipate from the students that are needed to move the lesson through the instructional sequence. No matter how complicated we may try to make it, the craft of teaching basically involves choreographing teacher talk, reading materials, visuals and manipulatives, and tasks so that the student will internalize and then generalize content.

- **Content** is the knowledge (vocabulary, facts, concepts, generalizations) and examples, problems, solutions, and so on. that you intend the students to acquire through your instruction.

Column 3: Course Materials

- These **resources** can be either Internet-based, PC-based (because you have saved them on your computer) or “hard” materials such as a world globe, textbook, or manipulatives. This is where you list them in the order you plan to use them, and as explained in *The Elementary Teacher’s Guide to the Best Internet Resources*, using a consistent nomenclature to catalog your documents (maps, test, transparencies, boardwork, etc.) is crucial (see Lewis&Clark –Template).

ClassNotes for Lewis and Clark Expedition
Third Grade - State of Florida

Teacher Background Resources	PBS History http://www.pbs.org/lewisandclark/ History and Images http://www.lewis-clark.org/ Maps and History http://www.nationalgeographic.com/lewisandclark/ MAPS http://en.wikipedia.org/wiki/Louisiana_Purchase#Treaty_signing	
Standards		
Objectives	<i>Time, Continuity, and Change [History]</i> extends and refines use of maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns (for example, in the United States). <i>People, Places, and Environments [Geography]</i> understands selected geographic and economic features of the growth and change that occurred in America from 1801 to 1861 (for example, the Lewis and Clark expedition, the Louisiana Purchase). http://www.firn.edu/doe/curric/prek12/pdf/ss5.pdf	
Instructional Sequence, Strategies, & Tasks	Teacher Talk & Content: Facts/Concepts/Big Ideas	Course Materials
Bell Work: From homework Reading pages 30—35	Boardwork: Construct a timeline using your book starting in 1800 and ending in 1810 with the following: Louisiana Purchase Expedition Begins in St. Louis Sacagawea Joins Expedition Reaches Pacific Expedition ends in St. Louis	Textbook, pages 30—35 Lewis&Clark– TimelineTrans.doc http://www.pbs.org/lewisandclark/archive/idx_time.html
Attention Getter	Why is there an Arch in St. Louis? Why is it called the Jefferson Memorial? Who were Lewis and Clark? Who was Napoleon? Sale of Louisiana?	Lewis&Clark-Image of Saint Louis Arch-Trans.doc http://www.nps.gov/jeff/pphtml/facts.html Lewis&Clark-Image.doc http://www.pbs.org/lewisandclark/ Lewis&Clark-LA Treaty.doc http://www.yale.edu/lawweb/avalon/diplomacy/france/louis1.htm

Content Presentation 1: Chronological Lecture	Use Timeline overhead	Lewis&Clark– TimelineTrans.doc
<ol style="list-style-type: none"> 1. Emperor Napoleon Bonaparte had a vision of a renewed western empire for France, and his schemes included the recapture of Louisiana from Spain. 2. In 1800, Napoleon signed the secret Treaty of Ildefonso with Spain, an agreement that stipulated that France would provide Spain with a kingdom for the son-in-law of Spain's king if Spain would return Louisiana to France. However, Napoleon's plan collapsed when the twelve-year revolt of slaves and free blacks in the French colony of Saint-Domingue succeeded, forcing French troops to return defeated. 3. Napoleon then transferred Louisiana from Spain to France. 4. Jefferson sent James Monroe to secure the deal. However, in April 1803, just days before Monroe was to arrive in Paris, Napoleon offered to sell the United States not only New Orleans but all of Louisiana. 5. April 30, 1803, the United States purchased Louisiana for \$11,250,000 and assumed claims of its own citizens against France up to \$3,750,000, for a total purchase price of \$15 million. 6. On November 30, 1803, Spain's representatives, officially transferred Louisiana to France's representative in the Cabildo in New Orleans. 7. Twenty days later it was transferred to the United States. <p>Expedition</p> <p>January 18, 1803 In secret communication to Congress, Jefferson seeks authorization for expedition—first official exploration of unknown spaces undertaken by United States government. Appropriation of \$2,500 requested. (Final cost will be \$38,000.)</p> <p>May 14, 1804 Expedition takes off.</p> <p>August 3, 1804 First official council between representatives of United States and western Indians occurs north of present-day Omaha, when Corps of Discovery meets with small delegation of Oto and Missouri Indians.</p> <p>October 24, 1804 North of what is now Bismarck, North Dakota, the Corps of Discovery reaches the earth-lodge villages of the Mandans and Hidatsas. Some 4,500 people live there—more than live in St. Louis or even Washington, D.C. at the time.</p> <p>November 4, 1804 The captains hire Toussaint Charbonneau, a French Canadian fur trader living among the Hidatsas, as an interpreter. His young Shoshone wife, Sacagawea, had been captured by the Hidatsas several years earlier and then sold to Charbonneau (along with another Shoshone girl).</p> <p>November 7, 1805</p>		

Thinking he sees the end of land in the distance, Clark writes his most famous journal entry: “Ocian in view! O! the joy.” [His spelling.] But they’re actually only at the eastern end of Gray’s Bay, still 20 miles from sea. Fierce Pacific storms, rolling waters, and high winds pin them down for nearly three weeks, “the most disagreeable time I have experienced,” according to Clark. Later, Clark estimates they have traveled 4,162 miles from the mouth of the Missouri to the Pacific. His estimate, based on dead reckoning, will turn out to be within 40 miles of the actual distance.

January 4, 1806

In the East, President Jefferson welcomes a delegation of Missouri, Oto, Arikara, and Yankton Sioux chiefs who had met Lewis and Clark more than a year earlier. Jefferson thanks them for helping the expedition and tells them of his hope “that we may all live together as one household.” The chiefs respond with praise for the explorers, but doubts about whether Jefferson’s other “white children” will keep his word.

March 23, 1806

Fort Clatsop is presented to the Clatsops, and the expedition sets off for home.

September 23, 1806

Their last day as the Corps of Discovery. They reach St. Louis, having been gone nearly two and a half years.

Fall 1806

The captains are national heroes; as they travel to Washington, D.C., balls and galas are held in the towns they pass through.

Content Presentation 2: Lecture– Graphic Organizer	Provide details of Lewis and Clark using the WWWWWH Organizer	Lewis&Clark- WWWWWHhandout .doc
<ol style="list-style-type: none"> 1. Meriwether Lewis was born in Albemarle County, Virginia, on August 18, 1774. By early 1803 Lewis was in Philadelphia. He took crash courses in medicine, botany, zoology, and celestial observation. 2. William Clark was a 33-year-old ex-army lieutenant from Kentucky. 3. The men get double pay and 320 acres of land as rewards; the captains get 1,600 acres. Lewis is named governor of the Louisiana Territory. 4. Clark is made Indian agent for the West and brigadier general of the territory’s militia. 		
Content Presentation 3: Lecture Map	Show maps on overhead	
Show Map of U.S. & discuss		Lewis&Clark-1803 Map.doc Lewis&Clark-current statesMap.doc http://en.wikipedia.org/wiki/Louisiana_Purchase#Treaty_signing Lewis&Clark-Map of Indian Nations locations http://www.pbs.org/lewisandclark/na

		tive/index.html Lewis&Clark-journey map.doc http://www.pbs.org/lewisandclark/archive/map2_b.html
Practice 1: Put in groups of 4.	Have students create a map of the journey using the TOADSONLOGS	Lewis&Clark-TOADSONLOGS.doc includes blank map of the western U.S., TOADSONLOGS acronym, & 10 locations to be included on their map.
Content Presentation 4: Pre Reading– Promote Objectives of comparing the two letters. Reading— Independent reading in groups of 4 and debrief. Post-reading Groups report finding– Whole-class debriefing.	Distribute Jefferson's two letters: 1 letter to Congress 2 letter to Lewis authorizing the expedition What are the goals? Are they the same in both letters? How do you think Jefferson feels about the Indians?	Lewis&Clark-Jeff let to Cong.doc http://www.monticello.org/jefferson/lewisandclark/congress_letter.html Lewis&Clark-Jeff letter to LK.doc http://www.mt.net/~rjomo/landc.htm Lewis&Clark-Questions for letters.doc
Content Presentation 5: Full, Historical Case Study at the end of the lesson.	Notes: "One night Lewis and Clark observed the Indians yelling and jumping around the campfire while other Indians were beating drums. They asked their interpreter what was going on, and the interpreter said it was an Indian rain dance that they performed when they wanted rain." Follow up using the Socratic method. a. Ask students if it is strange to dance for rain; whether the Native Americans were acting silly; and whether Lewis and Clark might have thought dancing for rain was odd.	Rain dance images

	<ul style="list-style-type: none">b. In additional questioning, develop the idea that the rain dance is really a prayer and that some of their families' religious traditions might look peculiar to an outsider.c. Ask students whether there are some traditions in their family that other people might think were different or strange. Because students will have different sensitivities about sharing such things, ask for volunteers who want to share his or her ideas with the class.d. Lead questions about whether students ever made a judgment about a person or thing that they later realized was wrong and whether the same thing was ever done to them.	
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