<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>The Major Expeditions and Explorations of the Westward Movement Discovered through Primary Sources</th>
<th>Teacher</th>
<th>Anna Hilton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>fourth</td>
<td>Duration of Lesson</td>
<td>5 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Topic</th>
<th>The Major Expeditions of the Westward Movement Discovered through Primary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC Standards and Indicators</td>
<td>Standard 4– 5: The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery. Indicator 4– 5.1 Summarize the major expeditions and explorations that played a role in westward expansion— including those of Daniel Boone, Lewis and Clark, and Zebulon Pike—and compare the geographic features of areas explored. (G, H) ELA Standard 4– 2 The student will read and comprehend a variety of informational texts in print and nonprint formats. Indicator 4-2.3 Analyze informational text to locate and identify facts and opinions.</td>
</tr>
</tbody>
</table>

| Academic Vocabulary | expedition manifest destiny cartographer discovery exploration expansion geography territory primary source |

Lesson Set

| Content Objective(s) | Summarize the major expeditions and explorations that played a role in westward expansion—including those of Daniel Boone, Lewis and Clark, and Zebulon Pike—and compare the geographic features of areas explored.

Analyze print and nonprint sources to determine if they are primary sources and if they are historically relevant. |

| Literary Objective(s) | Guided reading of Daniel Boone’s autobiography analyzing informational text to locate and identify facts and opinions. |

| Lesson Importance | Students will understand the importance of the early expeditions and how the geographical features influenced westward expansion.

Students will understand the historical importance of analyzing primary sources. |

| Connections to prior and future learning | Prior Activities: |

**etV Lewis and Clark Classroom Resources (three map related activities):**

[http://www.pbs.org/lewisandclark/class/idx_les.html](http://www.pbs.org/lewisandclark/class/idx_les.html)

**Uncharted Territory**
The student will examine the historical context of the expedition and trace the path followed by the Corps of Discovery

**The Challenges Ahead**
The student will explore the mental, physical, and geographical
challenges faced by the Corps of Discovery.  

**Mapmaking**
The student will explore the mental, physical, and geographical challenges faced by the Corps of Discovery.

<table>
<thead>
<tr>
<th>Anticipatory Set/ Hook (Engage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will VIEW Rocky and Bullwinkle and Friends/ Season 2 Episode 46 Zebulon Pike Video</td>
</tr>
<tr>
<td>2. Teacher will say – “Do you think the <em>Peabody’s Improbable History</em> is a good source to learn about history?”</td>
</tr>
<tr>
<td>3. Teacher will say – “Did Zebulon Pike really climb the mountain named for him? Let’s see if we can use a more historically reliable source to find out.”</td>
</tr>
<tr>
<td>4. Teacher will say – “What are some reliable sources we could use in our research?”</td>
</tr>
</tbody>
</table>

**Skill Development**

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

<table>
<thead>
<tr>
<th>Introduce content components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher will say – “We are going to work in small research teams to learn about the expeditions and explorations that played a role in westward expansion. Let’s do some historical research together to prepare for our journey. Let’s take a close look at the sources we use in our research.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“I do” Skill from literacy objective introduce/explain/model</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher will give each student a pocket research folder including paper to use at each station for activities. Teacher will say – “The notebook paper will be used in the several research stations. I also expect you to write questions you would like to ask the whole class. Also write suggestions you have about the stations or your team work. Think about ideas for further independent study.” Students will keep their individual worksheets in the folder during the lesson.</td>
</tr>
<tr>
<td>2. Teacher will give each student a vocabulary study guide, Grid worksheet for the three explorers, and a copy of US Rivers map.</td>
</tr>
</tbody>
</table>
3. Teacher will say – “We will be playing with the vocabulary in team activities.” Teacher will read the vocabulary word and definitions to the students as they follow along with the teacher. (more vocabulary activities later)

4. Teacher will say – “We will be copying important historical information on the Grid worksheet from the Explorers Presentation to use in our research.”

5. Teacher will say, “We will study map and geographical features of the areas explored described in the Explorers Presentation.”

6. Teacher begins Explorers Presentation (page 2 Smart lesson).

7. Page 2 – Teacher will say, “How would you describe Daniel Boone, Lewis and Clark, and Zebulon Pike from their paintings? Why is a painting a valuable source for learning about history? When is a painting a primary source?”

8. Page 3 – Student reads page. Teacher will say – “What is a pioneer? What is the American frontier?”

9. Page 4 – Teacher will read this page. Teacher will say – “Who can explain the two dates? What can you infer about Cester Harding and R.N. Mayfield from the image?” Teacher will say – “R.N. Mayfield is saying that Mrs. Harding King owned a very special painting in 1934! It would be considered a primary source. Why?”

10. Page 5 – Student reads page. Teacher will say – “What is formal education? What are the woodsman skills Boone had at your age?”

11. Page 6 – Student reads page. Teacher will say – “Let’s find Kentucky on our US Rivers map.” Teacher has student find Kentucky on class map and labels Kentucky on US Rivers Map in purple. Students do the same on their map. (Click on map in the correct area to fade in features – you might want to practice)

12. Teacher will say- “Let’s label the Appalachian Mountains in green to show it is a geographical feature on the map.” Teacher and students label their maps. Students check their partner’s maps for accuracy as teacher does a quick walk through check of maps.

13. Teacher will say- “Is this oil painting a primary source? Let’s click on the credit line to find out more information about the artist.”

14. Page 7 – Student reads page. Teacher will say- “Describe the Appalachian Mountains.”

15. Page 8 – Student reads page. Teacher will say – “How many of you have swam or waded in cold mountain rivers?” Click on image for another view.

16. Teacher will say - Why is the water so cold? Find the Ohio River on your map. Let’s trace the river in blue. If you paddled west on the Ohio River where could you go?” Students trace river on
their maps. Have a student trace the river on the Smart Board. Students check their partner’s maps for accuracy as teacher does a quick walk through check of maps.

17. Page 9 – Student reads page. Teacher will say – What do you think trekked means? How was the image made and by whom?”

18. Page 10 – Student reads page. Teacher will say – “Who would like to summarize how Cumberland Gap was formed?”

19. Page 11 – Teacher will say – “What do you think Boone would name first settlement? It is called Boonesborough. What were Daniel Boone’s reasons for exploring west of the Appalachians? Let’s review what we have learned about Daniel Boone and complete the first part of the Grid worksheet.” The teacher and students will review information. The teacher writes the responses of the students on the Grid. The completed Grid is linked to page.

20. Page 11 - Teacher will say, “Let’s chart Daniel Boone’s expedition on our maps.” Teacher clicks on the correct area of the map to reveal Boone’s expedition. Students trace Boone’s journey in red. Teacher may end lesson for the day and check Grid worksheets and US Rivers maps for accuracy or continue Explorers Presentation – Lewis and Clark.

21. Page 12 – Lewis and Clark – Student will read page. Teacher will say – “Who is in the painting? What are they doing? What is an expedition? Who commissioned the expedition? What does that mean? What do you predict President Thomas Jefferson’s goals were?”

22. Page 13 – Student reads first paragraph. Teacher will say – “What were the scientific goals of the expedition? Why were the scientific goals important? What were the economic goals? Which economic goal was shared with all of Europe for centuries? Was this goal possible? Explain. How were the goals of the Lewis and Clark expedition different from Daniel Boone and John Findley’s reasons for exploring the west?”

23. Page 13 – Student reads second paragraph. Teacher will say – “How was Lewis’s wood pecker preserved for more than two hundred years? Is this a primary source? What other specimens do you think Meriwether Lewis collected on his expedition? Why is color spelled incorrect in Lewis’s quote? Let’s look at the geographic features of their route.”

24. Page 14 – Teacher will say – “This book was written by Thomas Jefferson. Is it a primary resource for the study of Lewis and
Clark and for learning about Thomas Jefferson? Why?”

25. Page 14– Student reads caption. Teacher asks two students to find and underline the sentence, “The Missour is, in fact, the principal river.” Teacher will say – “Who notices something unusual with the print in the book? Are all the s’s in the book written the same way? Do we use the symbol for s today?” Teacher asks if a student would like to try to read the paragraph beginning with “The Missour is, in fact, the principal river.” Teacher asks the students to find the Missouri River on their US Rivers Map and to trace it in blue. The teacher asks a student to trace the river on the Smart Board. The Teacher calls on students to name the states that the Missouri River goes through from east to west. The teacher will say – “What geographical features do you think are in this area?”

26. Page 16 - Teacher will say, “Let’s chart Lewis and Clark’s expedition on our maps.” Teacher and students go to Interactive Trail Map to take a close up look at the expedition route. Teacher goes to US Rivers Map on Smart Board. Teacher clicks on the correct area of the map to reveal Lewis and Clark’s expedition. Students trace their expedition in purple on their US Rivers map.

27. Pages 16 -19 – Teacher says – “Let’s look at some of the geographical features Lewis and Clark faced on their expedition.” Students read and discuss images and text.

28. Pages 20– 25 Teacher and students view and read these pages. The next few pages include illustrations in: A journal of the voyages and travels of a corps of discovery : under the command of Capt. Lewis and Capt. Clarke of the Army of the United States [...] during the years 1804, 1805 and 1806 [...] by Patrick Gass. Patrick Gass (June 12, 1771 – April 2, 1870) served as sergeant in the Lewis and Clark Expedition (1801-1806). He was important to the expedition because of his service as carpenter and he published the first journal of the expedition in 1807, seven years before the first publication based on Lewis and Clark's journals. Teacher will say – “Are these illustrations primary sources?”

29. Page 26,27 – Teacher calls on students to read pages. The teacher will say – “Let’s fill in the section of our Grid worksheet to review what we have discovered about Lewis and Clark’s expedition.” The teacher will fill in the Grid on the Smart Board
as the students provide the information. Students write information about Lewis and Clark on their individual Grid worksheets. (This could be a stopping place before Zebulon Pike is introduced.)

30. Page 28 – Teacher reads first paragraph to students. Teacher will say – “We will be learning about Zebulon Pike in our small research teams. You will read a historical booklet about Zebulon Pike’s expedition. You will be able to answer the question, “Did Pike climb Pike’s Peak?” I would like you to copy the information about Zebulon Pike in your Grid worksheet and to label his expedition route before we begin our team research.” Teacher maneuvers Smart Board to appropriate pages link to page 27.

31. Pages 31 -36 - Teacher will say – “We need to take a look at Pike’s expedition on our US Rivers Map and to look at some of the geographical features Pike encountered.” Teacher clicks on link and area of Pike’s expedition. Teacher returns to page 31 and reads the geographic pages of Pike’s expedition with them.

32. Teacher says – “We need a map key to show the three expeditions. Who has an idea how we can add that to our map?” Teacher listens to ideas and has students come up to create map key on US Rivers Map indicated the three expeditions of the Westward Movement. Students then draw the map key on their individual US Rivers maps.

This is the inquiry portion of the lesson, student–centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

“**We do**

**Activity Description**

Include student “explore” components and opportunities for them to explain their learning.

1. Teacher will assign heterogeneous ability leveled research teams of three or four. Activity Cards are provided for each center Hilton (Major Expeditions of the Westward Movement Activity Cards) and on the Smart lesson.

2. Teacher goes over the directions for each activity and explains how students move from one station to another. Teacher asks students to write any questions they have in their research folder.

3. Teacher gives each team an activity card. The Zebulon Pike activity is copied from pages 149 – 154 of the third nine weeks CCSD 4th Grade Social Studies Teacher Resources. Copy student booklets, summary worksheet, Zebulon Pike questions for each student and have available at station. Students may keep their individual copy of the booklet in their research folder to review at home. Also have the answer key for the Zebulon Pike questions in a folder at the station.
Teacher meets with students to read the first chapter of Daniel Boone: His Own Story written by Francis Lister Hawkes. The paragraphs sited come from the online version of the book (http://www.earlyamerica.com/lives/boone/chapt1/)

a. Teacher will say – “This book is listed as an autobiography. What is an autobiography? Did Daniel Boone really write his autobiography? Let’s ask an expert. The following answer to our question came in an email from Laura, a librarian at the Library of Congress.” Teacher reads email. Teacher says – “It seems that these may be the spoken words of Daniel Boone but that this book was not written by Daniel Boone himself.

b. Let’s read Chapter 1 together. Teacher reads the first paragraph and says- “This book may be hard to understand. Why? We will have to work together to explain Daniel Boones story.” Teacher reads second paragraph out loud and says – “What would a howling wilderness sound like? Everyone make the sound of a wild animal in the wilderness.” Students all howl together.

c. Teacher says – “What is a howling wilderness? What does Boone mean by fruitful field? According to Boone, what is happening to the wilderness? Check your timeline. What war do you think Daniel Boone is referring?”

d. Teacher reads third paragraph and says- “Let’s look at our vocabulary list. What word describes Daniel Boone’s opinion in this paragraph? What do you think the tribes Daniel Boone’s expedition encountered thought about the westward movement?”

e. Teacher continues reading Chapter 1 to students. After reading paragraph 6 Teacher says - “What happened to the herds of bison in the west?”

f. Teacher comments on paragraph 7 – “What does the paragraph say about the way Daniel Boone thinks about nature in the wilderness?”

g. Teacher continues reading. After reading paragraph 8 teacher calls on students to summarize this paragraph helping them explain the text and retell the events at Kentucky River in sequence.

h. Teacher continues reading chapter 1. After reading paragraph 13 Teacher will say – “How is Daniel Boone feeling? Why?”

i. Teacher finishes reading Chapter 1. Teacher will reread
| Checking for Understanding—“Informal” Assessment | Teacher collects students’ individual research folders for evaluation:  
 1. Teacher uses rubric to evaluate each team’s T Chart Summary of Daniel Boone: His Own Story.  
 2. Teacher checks Zebulon Pike questions and paragraph summaries using answer keys from CCSD 4th Grade Social Studies Resource Binder. |

**Closure**

Teacher will re– visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

| Content Solidified | 1. Teacher will reconvene class to share questions and suggestions students have written in research folders.  
 2. Teacher will review lesson using Hilton Smart board Western Movement Review Questions game. |
**Independent Practice**

<table>
<thead>
<tr>
<th>“You Do”</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will take a multiple choice assessment of the Smart lesson (Smart Response).</td>
</tr>
<tr>
<td>2.</td>
<td>Lab Activity: Students will print out one of the following Lewis and Clark documents from the following website: <a href="http://www.archives.gov/education/lessons/lewis-clark/">http://www.archives.gov/education/lessons/lewis-clark/</a></td>
</tr>
<tr>
<td>3.</td>
<td>Student chooses the appropriate document analysis worksheet to complete online.</td>
</tr>
<tr>
<td></td>
<td>Student prints the completed worksheet for evaluation.</td>
</tr>
</tbody>
</table>

**Summative/ “Formal” Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will take a multiple choice assessment of the Smart lesson (Smart Response).</td>
</tr>
<tr>
<td>2.</td>
<td>Lab Activity worksheet</td>
</tr>
</tbody>
</table>

**Differentiation**

<table>
<thead>
<tr>
<th>During Lesson</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher forms research teams with mixed ability levels so students are able to help each other.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher’s informal assessment accounts for individual learning needs of student.</td>
</tr>
</tbody>
</table>
Lesson 2: The Challenges Ahead

Section 1
As a group, look at a pre-expedition map and a map of the Corps of Discovery route. Using the maps, and what you already know about U.S. geography, list obstacles the Lewis and Clark expedition may have encountered on its journey. Here are some questions to guide your thinking:

- What landforms were in the regions the expedition visited?
- What directions did the rivers flow?
- What type of vegetation grew in these areas (based on the regions’ particular geographic features)?
- What type of weather conditions existed (based on the regions’ particular geographic features)?

Now that you have listed the possible obstacles, think about and list challenges these conditions may have presented. For example, how would the expedition manage to journey over high mountains or large bodies of water? How would they have treated an injured or sick team member? How might they have protected themselves from animals?

Section 2
As you view the film, list the actual obstacles the Corps of Discovery faced. Use the chart below to log this information chronologically (by date).

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>Where faced</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3: Mapmaking
Student Activity Sheet

Name: 
Date: 

Section 1
William Clark created several maps along the expedition’s journey. Look at these maps and list what you notice about them in the space below.

Section 2
Imagine that you have been asked to create a map of a place that you have never visited before.

a. What would you need to learn about the area in order to create the map?

b. What things would you record on the map to make it easy for someone else to follow the same route and find the same places later?

Section 3
Now that you have made a map of the "expedition" you went on with your classmates, answer these questions:

a. How easy or difficult is it to make a map?

b. Do you think it would be easier or harder if the territory were unfamiliar? Why?

c. Do you think you would have the patience and precision that was required of William Clark to map the Corps of Discovery's route?
Comparing Geographical Features of the Major Expeditions
Activity Cards

<table>
<thead>
<tr>
<th>Tributaries (creek)</th>
<th>![Tributaries Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>A smaller stream that flows into a river/ocean/lake</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rivers</th>
<th>![Rivers Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>A large natural stream of water-empty into an ocean/lake</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mountains</th>
<th>![Mountains Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>A natural elevation of the earth's surface having considerable mass; height greater than a hill</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paths</th>
<th>![Paths Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>A trodden track or way. A road, way, or track made for a particular purpose</td>
<td></td>
</tr>
<tr>
<td><strong>Plains</strong></td>
<td>![Plains Image]</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>A large relatively flat area of land</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Deserts</strong></th>
<th>![Deserts Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>A desert is any region that gets 10 inches or less of rain per year</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Forests</strong></th>
<th>![Forests Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>A dense growth of trees, plants, and underbrush covering a large area</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Crater</strong></th>
<th>![Crater Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>A cup-shaped depression or cavity on the surface of the earth</td>
<td></td>
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</tbody>
</table>
### The Major Expeditions and Explorations of the Westward Movement

**Vocabulary Study Guide**

| **expedition** | a journey or excursion undertaken for a specific purpose/ the group of persons making such a journey |
| **Manifest Destiny** | the belief (held chiefly in the middle and latter part of the 19th century) that it was the destiny of the U.S. to expand its territory over the whole of North America and to extend its political, social, and economic influences |
| **exploration** | traveling or searching for purposes of discovery or adventure |
| **territory** | a geographic area belonging to or under the control of a government |
| **geography** | a science that deals with the location of living and nonliving things on earth and the way they affect one another/ the natural parts of an area |
| **cartographer** | person who makes maps |
| **discovery** | something found or understood for the first time |
| **expansion** | the increase in size, number, or amount |

[cut and fold flash cards]

<table>
<thead>
<tr>
<th><strong>expedition</strong></th>
<th><strong>Manifest Destiny</strong></th>
<th><strong>exploration</strong></th>
<th><strong>territory</strong></th>
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<td>a journey or excursion undertaken for a specific purpose/ the group of persons making such a journey</td>
<td>the belief that it was the destiny of the U.S. to expand its territory over the whole of North America</td>
<td>traveling or searching for purposes of discovery or adventure</td>
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<table>
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<tr>
<th><strong>geography</strong></th>
<th><strong>cartographer</strong></th>
<th><strong>discovery</strong></th>
<th><strong>expansion</strong></th>
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<tr>
<td>a science that deals with the location of living and nonliving things on earth and the way they affect one another</td>
<td>person who makes maps</td>
<td>something found or understood for the first time</td>
<td>the increase in size, number, or amount</td>
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</tbody>
</table>
Is your expedition ready for research?
Be ready to report your discoveries to the class!
Research Teams Activity Cards

---

**SMART BOARD SMALL GROUP ACTIVITIES**

1. **TIMELINE ACTIVITIES** pages 31, 32, 33
   - a. PAGE 31 - Take turns reading each event in the timeline.
   - b. PAGE 32 - Can you remember the date of an event? Keep clicking on the date to check.
   - c. Page 33 - Work together to put the events in order.

2. **VOCABULARY ACTIVITIES** pages 34, 35, 36
   - a. What is a primary source?

3. **COMPARING EXPEDITIONS** pages 37, 38, 39
   - a. Take some time for fun and further exploration. Would you like to have the links at home?

**Comparing Geographical Features of the Major Expeditions**

1. Use your Grid worksheet to sort the Geographical Features Cards into 4 piles
   - a. Zebulon Pike's expedition
   - b. Lewis and Clark's expedition
   - c. Daniel Boone's expedition
   - d. All three expeditions

2. Compare the geographical features of the expeditions in your Research Folder
   - a. List two geographical features you think would have been difficult and tell why
   - b. Write two reasons geographical features are important to U.S. History

---

**READING WITH THE TEACHER - DANIEL BOONE: HIS OWN STORY**

1. Think of an animal that could have attacked Daniel Boone’s expedition in the howling wilderness.

---

**CREATING A T- CHART TO SUMMARIZE CHAPTER 1 - DANIEL BOONE: HIS OWN STORY**

1. Fold a piece of notebook paper in your Research Folder (hotdog) to make a T-Chart
2. Write the title DANIEL BOONE: HIS OWN STORY at the top of the paper
3. Label on side “pros” and one side “cons”
4. Copy phrases from chapter 1 to identify advantages (pros) and disadvantages (cons) faced in the wilderness
   - a. copy phrases on T-Chart
   - b. explain each phrase in your own words
Is your expedition ready for research?
Be ready to report your discoveries to the class!
Small Station Activity Cards

SMART BOARD SMALL GROUP ACTIVITIES

1. TIMELINE ACTIVITIES pages 38,39,40
   a. PAGE 38 - Take turns reading each event in the timeline.
   b. PAGE 39 - Can you remember the date of an event? Keep clicking on the date to check.
   c. Page 40 - Work together to put the events in order.

2. VOCABULARY ACTIVITIES pages 41,42,43
   a. What is a primary source?

3. COMPARING EXPEDITIONS pages 44,45,46
   a. Take some time for fun and further exploration. Would you like to have the links at home?

Comparing Geographical Features of the Major Expeditions

1. Use your Grid worksheet to sort the Geographical Features Cards into 4 piles
   a. Zebulon Pike’s expedition
   b. Lewis and Clark’s expedition
   c. Daniel Boone’s expedition
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READING WITH THE TEACHER - DANIEL BOONE: HIS OWN STORY

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CREATING A T- CHART TO SUMMARIZE CHAPTER 1 - DANIEL BOONE: HIS OWN STORY

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4. Copy phrases from chapter 1 to identify advantages (pros) and disadvantages (cons) faced in the wilderness
   a. copy phrases on T-Chart
   b. explain each phrase in your own words
Major Expeditions of the Western Movement in United States

1. What were motivations for westward expansion?

A. population growth and cheap fertile land  
B. economic opportunities or get rich quick by finding gold  
C. religious freedom  
D. all of the above

2. The land between the Atlantic Ocean and the Appalachian Mountains was:

A. Indian Territory  
B. good for growing cash crops  
C. becoming full of people  
D. land claimed by Spain

3. Why was Daniel Boone significant to the settling of Kentucky?

A. He explored and mapped the Rocky Mountains.  
B. He helped clear the Wilderness Road.  
C. He served as a guide for Lewis and Clark.  
D. He wanted a strong confederation among Native Americans.

4. How did the Lewis and Clark expedition help future pioneers?

A. They told many stories of buffalo and Native Americans.  
B. They made maps of Texas and New Mexico.  
C. They brought back maps showing the major rivers, mountains, and important passes through the Rocky Mountains.  
D. They brought back gold, silk, and many different spices.

5. What is a journey or excursion undertaken for a specific purpose or the group of persons making such a journey?

A. exploration  
B. expedition  
C. territory  
D. expansion
6. Land purchased from France in 1803 when Thomas Jefferson was president.

A. Texas Annexation  
B. Louisiana Purchase  
C. Northwest Territory  
D. Mexican Cession

7. This trail took over 5000 covered wagons from Missouri to New Mexico.

A. Oregon Trail  
B. Pikes Peak  
C. Santa Fe Trail  
D. Wilderness Trail

8. How well was Zebulon Pike prepared for his westward trip?

A. He did not take anything with him.  
B. He had everything he needed.  
C. He had no doctor, translator, and had studied no maps.  
D. He went with Lewis and Clark.

9. Who is a person who makes maps?

A. politician  
B. guide  
C. explorer  
D. cartographer

10. This trail was over 2000 miles long and was used by explorers, missionaries, and fur traders to get to the Pacific Northwest.

A. Oregon Trail  
B. Pike’s Peak  
C. Santa Fe Trail  
D. Wilderness Trail
11. He explored the Rocky Mountains and Southwestern part of the Louisiana Territory.

A. Daniel Boone  
B. Meriwether Lewis  
C. Zebulon Pike  
D. William Clark

12. He led an expedition through the Louisiana Territory for Thomas Jefferson keeping detailed notes of flora and fauna.

A. Daniel Boone  
B. Meriwether Lewis  
C. William Clark  
D. B & C

13. He led pioneers to Kentucky and spent much of his life exploring the west.

A. Daniel Boone  
B. Meriwether Lewis  
C. William Clark  
D. B & C

14. In what direction did the pioneers move?

A. north  
B. south  
C. east  
D. west

15. Who established the first settlement west of the Appalachians?

A. Thomas Jefferson  
B. Zebulon Pike  
C. Lewis and Clark  
D. Daniel Boone

16. What is an increase in size, number, or amount?

A. exploration  
B. expedition  
C. territory  
D. expansion
17. What is the historical importance of geographical features?

A. Rivers were used for transportation.
B. Settlement began along waterways.
C. Some geographical features isolate or protect civilizations such as mountain ranges, deserts, or large bodies of water.
D. all of the above

18. What is a geographic area belonging to or under the control of a government?

A. exploration
B. expedition
C. territory
D. expansion

19. Who was the third president of the United States?

A. Thomas Jefferson
B. Zebulon Pike
C. Lewis and Clark
D. Daniel Boone

20. What is traveling or searching for purposes of discovery or adventure?

A. exploration
B. settlement
C. territory
D. expansion

21. What is Zebulon Pike's trip considered to be?

A. success
B. failure
C. Wilderness Road
D. Oregon Trail

22. What is the belief that it was fate for the U.S. to expand its territory over the whole of North America?

A. discovery
B. geography
C. Manifest Destiny
D. The Northwest Passage
23. What is Zebulon Pike most remembered for?

A. Oregon Trail  
B. Pike’s Peak  
C. Wilderness Trail  
D. Trail Mix

24. What is something found or discovered for the first time?

A. discovery  
B. geography  
C. Manifest Destiny  
D. cartographer

25. Who was one of the first Americans to see New Mexico?

A. Thomas Jefferson  
B. Zebulon Pike  
C. Lewis and Clark  
D. Daniel Boone

26. What is a science that deals with the location of living and nonliving things?

A. discovery  
B. geography  
C. Manifest Destiny  
D. cartographer

Short Answer: Write a definition of a primary source:

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
RUBRIC FOR T_CHART

(CREATING A T-CHART TO SUMMARIZE CHAPTER 1 - DANIEL BOONE: HIS OWN STORY)

<table>
<thead>
<tr>
<th>Category</th>
<th>Needs Work</th>
<th>Good</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies</td>
<td>Student identifies less than three advantages or disadvantage</td>
<td>Student has correctly identified three advantages and disadvantages</td>
<td>Student has correctly identified more than three advantages and disadvantages</td>
</tr>
<tr>
<td>Explains</td>
<td>Student did not clearly explain the advantages or disadvantage</td>
<td>Student has clearly explained three advantages and disadvantage</td>
<td>Student has clearly explained more than three advantages and disadvantages</td>
</tr>
<tr>
<td>Rubric for Map Making Activity</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>-----------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatness</td>
<td>Map is easy to read.</td>
<td>3 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Map is clear, although signs of carelessness may appear. Isolines do not cross, and stray pencil marks are minimal or mostly erased. Numbers are legible, symbols conform with handout guidelines.</td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Map lacks clarity. Isolines are nebulous, extraneous marks litter the page. Numbers are messy, symbols confusing.</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Map is an utter mess. No attempt at neatness is evident. Includes a blank page.</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td>Completeness</td>
<td>Every isoline is present on map, and clearly labeled. Proper lines are used for topographic elements, and symbols represent all known or discernible structures.</td>
<td>3 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Requires isolines are present, some labels may be missing. Most identifiable structures in landscape are represented by appropriate symbols.</td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some isolines missing, labels intermittent. Few structures are represented by the appropriate symbols.</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More isolines are missing than are present, labels rare to nonexistent. Symbols for other structures are not present whatsoever.</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td>Map clearly corresponds to given landscape. Geologic formations are clearly identifiable, and distances between objects on map are directly related to reality.</td>
<td>3 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Map represents landscape. General contours are identifiable, although details may be slightly off. Distances are mostly consistent with reality.</td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Map is a gross interpretation of reality. Hills and valleys exist, but shapes vary from given landscape. Distances between objects are only roughly proportional to given landscape.</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are you sure you were mapping the landscape I gave you?</td>
<td>0 points</td>
<td></td>
</tr>
</tbody>
</table>