

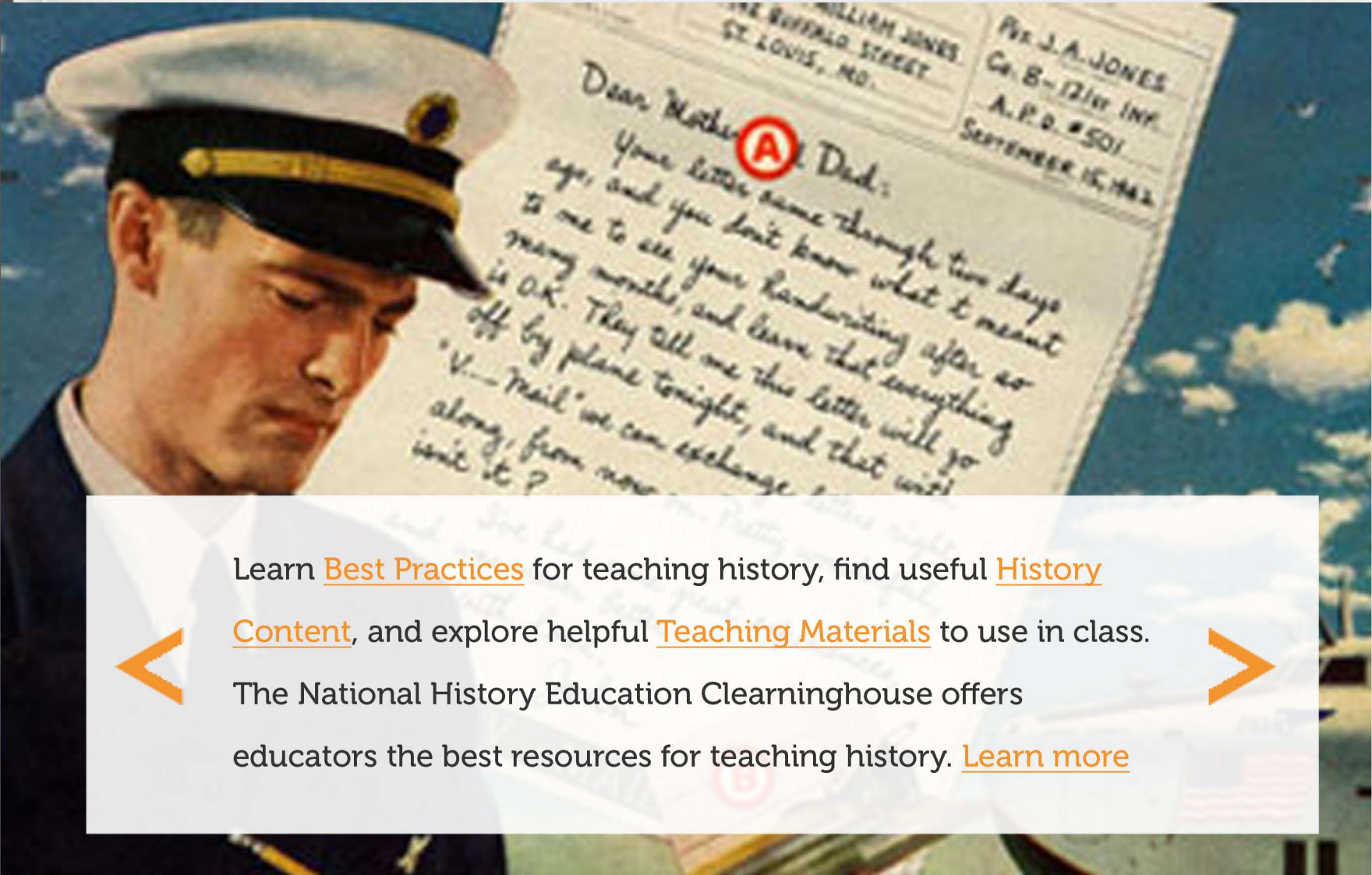


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The National History Education Clearinghouse offers educators the best resources for teaching history. [Learn more](#)

>

What is Historical Thinking?



A few sentences of text that explains what historical thinking is. Lorem ipsum dolor sit amet. Lorem ipsum dolor sit amet.

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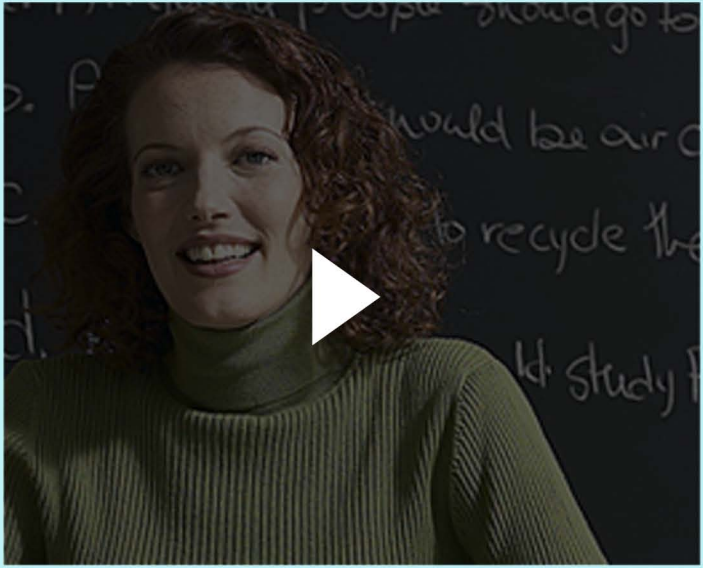
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USER REACTIONS

Find out what other users are saying.



TAH Projects Blog Issues Professional Development

A Focus on American Political Thought and History [OH]

Bringing a well-known, founding document such as the Declaration of Independence into the classroom can be exciting, but it can also be daunting. The website TeachingAmericanHistory can help teachers and students place it into a larger historical context.



Weekly Quiz

Saving Daylight

Tempers burn and politicians get hot under the collar when discussing that hottest of topics. Which statements about Daylight Saving Time are true?

Take the quiz »

Ask a Historian

Lorem Ipsum

Why did World War I turn into a trench war on the Western Front? Was it the same on the Eastern Front?

Take the quiz »

Ask a Master Teacher

Dolor Sit Amet

I need to plan for this year's social studies fair and I am considering having my students take on a public issue. Any suggestions?

Read More »

Ask a Digital Historian

Sed Do Eiusmod Tempor

What is the best way to direct a student's online research into the Civil War?

Take the quiz »

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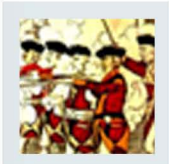
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Home > Teaching Materials

Teaching Materials

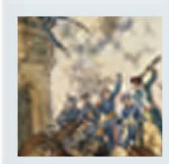
Lesson plan reviews, searchable database of state standards, primary source guides, and a gateway to history lesson plans. More sweet copy for Teaching Materials here. Lorem ipsum.

Teaching Guides



The Boston Massacre: Fact, Fiction, or Bad Memory

Explanation of Teaching Guides here. Lorem ipsum dolor sit amet. Lorem ipsum dolor sit amet. Lorem ipsum dolor sit amet.



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Search databases for reliable, online history content for educators and students.

- State Standards
- History Lesson Plans

LESSON PLAN REVIEWS

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Question about teaching?

Ask a Master Teacher

Experienced educators tackle questions about teaching American history.

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or

[Ask Your Own Question!](#)

Recently Asked

Teaching Public Issues in the Classroom

Teach your students to learn, care, and think internationally.

Tennessee’s Social Studies Curriculum

Standardization is a fairly new concept in education.

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Search

Home > Teaching Materials > Lesson Plan Reviews :: Lewis and Clark: Same Place, Different Perspectives

LESSON PLAN REVIEWS

Lewis and Clark: Same Place, Different Perspectives

AT A GLANCE

Topic

Lewis and Clark Expedition

Website

<http://www.nationalgeographic.com/xpeditions/lessons/06/g35/sameplace.html>

Features

Opportunity to analyze causation, Multiple Sources, Inclusion of multiple perspectives, Further resources for teaching this content, Focus on historical thinking

Duration

One class period

Grade(s)

Third Grade, Fourth Grade, Fifth Grade

LESSON FORMAT

1

2

3

4

5

« unstructured

structured »

In an unstructured lesson plan, teachers can use the packet of teaching materials to design their own lessons. A structured lesson plan tells a teacher what to do and when to do it.

DOWNLOAD RUBRIC :: Download a blank National History Education Clearinghouse Rubric to create and evaluate your own lesson plans.

In small groups, students analyze short excerpts from primary sources and secondary information that describe an encounter between the Lewis and Clark expedition and a Native American tribe. They share their analysis with the class and consider how varied locations influenced the ways in which the explorers and the various Native tribes interacted.

Review

Encouraging students to work collaboratively in groups, this lesson asks students to think and write about history from multiple viewpoints. The primary source excerpts, primarily from the expedition members’ journals, are a bit challenging, but they are brief and informative. Short expository passages describe different Native American groups and their encounter with the expedition. The absence of primary documents from the Native American perspective provides an opportunity to discuss what sources of information make up the historical record.

Additionally, and maybe more importantly, the lesson engages students in geographic analysis. Using geographic indicators, students must locate each encounter at a specific site on expedition maps. Students consider the varied physical environments that Lewis and Clark encountered and how these connect to cultural variations between the Native American tribes whom they met. This lesson pays special attention to the differences between Native American cultures, countering a common student belief that all Indians lived alike.

We like the closing activity where each group reports back to the whole class before a large group discussion on the similarities and differences between the encounters. The suggested assessment asks students to write about one of the encounters from the perspective of Sacagawea, Lewis and Clark’s Native American guide, or York, a slave on the expedition. Unless this lesson is taught in conjunction with the film or other rich resources providing additional background information, this assessment seems ill-suited as students likely need more background to complete these essays successfully.

Notes

The lesson is part of a set tied to the film Lewis and Clark: Great Journey West, although it may be used independently. The website provides documents and background information about the expedition National Geographic also offers searchable journal entries written by various expedition members and photos, details about the expeditions, and additional lessons and activities.

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