

## Kansas History

Lesson Name & Number	Grade Level	Benchmark	Indicator	Concept(s)	Skill(s)/Process
1.32, Life is a Stage: A Play in Three Acts	4	4	1	Primary source usage	Describe various experiences of the Corps. Analyze historical documents, focus on differences in Lewis & Clark's views and the men's views
	7	8	3	Primary source usage	
1.39, Talking with Your Hands	4	4	1, 3, 5	Learning about sign language of Plains Indians	Identifying different cultural traits; how to communicate
2.5, An American Legacy	4	2	1, 2	Legacy of Lewis and Clark	Diversity in America, geographic features, cultural experience
2.16, It's About Time	4	4	1	Timeline of the Expedition	Using a timeline
2.17, Ordinary People	4	2	1, 2	Ordinary people accomplishing extraordinary things	Research techniques and background of Expedition members
2.30, 15 Stars and 15 Stripes	7	8	3	Research	Determine why our flag was the way it was on the journey; research nations' flags who were also in the area of the Corps' journey.
2.37, Imagining the West	4, 5	4	1	Value of secondary sources, purposeful writing	Reading for comprehension, analyzing and evaluating text, writing an opinion regarding the author's point of view
	8, 9	1	1, 3	Value of secondary sources, purposeful writing	Reading for comprehension, analyzing and evaluating text, writing an opinion regarding the author's point of view
2.72, See You at the Fair	4, 5	4	1	Learn about places, people, animals, plants; present at a school fair	Planning, organizing, researching, designing, constructing, publicizing, and presenting
	8, 9	1	1, 3	Learn about places, people, animals, plants; present at a school fair	Planning, organizing, researching, designing, constructing, publicizing, and presenting
3.5, Navigating Across the Continent	4	4	1	Navigation and mapmaking tools	Map skills; tools used on the Expedition
3.29, Build-a-Map	4, 5	4	1	Use maps to understand the relationship between historical events and geography	Analyze and read maps, understand how the world is organized politically
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		2	5	Use maps to understand the relationship between historical events and geography	Analyze and read maps, understand how the world is organized politically
4.8, On Being Different	7	8	1	Research	Oral presentations; determine how Corps members who were different were viewed by the others in their group.
4.11, Narrow Escape	4	4	1	Lewis' character in the face of danger	Importance of military discipline
	7	8	3	Primary source usage	Analyze how Windsor came to be in danger, as well as Lewis' reaction
5.5, Wellness and Frontier First Aid	4	4	1	Medical problems and staying healthy during the Expedition	Medical timeline; 10 Rules of Health; frontier first aid
5.25, Please Pass the Salt	4	4	1	The making of salt and why it was so important to the Expedition	Salt and its uses; how to make salt
5.33, The Shirt on My Back	7	8	1	Primary source usage	Determine what caused the Corps to modify their clothing

<b>5.44, Many Miles in My Moccasins</b>	4 7	4 1	1 1	Native American footwear Primary source usage	How to make moccasins and their importance Describe differences in Native tribes' moccasins, as well as why identifying tracks could be crucial to survival
<b>5.54, Tent Shreds and Pieces</b>	8, 9	1	1, 3	Learn different types of tent shelters in the 1800s	Read and analyze text, compare and contrast, research
<b>6.7, Not So Long Ago</b>	4	4	3	Social attitudes toward Native Americans, 1800s vs. 2000s	Prejudice, cultures, and attitudes
<b>6.12, Encounters with Strangers</b>	4, 5 8, 9	4 1	1, 3 3	Understand the role of diversity and importance of honoring and respecting the values of all cultures Understand the role of diversity and importance of honoring and respecting the values of all cultures	Discussion of personal experiences, independent research using primary sources, journal writing Discussion of personal experiences, independent research using primary sources, journal writing
<b>6.16, Make Yourself Acquainted</b>	4	4	1, 3	Lewis' study of ethnology of the Shoshonis, Chinooks, & Clatsops	Ethnology
<b>6.31, Ask Mr/Ms Manners</b>	4, 5 8, 9	4 1	1, 3 3	Understand that cultures have different customs Understand that cultures have different customs	Read and analyze quotes, evaluate practices, formulate opinions Read and analyze quotes, evaluate practices, formulate opinions
<b>7.6, For Want of an Artist</b>	7	1 8	1 1	Research; experimentation in painting Research	Compare and contrast; create a poster Determine what caused Native Americans to use what they used in paintings, artwork, etc.
<b>7.9, Descriptive Words</b>	7	8	1	Thinking skills	Determine collaboratively why the Corps did not take a trained artist/writer on the journey.
<b>7.15, Picture This. . .</b>	7	8	2	Research	Research skills
<b>7.16, Jeffersonian Music and Dance</b>	4, 5	2	2	Music and dance have historical significance	Research sources, make short presentations, learn a dance, listen to and analyze music, make comparisons
<b>7.30, Play It Again, Pierre</b>	8, 9	1	1, 3	Awareness of the types of music on the Expedition; how music was used as a diplomatic tool and for recreation	Read and analyze text, share and discuss thoughts, complete a relational diagram
<b>8.6, Other Objects Worthy of Notice</b>	4	1	1	Thomas Jefferson's letter of items "Worthy of Notice"	Learn Jefferson's view of science
<b>8.29, Once Abundant—Now Threatened, Endangered or Extinct</b>	4 4	3 5	1 2, 3	Plants and animals Lewis and Clark saw and recorded Plants and animals Lewis and Clark saw and recorded	Abundant vs. endangered or extinct Abundant vs. endangered or extinct
<b>8.40, Well-Traveled Plants</b>	4, 5	4	1	Significance of specimens collected by Lewis and Clark	Read and analyze text, collect plant specimens, write field notes, press and mount specimens, write a description
<b>A.2, The Expedition: Making Ready</b>	4	4	1	Preparations made by Lewis for the Expedition	What Lewis studied and how he prepared
<b>B.7, Slave</b>	7	8	2	Secondary source usage	Research
<b>C.14, Other States and Districts Associated with the Lewis and Clark Expedition</b>	4	4	1	Reference to associations by other states	Reference of the states associated with Lewis and Clark
<b>D.2, Puzzle</b>	4	4	1	Worksheet on Lewis and Clark	Games (for learning)
<b>D.5, Questions Students Ask</b>	4	4	1	Questions most asked by students about Lewis and Clark	Study guide
<b>D.11, Study Questions</b>	4	4	1	Questions students ask about Lewis and Clark	Study guide
<b>D.19, Assessment Questions</b>	4	4	1	Assessment of the Lewis and Clark Expedition	Study guide

<b>E.9, Journals of the Expedition</b>	7	8	3	Primary source research	Compare and contrast
<b>E.11, People Associated with the Expedition</b>	7	8	4	Secondary source usage	Compare different historians' views of the same event/person/place; hypothesize reasons for differences