Lesson Plan One: Sacagawea, Lewis and Clarke and the Coin

googolplex.cuna.org/.../images/rta-j34c.gif
United States History I Learning Standards

Political Democratization, Westward Expansion, and Diplomatic Developments, 1790-1860
USI.22 Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809). (H, C)

A. the origins of the Federalist and Democratic-Republican parties in the 1790s
B. the conflicting ideas of Thomas Jefferson and Alexander Hamilton
C. the Alien and Sedition Acts
D. the Louisiana Purchase

TOPIC: Sacagawea, Lewis and Clarke and the Coin

STATEMENT OF PURPOSE: The Lewis and Clark expedition and the Louisiana Purchase had great impact on the future of the United States. However, neither venture would have been possible without the help of the woman, Sacagawea, who now appears on the one dollar coin. How do these three topics intertwine? Should the United States honor Sacagawea with a coin? Find out as this lesson unfolds.

LEARNING OBJECTIVES:

- Students will be able to explain the reasons the United States and Thomas Jefferson were interested in the Louisiana Territory
- Students will experience the routes that Lewis and Clark took as they went on the Corps of Discovery
- Students will list the ways the Louisiana Purchase was a significant event in United States History
- Students will determine if Sacagawea should be honored with a coin

SCHEDULE: 4 Days: 72 minutes each day
DAY 1: Who was Sacagawea?

1. **Essential Questioning: (5 minutes)**
   - The teacher writes this question on the board: How many Native Americans can you name?
   - Students list as many Native Americans as they can in their notes

2. **Discussion: (10 minutes)**
   - The teacher asks students to volunteer answers and creates a list of all of the Native American they know on the board
   - Note: Sacagawea hopefully is mentioned: If not, teacher introduces name and asks students if they are familiar with her.

3. **Coin Inspection: (20 minutes)**
   - Each group is given a Sacagawea coin
   - Each group creates a 5 Ws (Who, What, When, Where, Why) Chart in their notes about the coin based on what they can see feel and observe.

4. **Sacagawea Coin Handouts: (35 minutes)**
   - H1: "The History of the Sacagawea Dollar."
   - H2: "The Life of Sacagawea."
   - Students read each article
   - Students discuss each article in their pod groups
   - Students take notes on each article

**DAY 1 HOMEWORK:** Students finish article notes for homework

---

DAY 2: Sacagawea & Lewis and Clark

1. **Sacagawea recap: (10 minutes)**
   - 5 question reading assessment quiz based on information the students read last night
   - Teacher summarizes what we know about Sacagawea so far

2. **Handout Discussion/ Examination: (5 minutes)**
   - Handout: MAP:
     - H3: "The Route of the Corps of Discovery to the Pacific."

3. **Laptop/Internet Work (50-55 Minutes)**
   - Website: [www.pbs.org/ /trailmap/index.html](http://www.pbs.org/ /trailmap/index.html)
   - There are 11 states/stops along the Interactive trail
   - Each student will travel with Lewis and Clark using the interactive Trail Map
   - Students will read and take notes from the excerpts from Lewis and Clark’s Journal at each stop
   - Students will also discover and list any current Lewis and Clark events at each site.
DAY 2 HOMEWORK:
Textbook Work:
Textbook: American Nation (pages 205,207,208 and 209)
Students read and take notes on topics:
- The Louisiana Territory
- Lewis & Clark
- Zebulon Pike
- The Importance of the Louisiana Purchase

DAY 3: How did the Louisiana Territory become the Louisiana Purchase?

1. Students Review: (5 minutes)
   Students review homework notes

2. Students Handout: (30-35 minutes)
   H4: “How did the Louisiana Territory become the Louisiana Purchase?”
   - Students use ONLY their homework notes from pages 207-209 of their textbook to answer the handout questions
   - Students compare answers with in their groups

3. Handout Discussion and clarification: (25-30 minutes)
   - Teacher reviews the handout using input from student answers
   - Students discuss and seek clarification on answers

DAY 3 HOMEWORK:
Homework handout
H5: “Geography Activity: The Louisiana Purchase”

DAY 4: Is Sacagawea’s role worthy of a coin?

1. Homework recap: (10 minutes)
   H5: “Geography Activity: The Louisiana Purchase”
   - The teacher checks homework
   - The teacher goes over homework answers with students

3. Essay: (50 minutes)
   Directions: Create a two page essay answering the following questions. Students can use their notes to help them formulate their essay.
   - How were Lewis and Clark and all of the people on the Corps of Discovery like astronauts? (Give 2 examples that support your answer)
   - Do you think Sacagawea's role in the Lewis and Clark expedition should be honored with the one dollar coin? Why or Why not? (Give 2 reason to support your answer)
4. **Student Voting: (5-10 minutes)**
   Teacher writes topics on the board:
   - **Based on what you know about Sacagawea’s role in the Corps of Discovery and the Louisiana Purchase do you think that the United States should have honored her with the one dollar coin?**
     - The teacher passes out ballots
     - The students vote
     - The ballots are collected and counted
     - Results and a short discussion will follow

**DAY 4 HOMEWORK/ LESSON CLOSURE:**
Students study for a quiz on the information from the past 4 days

**ASSESSMENT:**
Teacher observation
Student examination of Sacagawea coins
Student responses to questions and discussion
Student voting for or against the Sacagawea coin
Student notes (from the textbook and the interactive Corps of Discovery map)
Homework
Mini homework/reading assessment
Quiz on the information

**REFERENCES/BIBLIOGRAPHY**

**Books**

**Web Sources**


<www.pbs.org/Lewisandclark/archive/map2_b.html>.
MATERIALS:
- Sacagawea One Dollar Coins
- Textbook: *American Nation* (pages 205, 207, 208, and 209)
- Laptops with internet access or computer Lab with internet access
- Teacher Handouts (included)
LESSON PLAN ONE Handouts for: Sacagawea, Lewis and Clarke and the Coin
How did the Louisiana Territory Become the Louisiana Purchase?

Directions: Using your notes from pages 207-209 of your textbook answer the following questions in complete sentences. Confirm and correct answers with your group members.

1. Why did Napoleon want to sell the Louisiana Territory? Identify three reasons to support your answer.

2. Why was Thomas Jefferson interested in the Louisiana Territory? Identify two reasons to support your answer.

3. The Louisiana Purchase had both national and International effects. List and identify four facts that support this statement.
Mini Project One: Sacagawea, Lewis and Clark and the Coin Webography
The following annotated bibliography of Sacagawea/Lewis & Clark resource websites is just a sample of the many resources available to assist educators and students in learning about Sacagawea and her role in the Corps of Discovery. The following websites give teachers access to interactive maps, modern-day sites, and first person interpretation resources that can truly bring a living Sacagawea and Corps of Discovery to your classroom...

**List of Websites:**


Sacagawea/Sacajawea Resources


Name of Website:
This is the website: "The History of the Sacagawea Dollar."

Content:
This website is devoted to the history of the Sacagawea coin. It Chronicles the process of getting a design and person approved before he/she can appear on a piece of United States Currency. Additionally, the site discusses how and when the coin was released to the public and put into circulation.

Usefulness:
This website focuses on how Sacagawea was forever honored by the United States of American on the one dollar coin. The problem of this website is that it only focuses on the design and reasoning behind the Sacagawea coin and gives little or no information on Sacagawea’s life. This website would be best used as a resource to students as they examine the Sacagawea coin.

Design and Interface:
The site is easy to navigate and very colorful. Older students will find the sequencing and readability easy and very clear and concise.


Name of Website:
This is the website: "Sacajawea (c. 1790-1812-84?)."

Content:
This website is devoted to the History of Sacagawea’s Native American people the Shoshone Indians. The Sacajawea pages are filled with primary source excerpts from the Lewis and Clark Journals and further information of Sacajawea’s life after the Corps of Discovery. This website offers the viewer a rare opportunity to see Sacajawea at home with her true ancestral people.

Usefulness:
This website is a great resource for teachers and students who want to see Sacagawea as something more then the guide of Lewis and Clark. This website lets the visitor explore the culture and background of Sacagawea.
before she was sold into slavery. You can examine how Sacagawea's descendents live today on the Wind River Reservation. Viewers can explore the Shoshone people of yesterday and today which will help them gain better insight into who Sacagawea was and how her spirit lives on today in the Shoshone people.

Design and Interface:
The website has a basic straightforward design and all of the possible topics a student can explore are clearly marked. Information is clearly presented and enhanced by images of Shoshone Indians.


Name of Website:
This is the website: "Sacajawea Center Homepage."

Content:
This website is the official website of the Sacajawea Center in Salmon, Idaho. It is devoted to the preservation and interpretation of Sacajawea’s people, native lands and the Lewis and Clark expedition. This site offers students and teacher the “real” story of Sacajawea, insight from Sacajawea's descendents, and access/links to the local resources available in what was once the home of Sacajawea’s people. Travel information and other local Lewis and Clark historical sites are also mentioned.

Usefulness:
This website is a good resource if you are interested in the Native American vision of Sacajawea. Additionally, it would be very helpful if you were going to be traveling to Idaho for a vacation but, seems to be limited to resources that would be useful to Idaho teachers!

Design and Interface:
This site is easy to navigate and is categorized so you can easily find information and a biography of Sacagawea. Older students would be able to explore this website on their own with no assistance.
Corps of Discovery Map/Interactive Resources

"In the Footsteps of Lewis & Clark." Follow in the Footsteps of Lewis & Clark. The Sierra Club. 25 February 2006
<www.sierraclub.org/lewisandclark/>.

Name of Website:
This is the website: "In the Footsteps of Lewis & Clark."

Content:
This website is the Sierra Club's site devoted to Lewis and Clark and the Corps of Discovery. This site offers students and teachers the ability to compare and contrast the trail of the Corps of Discovery in the time of Lewis and Clark and the same places today. There are also color photographs of natural landmarks and the black and white images of the Native peoples that Lewis and Clark met so that your students can truly see and meet what Sacagawea and Lewis and Clark experienced as they ventured further along into the unknown. Finally, the site offers comic strips, games, and “On This Date” which lets students know what was happening on your current day if you had been on the Corps of discovery.

Usefulness:
The Sierra Club’s website offers students a rare opportunity to link the places of the Lewis and Clark expedition in both the past and present time. One major challenge all history teachers face is that they have to teach about things that are not current, making it hard for students to see the relevance of things past. This site give students the ability to link the past explorations of Lewis and Clark to the actual places as they appear today. Additionally, the site offer students unique ways to learn history through a variety of media from comics strips to first person journal entries. The site would not be affiliated with the Sierra Club if it did not stress the importance of preserving the lands explored by Lewis and Clark. There is something here for all different types of learners and future preservationists.

Design and Interface:
The site is very easy to access because it is split up into five categories: On the Trail, Then and Now, Keep it Wild, On this Date, and Features. The only drawbacks to this site is that it offers so many things it is difficult to decide which aspects of the site will best fit time and lesson parameters. Without specific focus students could be unproductive on this site!

**Name of Website:**
This is the website: "The Route of the Corps of Discovery to the Pacific." Lewis and Clark. Archives. Maps

**Content:**
This website is a gateway to the PBS (Public Broadcasting Network) archive on Lewis and Clark and the Corps of Discovery. By accessing this website teachers and students have the ability to read and view the actual journals and sketches of the people who went on the Crops of discover. Additionally, an interactive map is also so students can read the journal entries of Lewis and Clark as they travel with then to eleven states/stops. At each site students can also meet the Native Americans that the people of the Corps interacted with as they travel through the unknown. There are also links to current Lewis and Clark and Corps of Discovery events and organization that are currently happening along the trail of the Corps of Discovery.

**Usefulness:**
This website offers educators access to primary source and interactive activities for students. This great variety of resources is ideal for teaching students of multiple intelligences and is a great way to incorporate technology and primary source usage. Additionally, this website also offers direct and free classroom resources making it a must have for any teacher who has to teach about Lewis and Clark and the Corps of Discovery.

**Design and Interface:**
The materials and site are very easy to navigate and students could easily explore the site on their own un assisted.
Historical Interpretation Resources


Name of Website: This is the website of Hands on History Fanny and Friends Historical Interpreters.

Content: This group is devoted to making historical figures come alive in your home, classroom or museum. One historical interpreter in particular, Joyce Badgley Hunsaker is an award winning historical interpreter, historian and author of Native American ancestry. Hunsaker is available to “become” Sacagawea through live first-person performances. Hunsaker also is the author of the book Sacagawea Speaks, Beyond The Shining Mountains With Lewis & Clark. Hunsaker’s work and research is endorsed by both the descendents of Lewis & and Clark and most importantly by the Sacagawea’s descendents.

Usefulness: This website is a good resource because it puts you in direct contact with a living authority of Sacagawea. There is a direct link on the site where you can contact Joyce Badgley Hunsaker and see if she would be available to come and perform her first person interpretation of Sacagawea in your classroom. Hunsaker’s ability to become Sacagawea in your classroom as close to the real Sacagawea as you can get without going back in time. Additionally, there is an opportunity to order books on Sacagawea written by Joyce Badgley Hunsaker herself. So, this website gives the educator the best of both worlds: the possibility of a living historical interpretation of Sacagawea and resources on Sacagawea.

Design and Interface: The Hands on History Fanny and Friends Historical Interpreters website is easy to navigate the homepage brings you to a review of Joyce Badgley Hunsaker and give you the ability to order resources, contact the author/interpreter and keep you updated on Hunsaker's performances and availability.