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# Be the Historian

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## Grade Five



### OBJECTIVES

Students will build upon their knowledge of the Corps of Discovery to research and explain the significance of gifts given to American Indians by Lewis and Clark.



### CLASS TIME

Three 45- to 60-minute sessions



### NATIONAL STANDARDS

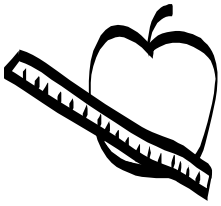
This lesson reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS) and the National Council for Teachers of English (NCTE). These standards are listed below:

- Social Studies: Time, Continuity, and Change
- Social Studies: People, Places, and Environment



### MATERIALS

- Peace Medal nickels
- Copies of the “Great Gifts” directions
- Copies of the “Medal Meanings” questionnaire
- Copies of the “Medal Meanings” chart
- Computers with Internet access
- 1 copy of the “Lewis and Clark Expedition” overview from the Resource Guide
- Chart paper or chalk board
- Markers or chalk
- Copies of age-appropriate reference materials that provide information about the gifts carried by Lewis and Clark on their expedition, such as:
  - *Lewis and Clark* by Bonnie Sachatello-Sawyer
  - *Lewis and Clark on the Trail of Discovery: An Interactive History with Removable Artifacts* by Rod Gragg
  - *Lewis and Clark for Kids: Their Journey of Discovery with 21 Activities* by Janis Herbert
  - *Eyewitness: North American Indian* by David Murdoch
  - Library of Congress information on the expedition, with photographs of artifacts, at <http://www.loc.gov/exhibits/lewisandclark/lewis-landc.html>



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- Writing paper
- Paints, colored pencils, or markers
- Paint brushes (optional)
- Drawing paper (1 copy per student)



## PREPARATIONS

- Gather Peace Medal nickels (1 per student).
- Make copies of the “Great Gifts” directions (1 per student).
- Make copies of the “Medal Meanings” questionnaire (1 per student).
- Make copies of the “Medal Meanings” chart (1 per student).
- Arrange to use the school computer lab for two consecutive days.
- Bookmark appropriate Internet sites.
- Write on either a chalk board or chart paper a list of gifts that Lewis and Clark brought for the American Indians that they encountered, and about which you have found reference materials. Pull this list from the supply list in the Resource Guide.
- Locate appropriate resource materials.
- Gather art supplies.



## GROUPINGS

- Whole group
- Pairs
- Small groups



## TERMS AND CONCEPTS

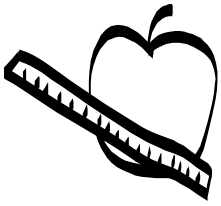
- Obverse (front)
- Reverse (back)
- Lewis and Clark
- Louisiana Purchase
- President Thomas Jefferson
- Corps of Discovery
- Peace Medal
- American Indians
- Artifact



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

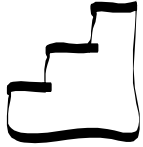
- Lewis and Clark’s Corps of Discovery
- Research skills



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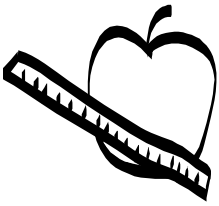
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## STEPS

### Session 1

1. Engage students by asking if their parents ever bring gifts to people they are visiting. As a class, discuss the purpose of this type of gesture.
2. Ask the students if they have heard about the new Westward Journey Nickel Series™, which the United States government is producing in 2004 and 2005. As background information, describe this series. Then ask leading questions to assess the students' pre-activity knowledge of the expedition of Lewis and Clark and the Corps of Discovery.
3. Distribute a Peace Medal nickel to each student and allow them time to thoroughly examine each side.
4. Explain the terms “obverse” and “reverse” and ask students to describe the image on the coin's obverse. The students should be able to explain that this side shows an image of President Thomas Jefferson. They should also realize that this is the same image as on the old Jefferson nickel obverse.
5. Ask students to turn the nickel over and describe the images on the reverse. Ask students to make predictions about the coin's design. Who are the individuals shaking hands and why might they be shaking hands? Record student responses on a piece of chart paper or on the chalkboard.
6. Explain that this image was taken from a medal that Lewis and Clark brought on their journey. Just as their parents might bring gifts when they visit a friend's home, Lewis and Clark needed to bring gifts on their visits. Ask the students for whom they think these gifts were brought.
7. Collect all Peace Medal nickels.
8. Explain that the students will get a chance to learn more about these medals and why Lewis and Clark brought them on their journey as they conduct an Internet search; once all parts of this project are complete, students will take turns presenting their findings to the class.
9. Assign each student a partner to work with in the computer lab.
10. With your class, visit the computer lab. Explain that students will use sites you have bookmarked, like the United States Mint Web site and others that relate to the Corps of Discovery.
11. Distribute the “Great Gifts” directions and the related worksheets to each student. Read the introduction on the directions aloud to the class and direct the students to read the remainder of this page independently or with a partner. To check for comprehension, ask the students to orally explain the goal of this project and the steps they must complete to reach that goal; these directions will guide their research.
12. Allow the students to begin their research during the remaining class time.



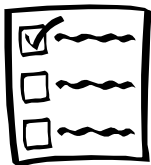
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## Sessions 2 and 3

1. Return to the computer lab with your class and allow the student pairs to complete their research, explaining that they will have a limited time to complete their research (adjust this as appropriate).
2. Return with the students to the classroom and post the list of gifts that Lewis and Clark carried for the American Indians they met.
3. Direct the students to complete steps 3 through 7 from the “Great Gifts” directions. Circulate through the classroom offering guidance and taking anecdotal notes on the students’ work and presentations.
4. As students finish their presentations, collect each student’s “Great Gifts” packet of materials (this should include their two worksheets and the artifact information and image) and display their work in the classroom.
5. Redistribute a Peace Medal nickel to each student. Again have the students examine the images on the coin’s reverse.
6. Examine the list of predictions that students made during session 1. Again ask the students who the individuals are shaking hands and why they might be shaking hands. See if the responses are different and if there is more of a consensus among the students.
7. Discuss the purpose of the Peace Medals carried by Lewis and Clark and why this image may have been selected as the first new design in the Westward Journey Nickel Series.



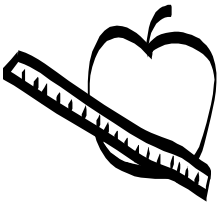
## ASSESSMENT

- Take anecdotal notes about student participation and involvement during teamwork and presentations.
- Assess information on the completed worksheets and artistic reproduction of the artifact.
- Evaluate the new nickel designs to see if students picked a significant event to depict.



## ENRICHMENT/EXTENSIONS

- Have students write a short paragraph explaining the historical significance of the Lewis and Clark expedition.
- Have students design a peace medal that would be good to give to a student in another country. Have them include symbols of friendship and relate it to contemporary events.



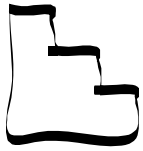
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## DIFFERENTIATED LEARNING OPTIONS

- When grouping students, attend to exceptionalities.
- Allow students to work together when they draw or paint and present their artifact image.



# Great Gifts

## Directions

### INTRODUCTION

In 1803, the President of the United States was Thomas Jefferson, and the nation's westernmost boundary was the Mississippi River. West of the Mississippi was a large land area called Louisiana, owned by France. The United States knew little about Louisiana, but late that year, the United States Congress approved a treaty to buy Louisiana from France for about 15 million dollars. This purchase, called the Louisiana Purchase, doubled the size of the United States.

President Jefferson was curious about whether the Louisiana Territory might provide a water route across the continent to the Pacific Ocean. He thought the Missouri River might be part of this water route.

President Jefferson decided to send a team to explore the Louisiana Territory. The explorers were to map the land and take careful notes about the weather, soil, plants, animals, and people they found there. They were also to search for a water route to the Pacific Ocean and to establish friendly relations with any American Indian tribes they found living along their route.

The men selected to lead this journey, Meriwether Lewis and William Clark, prepared for their trip without knowing the weather, terrain, or types of plants, animals, and people they would encounter in this region. But Lewis and Clark's purchases included such items as silk ribbons, thimbles, knives, and corn mills, which they could trade for other supplies along their way—for example, two handkerchiefs for a horse. They also packed dozens of Peace Medals, which they could give as gifts and signs of peace to the American Indians they met.

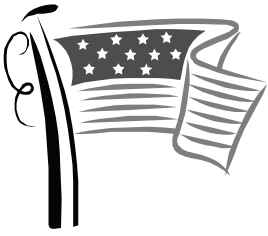
### LEARNING ADVICE

Be sure to review this entire document and the attached worksheets before you begin so you won't have to repeat any of your research. While conducting your research, make sure that you keep track of each resource you use, and its value. This will be helpful if you need to revisit a resource for more information during the rest of the project.

### THE TASK

2004 marks the two hundredth anniversary of Lewis and Clark's departure on their expedition through the West with the explorers they called the Corps of Discovery. To commemorate this important journey, the United States government will use new designs on the back of our five-cent coin. The first design in this series is based on the image on the Jefferson Peace Medal carried by Lewis and Clark.

Your task in the "Great Gifts" project is to explore the purpose of medals, particularly the Jefferson Peace Medal. You will use the Internet to research why these medals and similar supplies were so vital to the success of the Corps of Discovery.



# Great Gifts

## Directions

### THE PROCESS

1. With your partner, carefully read your “Medal Meanings” questionnaire and chart. Read through all the questions so you know what information you need to find.
2. Explore together the sites listed below under “Resources.” Record the answers for each of the “Medal Meanings” questions. With permission from your teacher or parent, access other Internet resources that you think might be valuable for your research. Your teacher may suggest some useful sites.
3. With your partner, select another pair of students to work with.
4. With your team, select a supply from the supply list your teacher has displayed in the classroom. Write a check mark next to that supply item so another group does not pick the same item, which we will call an “artifact.”
5. With your team, use classroom resources to research this artifact. You must find its purpose and the materials from which it was made. You must also determine why it would be valuable to an individual living in the northwestern part of our country in 1803. Write this information on a sheet of writing paper.
6. Independently, use some of the available art supplies to paint a picture that reflects your selected artifact and its use to the American Indians.
7. When everyone is finished, join a new group that contains one member from each of the previous research groups.
8. Present to the class the artifact you researched and explain its purpose and value to someone living in the Louisiana Territory.

### RESOURCES

Use the Internet resources below to conduct your research.

- <http://www.usmint.gov/kids/index.cfm?fileContents=campCoin>
- [http://www.usmint.gov/mint\\_programs/](http://www.usmint.gov/mint_programs/)
- [http://www.monticello.org/reports/interests/peace\\_medal.html](http://www.monticello.org/reports/interests/peace_medal.html)
- <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/108lewisclark/108visual2.htm>
- <http://www.lewisandclark200.gov/partner.cfm>
- <http://www.smithsonianlegacies.si.edu/objectdescription.cfm?ID=247>



# Medal Meanings Questionnaire



**NAMES** \_\_\_\_\_

1. According to the United States Mint, what is a medal? \_\_\_\_\_

Web site: \_\_\_\_\_

2. Why are some medals made by the government? \_\_\_\_\_

Web site: \_\_\_\_\_

3. Why was the Jefferson Peace Medal special? Who did Lewis and Clark give it to? Why did they give the medal as a gift? Write your responses in the appropriate spaces on the Medal Meanings chart.

Web site: \_\_\_\_\_

4. Name two medals that were first made during your lifetime. Add these medals to the spaces on the Medal Meanings chart.

Web site: \_\_\_\_\_

5. Complete the required information for each of these medals on the Medal Meanings chart.

Web site: \_\_\_\_\_

6. How are these other medals similar to and different from the Jefferson Peace Medal? \_\_\_\_\_

Web site: \_\_\_\_\_





Name \_\_\_\_\_

# Medal Meanings

## Chart

MEDAL NAME	YEAR CREATED	PERSON/PEOPLE TO WHOM GIVEN	REASON GIVEN
Jefferson Peace Medal			