



America's Greatest History Attraction

## CURRICULUM CONNECTIONS

### Lewis & Clark: Great Journey West - Educator Resources (Grades 6-8)

(<http://movies.nationalgeographic.com/movies/the-wildest-dream/educator-resources>)

Standards-based activities for grades 6-8 related to the IMAX film, *Lewis & Clark: Great Journey West*.

### *Activity 1 of 4: A Legacy to Remember*

#### Michigan Social Studies Grade Level Content Expectations

##### **Grade 6**

- H1.2.5** Identify the role of the individual in history and the significance of one person's ideas.
- G1.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- G1.2.1** Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
- G1.2.4** Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

##### **Grade 7**

- H1.2.6** Identify the role of the individual in history and the significance of one person's ideas.
- G1.2.3** Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

##### **Grade 8**

- U4.2.3** Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.

#### Michigan English Language Arts Grade Level Content Expectations

##### **Grade 6**

- S.CN.06.01** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.
- S.DS.06.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

## **Grade 7**

**S.CN.07.01** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.

**S.DS.07.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

## **Grade 8**

**S.CN.08.01** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.

**S.DS.08.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

## **National Social Studies Content Standards**

### **Strand**

**III** People, places, and environments

## **National Geography Standards**

### **Strand**

**4** The Physical and Human Characteristics of Places (Places and Regions)

**15** How Physical Systems Affect Human Systems (Environment and Society)

**17** How to Apply Geography to Interpret the Past (The Uses of Geography)

## **National English Language Arts Content Standards**

### **Strand**

**12** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

## ***Activity 2 of 4: Native American Contributions***

### **Michigan Social Studies Grade Level Content Expectations**

#### **Grade 6**

- H1.4.3** Use historical perspective to analyze global issues faced by humans long ago and today.
- G1.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- G1.2.1** Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
- G1.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
- G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- G1.3.3** Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
- G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- G2.2.3** Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).

#### **Grade 7**

- H1.4.3** Use historical perspectives to analyze global issues faced by humans long ago and today.
- G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

#### **Grade 8**

- U4.2.3** Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.
- U4.2.4** Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states.

## **Michigan Science Grade Level Content Expectations**

### **Grade 6**

**S.RS.06.15** Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

### **Grade 7**

**S.RS.07.15** Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

## **National Geography Standards**

### **Strand**

**6** How Culture and Experience Influence People's Perceptions of Places and Regions (Places and Regions)

**15** How Physical Systems Affect Human Systems (Environment and Society)

**17** How to Apply Geography to Interpret the Past (The Uses of Geography)

## **National Science Content Standards**

### **Strand**

**F** Science in personal and social perspectives

## **National Social Studies Content Standards**

### **Strand**

**III** People, places, and environments

## ***Activity 3 of 4: The Object of This Mission***

### **Michigan Social Studies Grade Level Content Expectations**

#### **Grade 6**

- H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- H1.2.3** Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- H1.2.5** Identify the role of the individual in history and the significance of one person's ideas.
- H1.4.3** Use historical perspective to analyze global issues faced by humans long ago and today.
- G1.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

#### **Grade 7**

- H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- H1.2.3** Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- H1.2.6** Identify the role of the individual in history and the significance of one person's ideas.
- H1.4.3** Use historical perspectives to analyze global issues faced by humans long ago and today.

#### **Grade 8**

- U4.1.2** Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine.
- U4.2.3** Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.
- U4.2.4** Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states.

## **Michigan English Language Arts Grade Level Content Expectations**

### **Grade 6**

- R.CM.06.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.06.03** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
- R.CM.06.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.
- S.DS.06.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
- W.PS.06.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

### **Grade 7**

- R.CM.07.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.07.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
- R.CM.07.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.
- S.DS.07.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
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- S.CN.08.01** adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.
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## **National Geography Standards**

### **Strand**

- 13** How the Forces of Cooperation and Conflict Among People Influence the Division and Control of Earth's Surface (Human Systems)
- 16** The Changes That Occur in the Meaning, Use, Distribution, and Importance of Resources (Environment and Society)
- 17** How to Apply Geography to Interpret the Past (The Uses of Geography)

## **National Social Studies Content Standards**

### **Strand**

- III** People, places, and environment

## **National English Language Arts Content Standards**

### **Strand**

- 12** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

## ***Activity 4 of 4: Overcoming Obstacles***

### **Michigan Social Studies Grade Level Content Expectations**

#### **Grade 6**

- H1.4.3** Use historical perspective to analyze global issues faced by humans long ago and today.
- G1.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

#### **Grade 7**

- H1.4.3** Use historical perspectives to analyze global issues faced by humans long ago and today.

#### **Grade 8**

- U4.2.3** Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.

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