TEACHING AND LEARNING
WITH THE POWER OF TECHNOLOGY

Blazing Trails
with Lewis and Clark!

A FULLY DEVELOPED
INTERDISCIPLINARY PROJECT
FOR GRADES 5 – 8

USE WITH
WORLD BOOK ONLINE
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## Handouts and Resources *(begins after page 26)*

- The Scenario
- Topics for Guided Research
- Louisiana Purchase Primary Source Document
- Louisiana Purchase Intelligencer *(Vol. 1 & 2)*
- Presidential Thank You Letter
- Sample Rubric for Multimedia Presentation
- Self Assessment Reflection

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BLAZING TRAILS WITH LEWIS AND CLARK

PROJECT DESCRIPTION

It is the year 1803 and you are 19 years old. You’ve been exploring and hunting the lands for fifty miles around your family’s Kentucky farm all your life. There’s little left for you to discover and you are tired of the same old routines and places. You crave new adventures and challenges...

The above is an excerpt from the project scenario¹ that you can use to introduce Blazing Trails with Lewis and Clark to your students. The scope of this project is to involve your class in a simulation of the Lewis and Clark Expedition. Students will learn content, research, language, and critical thinking skills as they travel with Lewis and Clark to explore the uncharted lands of the Louisiana Purchase.

Blazing Trails with Lewis and Clark is based upon the historical inquiry model of instruction², which calls for students to personalize history by conducting close, “meaningful” inquiries into historic events. It capitalizes on the intrinsically creative nature of upper elementary and middle school learners by challenging them to learn about history through the creation of products that demonstrate comprehension and higher-order thinking skills.

Designed for grades five through eight, Blazing Trails with Lewis and Clark is an interdisciplinary learning experience driven by the national standards of several disciplines including social studies, geography, language arts, mathematics, and the arts. The project includes a comprehensive introduction that assesses and provides students with background knowledge, three distinct but interrelated learning phases, and a culminating event in which students present their work and demonstrate their learning.

✦ Phase One: The Deal. Students will gain experience working with primary source documents by translating select articles of the Louisiana Purchase treaty into common English. They then will assume the roles of European Americans or Native Americans, generate a pro- or anti-Louisiana Purchase pamphlet, and engage in a debate. Finally, students will reflect on their learning through a metacognitive journal entry.

¹ A copy of the scenario is provided in “Handouts and Resources.”
² Levstick and Barton; Doing History, p.13
✧ **Phase Two: The Land.** Students will gain an understanding of the geography of the western United States by plotting the route and stops that Lewis and Clark made across the Louisiana Purchase and on to the Pacific Ocean. Students then will create physical maps of select Upper Louisiana areas demonstrating this knowledge. Finally, students will make a virtual tour of the area they researched by producing a multimedia slide show.

✧ **Phase Three: The People.** Students will “experience” the Native American nations of the Louisiana Purchase. They will research various nations, producing a multimedia report that includes an “interview” with a Native American and a representation of an “artifact.” As a way of summarizing the project, students will publish books that demonstrate their learning and the products that they have created.

✧ **The Culminating Event: The Explorers Speak!** The culminating event is an opportunity for students to celebrate their achievement by presenting and displaying their learning through multimedia and other technologies to an audience of their peers and other invited guests.

**REQUIRED MATERIALS AND SOFTWARE**

**REQUIRED ONLINE RESOURCES**

✧ **WORLD BOOK ONLINE**

**REQUIRED SOFTWARE**

✧ Graphic organizer software (such as Inspiration)
✧ A spreadsheet application (such as Microsoft Excel or AppleWorks)
✧ A word processing application (such as Microsoft Word or AppleWorks)
✧ A presentation application (such as Microsoft PowerPoint or AppleWorks)
Performance and Content Standards Informing This Project

Art Standards

National Standards for Arts Education:

- **Content Standard 1:** Students will understand and apply media, techniques, and processes to communicate experiences and ideas.
- **Content Standard 3:** Students will choose and evaluate a range of subject matter, symbols, and ideas to communicate intended meaning.
- **Content Standard 4:** Students will understand the visual arts in relation to history and cultures.

English Language Arts Standards:

National Council of Teachers of English:
http://www.ncte.org/standards/standards.shtml

- **Standard 1:** Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the world.
- **Standard 4:** Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.
- **Standard 5:** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- **Standard 7:** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Geography Standards:

National Geographic: http://www.nationalgeographic.com/resources/ngo/education/standardslist.html

- **Standard 1:** Students will learn and demonstrate how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
- **Standard 4:** Students will learn about the physical and human characteristics of places.
- **Standard 6:** Students will learn how culture and experience influence people’s perception of places and regions.
- **Standard 9:** Students will learn about the characteristics, distribution, and migration of human populations on Earth's surface.
- **Standard 14:** Students will learn how human actions modify the physical environment.
- **Standard 15:** Students will learn how physical systems affect human systems.
Mathematics Standards
National Council of Teachers of Mathematics: http://standards.nctm.org/

- **Measurement Standard**: Students will apply appropriate techniques, tools, and formulas to determine measurements.
- **Problem Solving Standard**: Students will solve problems that arise in mathematics and other contexts. They will apply and adapt a variety of appropriate strategies to solve problems.
- **Number and Operations Standard**: Students will understand numbers, ways of representing numbers, relationships among numbers, and number systems.
- **Connections Standard**: Students will recognize and apply mathematics in contexts outside mathematics.

Social Studies Standards:
National Council for the Social Studies: http://www.ncss.org/standards/2.0.html

- **Strand 2**: Students will develop and demonstrate an understanding of the ways human beings view themselves over time.
- **Strand 3**: Students will develop and demonstrate an understanding of people, places, and environments.
- **Strand 8**: Students will develop and demonstrate an understanding of how technology and science has changed society over the course of time.
Before You Begin

A project of this scope and magnitude takes planning. Here are some things to consider before you begin this project:

Do I Have To Do All Of This?
The project plan is designed to meet the needs of a variety of classroom environments. However, it may be too extensive for a single class to complete. Read through the whole plan and select the pieces that are most appropriate for your class. Make sure you have all the materials you need before beginning any part of the project. Also, feel free to change and adapt any aspect of the project to suit the interests and needs of your students.

Can Cooperative Learning Experiences Be Used With This Project?
Yes! Cooperative learning is an integral component of this project. If you haven’t used cooperative grouping before, this may be a wonderful opportunity to ease into it. For tips on how to organize a cooperative learning experience, visit this link from WORLD BOOK ONLINE’s Teacher Resources area:
http://www.sedl.org/scimath/compass/v01n02/welcome.html

How Long Will This Project Take?
The estimated time frame for this project is approximately five weeks. However, there are many variables (such as the number of computers you have and the individual skills and reading levels of your students) that may affect the actual time it will take your class to complete the project.

Each section includes a suggested time frame, but you may have to adjust this for your own class and circumstances. Once you begin this project it is important to set up a time frame and stick with it. Planning when to have your culminating activity and giving students a real deadline will help keep them focused throughout this project.

Can More Than One Class Participate In The Project?
Yes! This project encourages student creativity: no two finished projects will be the same. Including several classes will enrich your culminating activity. By working with other teachers or librarians, this can be a school-wide project. Each class/grade can participate at its own level.

For the culminating activity, each class can give a short presentation of their best work. To keep the event to a reasonable length, limit each class to a specific amount of time for presentation. Set up a gallery of projects to make sure all students’ work is seen and appreciated by visitors.
How Many Computers Do I Need?

This project is designed to work in a wide variety of school settings. You can complete this project whether you have one computer in the classroom, several computers in the classroom, access to a computer lab or media center, or laptop computers. Many of the activities present options for working without a computer. There are several things that you must do before your students can use the computer.

You should:

• Arrange computer(s) and desks (if possible) to accommodate group work.
• Establish rules and procedures for using the computers and Internet.
• Set up a time schedule for students so they know what they’re doing and when it is due.
• Demonstrate each program or activity on the computer to the whole class.
• Limit students to one activity at a time.

If access to Internet-ready computers is limited, you may need to schedule when students will use such computers. Having students work in pairs or small cooperative groups may provide them with more opportunities to use the computers.

Students should be prepared before going to the computer. You can assign one or two “computer savvy” students to help other students with simple tasks, like Internet searches or saving documents.

The following is a checklist of things you should do before introducing this project to your students:

- Any software students will need must be pre-installed into each computer. Students should have access to the basic tool software, such as word processing and presentation software.
- Bookmark WORLD BOOK ONLINE’s home page and any articles or other links students will be using.
- Make sure necessary plug-ins (such as Real Player and iPix Bubble View) are loaded and working.
- Be sure to have all reading and project handout materials copied and available for your students ahead of time.
- Prepare for what to do if the technology doesn’t work. If the printer breaks, or your connection to the Internet goes down, you should have ready activities as substitutes.

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3 Most schools and districts have policies guiding the publication of student work and images on the Internet. You should find out what these policies are before beginning the project.
What Planning Do I Have To Do With My Students?
Be sure to review the rubrics and any other assessments you will be using ahead of time, so students know what is expected of them. This project encourages students to make choices among activities. Allow students to be creative in developing their finished products. This will give them a stronger sense of ownership and motivation.

How Can Students Benefit From This Project?
Project-based learning, as exemplified by the activities suggested here, has many advantages. It can appeal to a variety of learning styles, help to motivate students, and promote building necessary skills by providing hands-on, real-time experiences. Each part of the project includes motivating and engaging tasks for students to explore. As students complete each section, they are developing skills that will enable them to express themselves and communicate their ideas more effectively. Regardless of each child’s individual abilities, everyone will feel that their contribution is important and respected.

*Best of all, project-based learning is fun for kids and exciting for teachers!*
Throughout this project you and your students will be using information and a wide variety of resources available on **WORLD BOOK ONLINE**.

You may wish to provide your students with the opportunity to use World Book’s features prior to beginning this project. This will help them become familiar with searching and navigating **WORLD BOOK ONLINE**. For more information on how to use the **WORLD BOOK ONLINE** site, click the **Help** button on your home page.

When you see this symbol in the project text, you will need to conduct a search using **WORLD BOOK ONLINE**. Type the specific words or phrase into the search field and click **Go**.

If your students need to read a specific article on **WORLD BOOK ONLINE**, the title of the article will be designated with **boldface type**. You can find the article using the search feature, as described below:

Type a word or phrase in the search text entry box, then click **GO** or press **ENTER** on your computer keyboard.

The results of your search will include separate listings for each media type. Click a link from the category list to view the results. Click the title on the right side of the screen to retrieve the desired article or media.

To play sound clips, video clips and animations, you will need the plugin, which is available at www.real.com.

Articles matching your search criteria will appear on the right. Search results for other media will be listed in the left column.
When you click the title of a specific article, you will be brought to the article’s full text. In the left-hand column you will find an outline of the article. You may find specific information by clicking the links in the outline. Related pictures, maps, movies, and other media can also be found in this outline.

Use the links in the Related Info box to find additional articles, Web sites, special reports, and periodical articles.

If you have limited access to computers, you may need to print out some of the important articles (or sections of these articles). Use the Print Article button. This will allow you to choose which specific sections of the article you want to print out.
PROJECT PROCEDURE

Begin the project by welcoming your students to a new way of learning! Tell them that they'll be starting a magnificent journey of discovery and adventure using technology to assist them.

SETTING THE STAGE

Estimated Time Frame: 5-8 class periods

Begin by introducing the Louisiana Purchase to your students. Students should read the first part of the WORLD BOOK ONLINE article entitled: Louisiana Purchase. Be sure to cover all the information from the Top of the Article through Reasons for the Purchase.

Using the information from the article, initiate a class discussion about the lands of the Louisiana Purchase as they were in 1803. Paint a picture of the unspoiled beauty of the land with your words. Emphasize the fact that no pollution or other environmental hazards stained the land in those days. Ask your students to reflect upon what challenges would face early 19th-century people who wished to explore these vast lands. You can use the two maps included in the article to help students gain perspective about the amount of land purchased. You may want to bookmark these maps, as they will be reused throughout the project.

Next, hand out the Project Scenario, found in “Handouts and Resources,” to your students. Allow them to read it alone and then read it as a class. Check your students’ understanding by asking them to explain the scenario in their own words.

Draw a five-branched tree map on chart paper (see illustration below) labeling the branches Who, What, Where, When, and Why. Be sure to leave enough room to write your students’ responses. Have your students draw the same graphic organizer in their notebooks. Then, ask your students what they know about the Louisiana Purchase. Phrase your questions to match the branches of the tree map. Encourage and guide student discussion and record all responses on the tree map.

Review the information and have your students copy it into their notebooks. Continue until there are some items in all five branches. When this activity is finished, post this graphic organizer prominently in the classroom. You will refer to it throughout the project! As your class learns new information about the Louisiana Purchase, add it to the tree map.
**Keyword Learning**

Your students will now engage in an activity called keyword learning. This activity serves as a pre-reading strategy and a vocabulary building exercise. Your students will need to form cooperative groups. Be sure that each group member has a task to perform. Initially, you might wish to assign roles.

Place the following words and phrases on the board:

<table>
<thead>
<tr>
<th>Cede</th>
<th>$15,000,000 Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Jefferson</td>
<td>France</td>
</tr>
<tr>
<td>North America</td>
<td>827,987 Square Miles</td>
</tr>
<tr>
<td>Napoleon Bonaparte</td>
<td>1803</td>
</tr>
<tr>
<td>Perpetual Peace</td>
<td>Protection Against Wrongs</td>
</tr>
<tr>
<td>Missouri River</td>
<td>Columbia River</td>
</tr>
<tr>
<td>Continent</td>
<td>Domestic Accommodations</td>
</tr>
<tr>
<td>Louisville, Kentucky</td>
<td>Agriculture</td>
</tr>
</tbody>
</table>

Let your class know that these terms, names, and phrases are all related to the Louisiana Purchase. Ask your students to brainstorm ways of combining and defining the words in order to make sense of them.

After the groups have completed this activity, elicit their responses to the words and phrases. Record their answers on the board. Ask your students to explain why they placed things as they did. Make sure that all of the groups have contributed to this activity.

Next, distribute *The Louisiana Purchase Intelligencer, Volume #1* and *Volume #2* found in “Handouts and Resources.” Ask your students to read these newsletters. They should note the words that they saw in the keyword activity and how they are used. Have the groups go back to their responses from the previous activity and compare how they used the terms and names with how they are used in the newsletters. Students may also use the **WORLD BOOK ONLINE Dictionary** to help clarify some of these terms. To ensure understanding, ask students to use the terms in sentences and contexts of their own creation. Make sure that all of your students complete this activity.

**Creating the project vocabulary notebook**

Now ask your class to reserve a section in their notebook in which they can write all of the new vocabulary words and the names of people that they encountered from the keyword activity. Each time your class meets ask students to add at least two words to the project dictionary. Review these submissions weekly asking students to explain the definitions and to use them in contexts of their own creation.
Creating the metacognitive journal

Having your students think about their learning is an important facet of project-based learning. Ask your class to dedicate a section of their notebooks to be used for metacognitive journal entries. Give your students time at the end of each class session to complete metacognitive reflections.

Tell your students that these journal entries will be used to create part of a book that they will be publishing at the end of the project.

Conducting Guided Research

Distribute a copy of *Topics for Guided Research* provided in “Handouts and Resources. Inform the class that each group will be researching one of the listed topics. The title of the primary article is in **boldface**. However, you should remind students that valid research typically requires the use of multiple sources.

Encourage students to use the links in the Related Info box to find Related Articles. If time permits, students may want to use the related Web Sites or go to the library for additional information.

Each group will present their information and at least three graphics (photos, pictures, maps, etc.) that depict the topic they have researched. Each group should also find a map that exhibits the boundaries of the Louisiana Purchase.

Before the groups present their research topic, be sure to establish presentation guidelines. You may wish to use or adapt the sample rubric included in “Handouts and Resources,” or create your own assessment process.

**Teacher Tip:** Before you allow your class to use the Internet, be sure to come up with a workable plan for using the available technology. Schedule each group for a certain amount of computer time each day. Groups not scheduled for computer time should be working on other project-related materials.

It is important that all seven topics are assigned and presented. If you have fewer than seven cooperative groups in your class, you may need to assign two topics to some groups. When they are through compiling their materials, ask each group to discuss their findings and to demonstrate and explain the graphics that they found. Be sure each group member can explain what the information and graphics mean in relation to the Louisiana Purchase.

After a group presents, ask one member to add the group’s research findings to the appropriate branches of the class tree map. Be sure that each group member can adequately explain the knowledge gained from the other groups’ contributions as well. Tell your students to add this new information to the tree map in their project notebooks.

Students can get help with conducting research by reading the **WORLD BOOK ONLINE** article on **Research Skills**. This article includes information about different types of reference and source materials, preparing source cards, and taking notes. It also provides a list of alternative sources of information.

To conclude this activity, ask the students to write a paragraph that explains the information that was added to each branch of the tree map.
**Phase One: The Deal**

*Estimated Time Frame: 2 weeks*

**Translating the Treaty into Common English**

Begin this first phase of the project by reviewing the information on the Louisiana Purchase tree map displayed in your classroom. Address any questions that the class might have and be sure to have your students discuss the new vocabulary that they have learned. Question your students to ensure that they all understand the work that has been completed so far.

Next, tell your students that before they go off exploring with Lewis and Clark, they must gain an understanding of the terms of the Louisiana Purchase treaty. The language of the treaty makes it very clear which lands were included in the deal—hence the boundaries that they can explore. It also states how Native Americans and others already living on the lands of the Louisiana Purchase were to be treated by the United States.

Distribute a copy of the *Louisiana Purchase Primary Source Document* provided in “Handouts and Resources.” Before you assign sections of the treaty to the groups for translation into common English, read the preamble with your class. Define the term “preamble” for your students and model a translation of the legalistic language. Make sure that when you come to difficult terms, you write them on the board and define them in common language. Ask your students to add these terms to their project vocabulary notebooks.

Now tell your students that they will be doing the same thing with the other articles of the treaty. Assign one article to each cooperative group and ask each to use a word processing application to type their translations. If you have more groups than articles, ask two groups to translate the same article and then ask them to compare and contrast their findings. If you have more articles than groups, assign two or more sections to each group.

Web sites containing the full-text of the primary source documents involved in the Louisiana Purchase can be found in the Related Info tab for the *Louisiana Purchase* article.

Students can use the *WORLD BOOK ONLINE Dictionary* to help them define words that they don’t know. Ask them to make a separate list of all of the words that they changed and to define what these mean. When they have done this, ask students to add these words to their project vocabulary notebook.

**Demonstrating knowledge**

When all groups have finished translating their articles, discuss the results as a class. Ask your students to discuss the words that they changed and what they mean. Ask the group that translated Article III if the Native Americans living on the lands of the Louisiana Purchase were included in this section of the agreement. Ask the group that translated Article VI if they believe this to be the case.

Combine each of the translations into a single word processing document. Ask the group leaders to add graphics and interesting fonts where appropriate. Display the finished document in your classroom. Remind your students to add any new information that they learn to the tree map and in their notebooks.
Creating a Pamphlet

This activity calls for your class to assume the roles of European Americans or Native Americans from the year 1803. Split the cooperative groups evenly and tell your students that they will be engaging in a role-playing activity. Some groups will represent European Americans and some will be Native Americans. Each group will create a persuasive pamphlet supporting its own viewpoint.

Begin by having students read the article Pamphlets. This article will provide them with a brief overview of the purpose and history of pamphlet writing.

Brainstorming ideas

Ask your class to brainstorm how each group might have felt about the Louisiana Purchase. Ask them to develop three reasons supporting the opinion of the role they have assumed. European Americans supported the treaty and Native Americans—had they known about it—likely would have opposed it.

For Teachers Only: The following chart is for the teacher, not the students. Encourage your class to come up with their own responses. Some opinions that your class might list are:

<table>
<thead>
<tr>
<th>The European American View of the Louisiana Purchase</th>
<th>The Native American View of the Louisiana Purchase</th>
</tr>
</thead>
<tbody>
<tr>
<td>It made our country larger and stronger.</td>
<td>We knew nothing about the agreement.</td>
</tr>
<tr>
<td>It gave our country large amounts of natural resources.</td>
<td>We had no say in the provisions of the agreement.</td>
</tr>
<tr>
<td>It stopped European countries from seizing the lands and enabled the United States to get lands on the Pacific coast.</td>
<td>We received no compensation for &quot;selling&quot; our lands.</td>
</tr>
</tbody>
</table>

Persuasive writing

When your students have come up with their reasons for or against the treaty, ask them to write a persuasive paragraph about each reason. Be sure to review your students’ work before it goes into the pamphlet. Make sure all grammatical conventions and appropriate organizational features are followed.

Creating the pamphlets

Now ask the groups to go to the computers and create a pamphlet. Most word processing applications will have a template that helps to do this. Tell your students that the pamphlet must reflect the three opinions they wrote. Students should use appropriate formatting and graphics to emphasize or support their point of view.

Demonstrating understanding

When your students have completed their pamphlets, ask them to read them to the class. Encourage students to ask questions of the presenters. This will help guarantee that they understand what they have researched.
Engaging in a Debate

For this activity, your students will imagine that they really are the people whose roles they have assumed. They are to represent the thoughts and beliefs of these people as best they can.

Your class will conduct a formal debate about the Louisiana Purchase. Depending on the number of cooperative groups, select one or two representatives from each group to form the supporting team or opposing team. Have each side take turns presenting their points while refuting the other side’s arguments.

For a good introduction to the process of debating, students can read the article entitled Debate. If you have never engaged your class in a debate, visit the following WORLD BOOK ONLINE Teacher Resource link to learn more about setting up a debate in your classroom:
http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/readyreaddebd.htm

You will need to provide time for the two debate teams to meet and plan their debate strategy. Each group will present three arguments. The teams should use the pamphlets created in the previous activity to help them develop the three strongest arguments supporting their position.

Begin by asking the team leaders to write their three arguments, supporting or opposing the Louisiana Purchase, on the chalkboard. The first team will present its first point. Then the second team will respond to that point and present its first point. Teams will alternate until all the points have been covered. Each team will be given a short, specified amount of time for each point. After all the points have been debated, each team will be given a few minutes to summarize their position.

Post-session activities

Have students complete a Self Assessment Reflection provided in “Handouts and Resources” to evaluate their own work. Ask your students to compose a paragraph in their reflective journal in which they include the following information:

✧ What did I learn today that I didn’t know before?
✧ New vocabulary I’ve learned and what it means.
**Phase Two: The Land**

*Estimated Time Frame: 2 weeks*

**Plotting the Route**

Begin this phase with a review of the work that has been done up to this point. Refer to the Louisiana Purchase tree map and challenge your students with base and higher order questions to explain what they have learned about the treaty and events surrounding the Louisiana Purchase.

Welcome your students to the second phase of their exploration. Tell them that they must now help Lewis and Clark plan a route that will take them from St. Louis, Missouri to the mouth of the Columbia River.

Students should chart their course on the maps they gathered in the Introduction activities. Make sure all students are using the historical map from the article *Louisiana Purchase*. They can mark their route directly on this map.4

**Teacher Tip:** Historical maps are always listed as “pictures” on *WORLD BOOK ONLINE* and are not part of the Atlas.

Ask them to look at the map and to note the rivers and other features of the land. Tell your students that in this activity, they will plot a route for the expedition and that they must use the orders of President Jefferson5 and the features of the land to help them accomplish this goal.

Students will need basic map reading skills to complete this activity. You can introduce these skills by having students read the *Reading a Map* section of the *WORLD BOOK ONLINE* article entitled *Map*. Be sure to cover all the information from *Map Legends* through *Map Indexes*.

Start this activity by asking your class to draw a compass rose on the map, indicating the cardinal directions in relation to the geographic features of the land.

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4 This provides a foundation for the next activity, which requires students to make their own maps.

5 Refer to the *Louisiana Purchase Intelligencer*, Volume #2 for Jefferson’s words on this.
Remind your students that their goal is to plan the route that will take them from St. Louis, Missouri to the mouth of the Columbia River, and that President Jefferson has asked them to explore the Missouri River to its headwaters.

Students should refer to the article entitled **Lewis and Clark Expedition** and the map that appears in the article.

In addition, ask your students to add the following points to their map in the correct geographical position:

- The Hidatsa/Mandan Villages, (became Fort Mandan, North Dakota – Lewis and Clark’s winter quarters, 1804-1805)
- Three Forks, Montana Territory
- Traveler’s Rest, Montana Territory
- Canoe Camp, Idaho (present day Orofino, Idaho)
- Clearwater River to Snake River to Columbia River
- The mouth of the Columbia River (became Fort Clatsop, Washington Territory, Lewis and Clark’s winter quarters 1805-1806)

Students can use the political maps of **North Dakota, Montana, Idaho, and Washington** to help them complete this activity. These maps can be found in the **WORLD BOOK ONLINE Atlas**.

**Calculating distances and estimating traveling time**

When the class has located these points and placed them correctly on the map, ask the students to look at the scale at the bottom of the map. Tell the groups that they must now use this scale to figure out the miles between each of these points. Then have them calculate the total mileage from St. Louis to the Pacific Ocean. You may have to show students how to use the scale to calculate distances.

Next, ask your students to figure out how long it would have taken to travel between each of these points. Emphasize the fact that travel was not so easy in the early 19th century. Bad weather, sometimes-hostile Indians, and other hazards could and often did disrupt the best-planned routes, delaying travelers for weeks or even months. Tell your students to base their travel time on the following estimated rates:

- **River travel**: Twenty-five miles per day
- **Land travel**: Fifteen miles per day
The mileages and times below are approximations based on the map that your students will use for this activity. Your students’ calculations should not vary tremendously from these:

<table>
<thead>
<tr>
<th>Route</th>
<th>Distance</th>
<th>Method</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Louis, Missouri Territory to the Hidatsa / Mandan Villages (Winter quarters 1804-1805, Fort Mandan, ND)</td>
<td>850 miles using Missouri River</td>
<td>34 days</td>
<td></td>
</tr>
<tr>
<td>Fort Mandan, North Dakota Territory to Three Forks, Montana Territory</td>
<td>550 miles using Missouri River</td>
<td>22 days</td>
<td></td>
</tr>
<tr>
<td>Three Forks, Montana Territory to Traveler’s Rest, Montana Territory</td>
<td>200 miles over land</td>
<td>13 days</td>
<td></td>
</tr>
<tr>
<td>Traveler’s Rest, Montana Territory to Canoe Camp, Idaho Territory (Present day Orofino, Idaho)</td>
<td>120 miles over land</td>
<td>8 days</td>
<td></td>
</tr>
<tr>
<td>Canoe Camp, Idaho Territory to Clearwater River to Snake River to Columbia River to Pacific Ocean (Winter quarters 1805-1806, Fort Clatsop, Washington Territory)</td>
<td>400 miles using rivers</td>
<td>16 days</td>
<td></td>
</tr>
</tbody>
</table>

**Assessing the results**

When the groups finish their calculations, review them as a class. Compare and contrast the results and ask your students how they arrived at their conclusions. Challenge the class to come up with ways that might impede traveling times as well as improve upon them. Have students complete a **Self Assessment Reflection** provided in “Handouts and Resources” to evaluate their own work.

**Mapmaking**

In this activity students will build on their knowledge of the geography of the Louisiana Purchase by creating physical maps and writing a brief report on the area they have mapped.

Physical maps show the natural features of the land such as mountains, deserts, and rivers. Ask your students what they know about physical maps. Guide them to an understanding that physical maps show the **features** of the land; they do not show cities or populations. Tell your students that they will be constructing a physical map of one area of Upper Louisiana through which Lewis and Clark passed on their way to the Pacific Ocean.

For more about how maps are made, students should read the **How Maps are Made** section of the **WORLD BOOK ONLINE** article entitled **Map**. Be sure to cover all the information from **Observation and Measurement** through **Revision**.
Conducting guided research

Ask your class to form their cooperative groups for this activity. Each cooperative group should choose a different portion of the expedition for which it will construct a physical map.

**The Missouri River Portion of the Expedition:**

<table>
<thead>
<tr>
<th>Iowa</th>
<th>Kansas</th>
<th>Missouri</th>
<th>Montana</th>
<th>Nebraska</th>
<th>N. Dakota</th>
<th>S. Dakota</th>
</tr>
</thead>
</table>

Choose one of the Upper Louisiana areas, now known by the state names above. Draw a map of this area and show where the Missouri River crosses it.

**The Land Portion of the Expedition: Montana/Idaho**

Draw a map of the Upper Louisiana area of western Montana and of the unclaimed area of Idaho. Show the land trail that you will take across western Montana and central Idaho to get to the Clearwater River.

**The Columbia River Portion of the Expedition: Washington/Oregon**

Draw a map of the unclaimed areas now known as Washington and Oregon. Show the route of the Snake and Columbia Rivers and the location of the Pacific Ocean.

Tell your students that although they are constructing physical maps as if it were 1803, they should use modern state borders as a point of reference on the maps they are creating. Ask them to use dashed lines to indicate the modern borders. They are to include the name of the territory and the year that it became a state on the bottom of the map.

**Writing the report**

When your students finish constructing their maps, tell them that they must now compose a brief report about the area they mapped.

Tell your students that they can find all of the required information by typing in the name of the state they are researching into the search box and reading the article about the modern state.

The report should include the following information:

- Exploration and settlement of the area prior to 1803
- The area’s land and climate
- The area’s major rivers and lakes
- The area’s plant and animal life
- The area’s natural resources
- Five interesting facts or other related information about the area.
- Four graphics of the area.⁶ Make sure that at least one graphic shows a scene from the 19th century.
- For groups researching areas along the Missouri and Columbia Rivers, at least three modern graphics of the river and its course.

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⁶ Remind students that all images must be accompanied by source info. WORLD BOOK ONLINE provides the necessary information with all media elements.
Constructing a multimedia “tour”

Next, each group will create a multimedia tour of the area. This tour will provide students with an opportunity to present information they have found and to demonstrate their understanding. Each member of the group will act as a “tour guide” for one part of the presentation. Students can use presentation software, such as Microsoft PowerPoint or AppleWorks to create their tour. Students should include pictures, maps, and facts they have gathered as part of their tour. You may wish to have each group create and publish brochures or add other “touches” to make their presentations more authentic.

Before you begin, discuss how the “tours” will be assessed. You may use or adapt the sample rubric included in “Handouts and Resources,” or create your own assessment process. In either case, you should provide students with the assessment criteria before they begin writing. This will help clarify what is expected.

Establish behavior protocols that you expect from those presenting as well as from those who are listening to the presentations. Students should present their tours as if they were professional tour operators. Ask your students to thoroughly explain their information and graphics to the class. Keep the presentations to no more than eight to ten minutes each.

After each group “conducts” its tour, encourage the class to ask the presenting students questions about their area. Have the group leaders add the relevant information to the Louisiana Purchase tree map. Be sure your students copy this information onto the tree maps in their notebooks.

Post-session activities

Have students complete a Self Assessment Reflection provided in “Handouts and Resources” to evaluate their own work. Ask your students to compose a paragraph in their reflective journal in which they include the following information:

✧ What did I learn today that I didn’t know before?
✧ New vocabulary I’ve learned and what it means.

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7 Tutorials for using presentation software can be found at: http://www.techKNOWassociates.com/tutorials

Page 20
PHASE THREE: THE PEOPLE

Estimated Time Frame: 2 weeks

Meeting the Native Americans

Begin this phase by reviewing the work that has been completed to this point. Refer back to the Louisiana Purchase tree map and ask your students base and higher-order questions to check for their understanding.

Tell your class that on this part of the journey they will be meeting the Native Americans who inhabited (and in some cases, continue to inhabit) the lands of the Louisiana Purchase.

Start by telling your students that the Native Americans lived in “nations.” Ask them what they have learned about the nations of the Louisiana Purchase during their research. Acknowledge their responses in a circle map (see illustration) drawn on the board and challenge the class to add as many Native American nations as they can to the map.

Conducting guided research

The Native American nations that your students will be researching consist of the following tribes:

<table>
<thead>
<tr>
<th>Arikara</th>
<th>Blackfeet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinook</td>
<td>Gros Ventre</td>
</tr>
<tr>
<td>Iowa</td>
<td>Mandan</td>
</tr>
<tr>
<td>Nez Perce</td>
<td>Omaha</td>
</tr>
<tr>
<td>Osage</td>
<td>Pawnee</td>
</tr>
<tr>
<td>Shoshone</td>
<td>Sioux</td>
</tr>
</tbody>
</table>

This should be an in-depth look at Native American groups. Students should use a minimum of three sources for information. They should start their research with articles they find on WORLD BOOK ONLINE. Next they can use the links in the Related Info box to find additional articles and related Web sites. Finally they should use at least one print-based source. Print-based sources include books, textbooks, magazines, and newspapers.

Caution: Students should understand that not all information on the Internet is reliable or accurate. If students use Web sites other than those reviewed by WORLD BOOK ONLINE, they should make sure they verify the reliability of the resource.

8 Good checklists for evaluating a Web resource are available at: http://library.usm.main.edu/guides/webeval.html or http://www.library.ubc.ca/home/evaluating/Easyprint.html
Tell your students that each group will be responsible for learning about two of these nations in detail. To focus your students on the assignment, generate a checklist that asks them to include the information President Jefferson is interested in knowing:

- The name of the nations about which you are writing
- The extent and limits of their countries, including a map to illustrate this
- Their relations with other groups or nations
- Their languages, including a sample for the government to read
- Their traditions and monuments
- How they farm, fish, hunt, and conduct war
- How they create their art, what it looks like, and what their literature is about
- Their food, clothing, and domestic accommodations
- Their laws and customs

**Analyzing the results**

When your students have finished their research and compiled their information, ask them to discuss their findings. Your students should be able to speak with authority about the details established in their checklist.

When all of the findings have been analyzed, ask your students to create graphic organizer, such as a double-bubble map (see illustration) or Venn diagram, in which they compare and contrast the two nations they researched. As a method of summarizing this activity, ask your students to write a brief paragraph in which they discuss the results reflected in their graphic organizer.

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9 It may not be possible to fulfill all of Jefferson’s requests, for information has been lost as members of Native American groups died. Advise your students to add the term “unknown” when they have exhausted their Internet and print resources.
Extension Activity: Who Was Sacagawea?

Sacagawea was a Shoshone woman who helped the Lewis and Clark expedition in important ways. Ask the groups to search for Sacagawea using *WORLD BOOK ONLINE*. Tell the class that they must report back at least five facts that they have learned.

When your students have finished their research, engage them in a discussion about Sacagawea. Ask them about the five facts that they learned, and ask the group leaders to place these new facts on the tree map displayed in the classroom. Ask your students to add this new information to the tree maps in their notebooks.

Post-session activities

Have students complete a *Self Assessment Reflection* provided in “Handouts and Resources” to evaluate their own work. Ask your students to compose a paragraph in their reflective journal in which they include the following information:

✧ *What did I learn today that I didn’t know before?*
✧ *New vocabulary I’ve learned and what it means.*
Interviewing Native Americans and Creating Artifacts

Alert your class to the fact that they are approaching the end of the trail. It is now time to interview a Native American and to create an “artifact” that can be displayed back in Washington, D.C. Tell the groups that they must use their creativity to construct the following products:

“Interviewing” a Native American

Each group will create a simulation of an “interview” with a Native American from 1803-1806. They will use presentation software, graphics, and text to represent their interview. Students will use facts and information from their research to augment their presentation and make it sound as if it were a real interview. Remind students that the presentation should sound as if it were a person talking about his/her life.

To help students create this effect, they will need an understanding of “first person narration.” Have students read the WORLD BOOK ONLINE article Person and discuss how to use “first person narration.”

Creating an “artifact”

Students will work individually or in pairs, using their research to create a representation of a Native American artifact. Explain to students that the word artifact means anything made by human skill, such as tools or weapons. Examples of artifacts might be pottery, clothing, an arrowhead, a drum, or other piece. Remind students that their artifact must be related to one of the nations they studied.

Students can create a model or drawing of the artifact. They should create a display placard about the artifact. The placard should include the following information:

- From which nation does this artifact emanate?
- How was the artifact used?
- How did you find out about it?
- How did you make this artifact?

Assessing the results

When your students have finished their research and created their products, gather as a class and share the interviews and artifacts.

Post-session activities

Have students complete a Self Assessment Reflection provided in “Handouts and Resources” to evaluate their own work. Ask your students to compose a paragraph in their reflective journal in which they include the following information:

- What did I learn today that I didn’t know before?
- New vocabulary I’ve learned and what it means.
Publishing a Student Created Book

As a way of summarizing the project, each student will publish a book. This book will be a portfolio of each student’s best work. Using student-selected portfolios is an effective way to involve students in developing and understanding criteria for good efforts, in taking ownership of their work, and in improving future efforts. There are three parts to this type of portfolio: Students must collect their work, select their best efforts and reflect upon what they have learned.

To put the book/portfolio together, each student will select two sample products to include in the book. This selection process will be helpful in deciding which projects students will present at the culminating activity. Although students may want to include more than two pieces in their book, the selection process is very important. You should discuss the guidelines for deciding which pieces to include with your class. Students should refer to their Self Assessment Reflection forms.

For each included product, students should write a brief passage that explains why they chose to include the piece and which standards the work addresses.

In addition to the two selected products, students should write a metacognitive reflection on the project. This can be used as either an introduction to the book or as a conclusion. Students should refer to their reflection journals as they write this piece. The reflection should be in standard essay form and provide a personal perspective of the project. Students may include how the project has changed their way of thinking or what they have learned from the project. It should demonstrate not only what they learned, but also how they learned it.

**Teacher Tip:** The books can be created using a variety of software programs. For the selected products, you can print pages directly from the finished work. For the personal reflections, you can use a word processing program such as Microsoft Word or AppleWorks. There are also products designed specifically for student publication. If you are interested in learning more about student publishing, you can request a free copy of A Guide to Publishing Student Work from: publish-it@techKNOWassociates.com.
CULMINATING ACTIVITY: THE EXPLORERS SPEAK!

After completing this project, it is time to celebrate student achievement. This is one of the more important aspects of the project and will give your students a genuine opportunity to share their accomplishments. It is important to invite people outside your classroom, such as other classes, teachers, administrators, and parents. Better yet, hold the presentations in the auditorium and invite everyone!

Work that was created digitally (presentations, Web sites, etc.) should be presented digitally whenever possible, using projectors or television monitors. Creative pieces, such as artifacts, maps, or reports should be displayed attractively using display boards or bulletin boards. You may want to designate one area for presentations and another area for display.

It is important that each student be given a chance to present at least one project. However, you should try to keep each presentation brief (4-5 minutes). Allow students to choose which final project they would like to present, and keep the day flowing by alternating between different presentation types.

Involving your students in planning this day as much as possible. Students should feel that this is their day! Some possible student responsibilities could be:

✧ Create an invitation and/or posters for the event, to distribute to other classes, teachers, administrators, and parents.
✧ Decorate the auditorium or room you are holding the event to match the "Lewis and Clark" theme.
✧ Make simple costumes and dress-up for the event.
✧ Plan and prepare refreshments for the audience.
✧ Write memos or letters informing other teachers, administrators, and custodial staff of any schedule or room changes caused by the event.

Give students the presentation rubric ahead of time so that they know how they will be assessed. Provide time for rehearsals and have a dress rehearsal so that everyone is fully prepared.

When all the groups have presented their products, distribute the Presidential Thank You Letter to them. Assure them all that they have done excellent work and made their country proud!

Finally, have fun. This is your reward for a job well done!
It is the year 1803 and you are 19 years old. You’ve been exploring and hunting the lands for fifty miles around your family’s Kentucky farm all your life. There’s little left for you to discover and you are tired of the same old routines and places. You crave new adventures and challenges.

One day, you hear that President Jefferson has just made a deal with Emperor Napoleon Bonaparte of France for large tracts of land in the western portion of North America called “The Louisiana Purchase.” You start daydreaming about the adventures you could have exploring these new lands. You promise yourself that the moment volunteers are sought to explore the lands you will go and sign up for the expedition.

A few months later, your opportunity arrives! You pick up a newspaper and read that the government is seeking volunteers to explore the lands of the Louisiana Purchase and that Captains Lewis and Clark are recruiting experienced hunters and explorers for the expedition in the Louisville, Kentucky area. Without hesitation, you throw down the paper, pick up your hunting rifle, kiss your mother goodbye, and head off to meet your destiny.
TOPICS FOR GUIDED RESEARCH

1. **Jefferson, Thomas**
   - Identify who Thomas Jefferson was and when he lived.
   - Explain his motivation for pursuing in the Louisiana Purchase.
   - Explain why Jefferson stated that he “stretched the constitution until it cracked.”

2. **Louisiana Purchase**
   - Identify the states that today cover the area of the Louisiana Purchase.
   - Identify from whom the lands were acquired.
   - List and explain three geographic features of the land.

3. **Lewis and Clark expedition**
   - Identify Lewis and Clark.
   - Find and list three facts about each man.

4. **Sioux Indians**
   - Identify the Sioux.
   - Find and list three different branches of the Sioux nation.
   - Identify the lands on which they lived.
   - Find three key facts about the life style of the nation.

5. **Missouri River/Columbia River**
   - Identify the headwaters, course, and mouths of the Missouri and Columbia Rivers.
   - Identify the states through which these rivers flow.

6. **Rocky Mountains**
   - Identify where the Rocky Mountains are located.
   - Discuss what the Continental Divide is and what it does.
   - Explain three features of the Northern Rocky Mountains.

7. **Sacagawea**
   - Identify Sacagawea.
   - Explain her role in the Lewis and Clark expedition.

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10 Note that this is sometimes spelled Sacajawea or Sakakawea.
Preamble
The President of the United States of America and the First Consul of the French Republic...have...named their [representatives]...who after having respectively exchanged their full powers have agreed to the following Articles.

Article I
The First Consul of the French Republic desiring to give to the United States a strong proof of his friendship doth hereby cede to the United States in the name of the French Republic for ever and in full Sovereignty the territory [of Louisiana] with all its rights and appurtenances.

Article II
In the cession made by the preceding article are included the adjacent Islands belonging to Louisiana, all public lots and Squares, vacant lands and all public buildings, fortifications, barracks and other edifices which are not private property.

Article III
The inhabitants of the ceded territory shall be incorporated in the Union of the United States and admitted as soon as possible according to the principles of the federal Constitution to the enjoyment of all these rights, advantages and immunities of citizens of the United States, and in the mean time they shall be maintained and protected in the free enjoyment of their liberty, property and the Religion which they profess.

Article IV
Immediately after the ratification of the present Treaty...the comissary of the French Republic shall remit all military posts of New Orleans and other parts of the ceded territory to the Commissary or Commissaries named by the President to take possession—the troops... of France...who may be there shall cease to occupy any military post from the time of taking possession and shall be embarked as soon as possible in the course of three months after the ratification of this treaty.

Article VI
The United States promises to execute Such treaties and articles as may have been agreed [with] the tribes and nations of Indians until by mutual consent of the United States and the said tribes or nations other Suitable articles Shall have been agreed upon.

Article VIII
In future and forever after the expiration of the twelve years, the Ships of France shall be treated upon the footing of the most favored nations in the ports [of the Louisiana Purchase].

Article X
The present treaty Shall be ratified in good and due form and the ratifications Shall be exchanged in the Space of Six months after the date of the Signature by the Ministers Plenipotentiary or Sooner if possible.
In faith whereof the respective [representatives] have Signed these articles in the French and English languages; declaring...that the present Treaty was originally agreed to in the French language; and have thereunto affixed their Seals.
Done at Paris...the 30th of April 1803.
Robt R Livingston [seal]
Jas. Monroe [seal]
Barbé Marbois [seal]
Huge Land Deal With France Announced Today: “The Thing Is Fixed!”

Washington (WBOL)-President Jefferson announced today that he had reached an agreement with Emperor Napoleon Bonaparte of France for the purchase of almost 828,000 square miles of land in the western portion of North America for fifteen million dollars.

Reading from a letter sent to him by his representatives in France, Jefferson said, “The thing is fixed. [The French] government cedes Louisiana....”

When asked about the government’s policy toward the Native Americans living on the lands, President Jefferson said, “Our system is to live in perpetual peace... to cultivate an affectionate attachment from them by everything just and liberal which we can do for them within the bounds of reason, and by giving them effectual protection against wrongs from our own people.”

Jefferson would not disclose who would explore the new lands or when they would be explored.
Lewis And Clark To Lead Purchase Expedition

Washington (WBOL) – President Jefferson’s personal secretary, Meriwether Lewis, was chosen today to lead the expedition to explore the lands of the Louisiana Purchase.

Lewis said that the president told him the goal of the expedition is “to explore the Missouri River, and such principal streams of it, as, by its course and communication with the waters of the Pacific Ocean, whether the Columbia, Oregon, Colorado, or any other river, may offer the most direct and practicable water-communication across the continent....” Lewis announced that he asked retired Army Captain William Clark to accompany him on the expedition.

In an exclusive interview with the LPI, Captain Clark reported that President Jefferson asked the two explorers to meet as many Native American nations as possible and to learn about:

- The extent and limits of their possessions.
- Their relations with other tribes or nations.
- Their language, traditions, and monuments.
- Their ordinary occupations in agriculture, fishing, hunting, war, arts, and the implements for these.
- Their food, clothing, and domestic accommodations.
- Their laws and customs.

Clark said that he and secretary (now Captain) Lewis would be visiting the Louisville, Kentucky area in order to recruit volunteers for the expedition.

“We’re looking for experienced woods people to help us plan the expedition and to explore the land,” he said. “We cannot possibly conduct this expedition alone.”

Interested volunteers are urged to sign up quickly.
December 2, 1806

Dear ____________________:

On behalf of the people of the United States of America, I wish to thank you personally for your participation in the historic journey across the Louisiana Purchase to the Pacific Ocean. I have told the Congress and the American people that the Lewis and Clark Expedition has had all the success that could have been expected. The expedition traced the Missouri nearly to its source; descended the Columbia to the Pacific Ocean; ascertained with accuracy the geography of that interesting communication across our continent; learned the character of the country, of its commerce, and inhabitants; and it is but justice to say that Lewis and Clark, and their brave companions like you, have by this arduous service deserved well of their country.

With the greatest respect--

Thomas Jefferson, President,
United States of America
## SAMPLE RUBRIC FOR A MULTIMEDIA PRESENTATION

### Name of presenter: ________________________________

### Title or topic: ________________________________

<table>
<thead>
<tr>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
<th>SCORE</th>
</tr>
</thead>
</table>

#### Voice, Tone, and Volume

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I couldn't hear you at all.</td>
</tr>
<tr>
<td>2</td>
<td>I couldn't hear you most of the time.</td>
</tr>
<tr>
<td>3</td>
<td>I heard you most of the time.</td>
</tr>
<tr>
<td>4</td>
<td>I heard you very well and you spoke with confidence.</td>
</tr>
</tbody>
</table>

#### Eye Contact

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You didn't look at the audience at all.</td>
</tr>
<tr>
<td>2</td>
<td>You looked at the audience once in a while, but never made eye contact.</td>
</tr>
<tr>
<td>3</td>
<td>You looked at the audience often and made some eye contact.</td>
</tr>
<tr>
<td>4</td>
<td>You looked at the audience most of the time and made good eye contact.</td>
</tr>
</tbody>
</table>

#### Content

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You had few facts related to your topic.</td>
</tr>
<tr>
<td>2</td>
<td>You had some facts related to your topic, but they seemed unorganized.</td>
</tr>
<tr>
<td>3</td>
<td>You had many facts related to your topic, but they were not well organized.</td>
</tr>
<tr>
<td>4</td>
<td>You had many interesting facts related to your topic and they were very well organized.</td>
</tr>
</tbody>
</table>

#### Visual Presentation

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Your multimedia presentation wasn't finished or didn't support your topic.</td>
</tr>
<tr>
<td>2</td>
<td>Your multimedia presentation provided little support for your topic.</td>
</tr>
<tr>
<td>3</td>
<td>Your multimedia presentation helped me understand your topic better.</td>
</tr>
<tr>
<td>4</td>
<td>Your multimedia presentation was creative and helped me understand your topic much better.</td>
</tr>
</tbody>
</table>

### Scale

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6 points</td>
<td>This presentation needs a lot of work.</td>
</tr>
<tr>
<td>7-9 points</td>
<td>This presentation needs some work.</td>
</tr>
<tr>
<td>10-13 points</td>
<td>This presentation is pretty good.</td>
</tr>
<tr>
<td>14-16 points</td>
<td>This is an excellent presentation.</td>
</tr>
</tbody>
</table>

#### Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Name of Reviewer: ________________________________
SELF ASSESSMENT REFLECTION

Name

Assignment:

1. What were you supposed to do? (Be specific)

2. What was your favorite part?

3. What was your least favorite part?

4. If you had this task to do over, what would you do differently? Why?