

Unit 1: Language Arts

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Overview

The members of the Lewis and Clark expedition documented their experiences by writing with quill pens and powdered ink on the precious supply of paper they brought with them. President Thomas Jefferson's letter of instructions to Meriwether Lewis stated: "***Your observations are to be taken with great pains & accuracy, to be entered distinctly & intelligibly for others as well as yourself.***" Jefferson also stated surviving the experience and bringing back information about the area west of the Mississippi River were important keys to the success of the expedition. "***In the loss of yourselves, we should lose also the information, you will have acquired. By returning safely with that, you may enable us to renew the essay with better calculated means.***"

At first, students and educators may find the journal entries unusual because of the "creative" spelling, grammar and punctuation. Many words have different meanings today than they did in the early 1800s; others are no longer in common use. There was no universal education in the late 1700s and early 1800s. Anyone who could read and write was fortunate. Both Meriwether Lewis and William Clark were considered well educated for their time.

As the expedition left Fort Mandan in April 1805, Lewis wrote: "***we have encouraged our men to keep journals, and seven of them do so ...***"

What we know about the extraordinary journey of the Corps of Discovery, the events, the cultural encounters, the observations of the land and its produce come

from the entries in the six surviving journals from the expedition. Captains Lewis and Clark, Sergeants Charles Floyd, Patrick Gass, John Ordway and Nathaniel Pryor, Privates Robert Frazer, Joseph Whitehouse and perhaps even Alexander Willard kept journals. The journals of Pryor, Frazer and Willard have never been found. It has been estimated more than *one million words* were written in all the journals. Ordway was the only person to make a journal entry for every day of the journey, 863 days. Gass published a version of his journal in 1807 (just one year after the end of the expedition and seven years before Lewis' and Clark's official journals of the Corps of Discovery were published in 1814).

Other forms of communication were also used by the Corps of Discovery. The members of the expedition came from many different cultural backgrounds. Several of them did not speak English fluently; English was a second (even third) language for a number of the people in the Corps of Discovery. The people of the expedition found themselves needing to communicate with Native American people who spoke a variety of languages no member of the expedition knew. The Clatsop and other Chinookan people used a specialized trade language, called Chinook Wa-wa, when trying to communicate with strangers. At times, the expedition members used sign language to help make themselves better understood by the Native people. Often the line of communication was long with messages passing through several interpreters and languages.

Being able to share the new-found information from the expedition is one of the true values of the entire two year and four month experience of the members of the Corps of Discovery.

Student Opportunities

1. Read selected quotes from the journals of the Lewis and Clark expedition.
2. Create and maintain their own journals.
3. Compile and maintain a glossary of Lewis and Clark words and terms.
4. Compare the expedition journals with how information is recorded and shared today.
5. Experiment with different means of communication other than the written word.
6. Work individually or in teams.
7. Produce and present creative works using student theater and interview techniques.

Helpful References

In this guide:

Appendix A: Route Maps and Timeline for the Lewis and Clark expedition.

Appendix B: People of the Lewis and Clark expedition biographical sketches for: Meriwether Lewis, William Clark, Charles Floyd, Patrick Gass, John Ordway, Nathaniel Pryor, Robert Frazer, Joseph Whitehouse and Alexander Willard

In this unit:

Large, Arlen J. "Writing In Clover: The Versatile Vocabulary of Lewis and Clark," *We Proceeded On*, Vol. 13, No. 4. Great Falls: Lewis and Clark Trail Heritage Foundation, Inc., November 1987.

Helpful Resources

Books and Articles:

Blumberg, Rhoda. *The Incredible Journey of Lewis and Clark*. New York: William Morrow & Co., Inc., first paperback edition, 1995.

Cavan, Seamus. *Lewis and Clark and the Route to the Pacific*, World Explorers: The Second Great Age of Discovery Series. New York: Chelsea House Publishers, 1991.

Cutright, Paul Russell. *Contributions of Philadelphia to Lewis and Clark History*, WPO Publication No. 6. Great Falls: Lewis and Clark Trail Heritage Foundation, Inc., 2nd printing, December 1988.

DeVoto, Bernard, ed. *The Journals of Lewis and Clark*. Boston: Houghton Mifflin Co., foreword copyright 1997.

MacGregor, Carol Lynn. "The Role of the Gass Journal," *We Proceeded On*, Vol. 16, No. 4. Great Falls: Lewis and Clark Trail Heritage Foundation, Inc., November 1990.

_____, ed. *The Journals of Patrick Gass: Member of the Lewis and Clark Expedition*. Missoula: Mountain Press Publishing, Co., 1997.

Moulton, Gary E., ed. *The Journals of the Lewis and Clark Expedition*, Vols. 2-13. Lincoln: University of Nebraska Press, 1986-2001.

Thomas, Edward Harper. *Chinook—A History and Dictionary*. Portland: Binfords and Mort Publishing, 1970.

Tomkins, William. *Indian Sign Language*. New York: Dover Publications, Inc., 1969.

Audio Cassette:

Chinook Wa-wa, "*In Their Own Words*," available from: Fort Vancouver National Historical Park, 612 E. Reserve St., Vancouver, WA 98661, (360) 553-7958.

In Your Own Words

President Jefferson instructed Meriwether Lewis and other members of the Corps for Northwestern Discovery to keep journals describing the route and activities of the expedition, the natural history and the Native American cultures they encountered. On 26 May 1804, the Meriwether Lewis and William Clark noted: “*the segts ... are directed each to keep a separate journals from day to day of all passing accurances ...*” Jefferson also intended to share the information in the journals of the Corps of Discovery with other people.

It is important for students to learn how to make good descriptive entries in their own words in order to share information with the rest of the class. This can be accomplished through a student journal project. Their writing can be creative, show personality (as long as it is based in fact) and show attention to accurate detail.

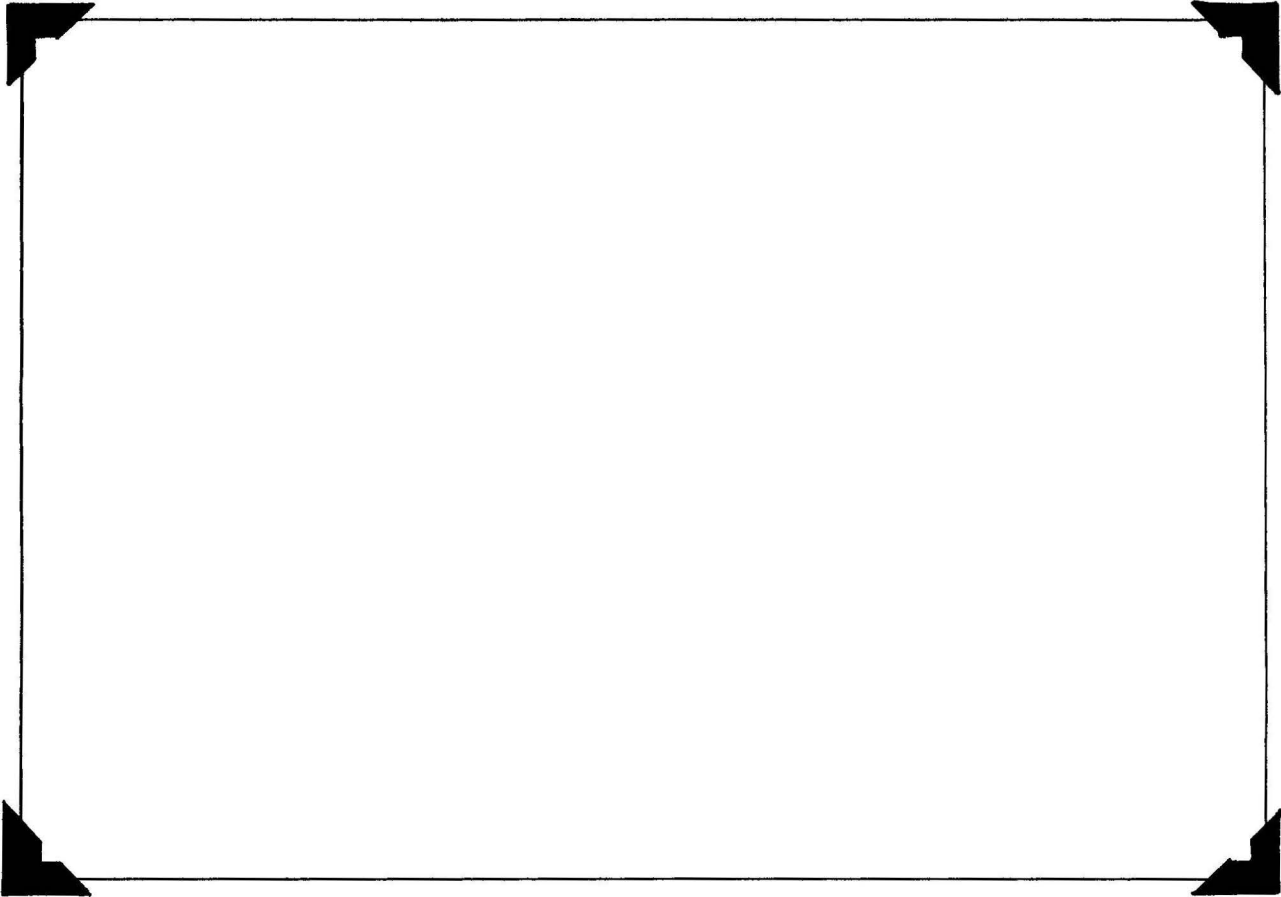
For their journal entries, students should include similar kinds of information found in the expedition members’ journals: date, weather, people they met, places they went, activities they participated in, new things they learned, spelling words, glossary of words and phrases, natural history observations, appropriate drawings or pictures, maps (see Unit 3) and calendar comparisons. For recording their weather observations, students may wish to draw the weather symbols used on “story robes” created by Sioux and Ojibwa Plains Indian cultures.

1. Have the students make a quill from a turkey or goose feather. Students can try writing with the quill pens. Use liquid ink in ink wells or ink stands.



2. Students will design, make and use their own journals for the duration of their study of the Lewis and Clark expedition.
 - a. Cut two pieces of 8 1/2” x 11” poster board for the covers. Decorate the covers with fabric, cut paper designs, a collage, or drawings. Glue a 1 1/2” x 11” strip of solid colored paper along the spine edge, and glue two 2” isosceles triangles in the corners. Use a standard three-hole paper punch to make the set of holes along the spine edge.

- b. Begin with 20 sheets of standard three-hole 8 1/2" x 11" paper for the leaves of the journal, or use a combination of copies from the sample master sheets on the following pages in this project. Several master sheets are lined to encourage students to make their journal entries readable. Pages can be added any time during the student's course of study of the Lewis and Clark expedition. The master sheets are:
 - 1) Lined journal page with spaces for date and weather
 - 2) Lined journal page
 - 3) Spelling page
 - 4) Glossary page
 - 5) Picture page
 - 6) Natural history observations page
 - 7) Calendar page
 - c. Design and make a title page for their own journals. This is a good place to practice penmanship, calligraphy or drawing.
 - d. Use a 25" cord or leather thong to bind (tie) the journal pages and covers together.
3. Students will make regular entries in their journals.
 - a. Students will comment on their Lewis and Clark studies, routine activities, special events, unusual happenings and the weather.
 - b. Students can collect examples of Lewis and Clark expedition materials and references and add them to their journal pages or write about them in their journals. Examples are: pictures, drawings, maps, brochures, newspaper or magazine articles, TV or radio specials and place names.
 4. Students will have opportunities to share their journals:
 - a. At random during the course of study of the Lewis and Clark expedition, several students will read the previous day's entry for the class. The class will discuss what they learned from that entry, and what the entry reflects about the author.
 - b. At random, students will share the other materials or references they have found about the expedition. The class will discuss these materials and their relevance.
 5. Establish a bulletin board for the new spelling, vocabulary words and phrases students will discover in their use of Lewis and Clark related material.
 - a. Students will add the new words and phrases to the bulletin board and research the meaning of the words and phrases.
 - b. Each student will be responsible for learning and understanding these new Lewis and Clark related words and phrases.
 - c. Periodically during the course of study of the Lewis and Clark expedition, have a spelling, vocabulary or glossary "challenge." Ask the students their understanding of these new words and phrases, give an example of use or modern equivalent, and meaning or history of the word.



Title: _____ Date: _____

Subject: _____

Natural History Observations

Date Time Location

Sighting

Description/Activity/Environment

_____	_____	_____	_____	_____

_____	_____	_____	_____	_____

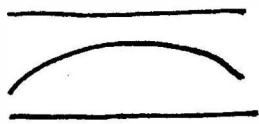
_____	_____	_____	_____	_____

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Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.

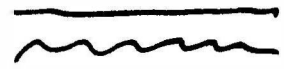
Weather Symbols
Used by Sioux and Ojibwa Plains Indian Cultures



Clear



Moon



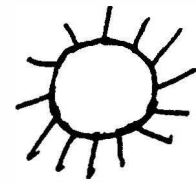
Stormy



Cloudy



Night



Sun



Cold



Noon



Sunrise



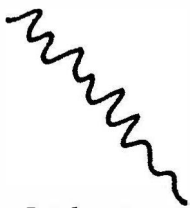
Day



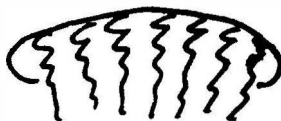
Rainy



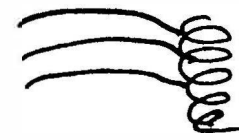
Sunset



Lightning



Snow



Windy

(adapted from Indian Sign Language by William Tomkins)

Writing in Clover

An introduction to the world of 19th century words, their meaning and how they were used, will help students when they begin to read selected quotes from the Lewis and Clark expedition journals. Language is as alive as the people who use it; therefore, language is always changing. The Lewis and Clark journals give us a time capsule glimpse as to the state of the English language in the United States in the late 1700s.

1. Have the students read the article found in this unit: “Writing In Clover: The Versatile Vocabulary of Lewis and Clark” by Arlen J. Large.
2. Ask the following questions and have the students discuss the possibilities.
 - a. What is an additional legacy of the Lewis and Clark expedition journals?
 - b. Name a new (for 1803) word which Lewis used for “*a novel aerial device*” which we still use today?
 - c. The term “*topsy turvy*” is still used today. How did Lewis spell it? What does it mean? How old is the term?
 - d. What does the term “*henwife*” mean? How old is it?
 - e. Discuss the term “*living in clover*.”
 - f. Many words in English come from other languages, especially French and German. The word *wegelagen* comes from Middle German. What does it mean, and what is the English term? How did Lewis use it in his journal entry?
 - g. We use many old words whose origins we no longer know. Many new words come into the English language, especially in this age of technology. Think of new words which have come from using the computer! Will American English be the same in the year 2200 as it is today? Why?
3. Because there was no universal education and no standard word book (dictionary) in Lewis’ and Clark’s time, spelling was creative. Many times the men spelled words phonetically; therefore if you sound out an unusually spelled word, you can often guess what the word should be.
 - a. Whenever students are working with quotes from the journals of the Lewis and Clark expedition and they find a word which is spelled incorrectly, have the students:
 - 1) Add each word to “Spelling Page” in their own journals.
 - 2) Spell the word correctly on the same page.
 - b. At random, students will share these spelling words and write new ones on the board. The class will create and maintain a master spelling word list for the journals of the Lewis and Clark expedition.
 - c. These words can be used in a class spelling bee.

WRITING IN CLOVER

The Versatile Vocabulary of Lewis and Clark

Arlen J. Large

As Meriwether Lewis got ready to lead his men back over the Bitterroot Mountains toward home on June 13, 1806, he reported in his journal a small commercial transaction with a local Nez Perce Indian, who:

“exchanged his horse for one of ours which had not perfectly recovered from the operation of castration and received a small ax and a knife to boot . . .”

Americans today still use that trading expression, “to boot,” meaning an addition, a bonus, something extra thrown in. It’s interesting to know the term was current in 1806, but in fact it then was already hundreds of years old. The medieval English word *bote* signified a tenant farmer’s right to help himself to the manor’s wood supply to repair his own hedges and fences (*haybote*) or his house (*housebote*). This perquisite, giving the farmer a benefit beyond his share of the manor’s crops, evolved into the idiomatic “something to boot” available to speakers of American English in the early 19th century to describe a generous swap.¹

The journals of the Lewis and Clark expedition were written in the direct workaday language of the times, except when Lewis self-consciously shifted gears into fancy rhetoric to describe some spectacle like the Great Falls of the Missouri. Mostly it was we-did-this, and we-did-that, in the spare vocabulary of the busy traveler, spiced here and there with the clichés and colorful sayings of the time. That vocabulary itself is another valued legacy of the 1804-1806 expedition, because it amounts to a sort of linguistic archeological record of some of the expressions then current in American English.²

These terms could be quite old, like “to boot,” and

“nag,” a slang descendent of the Middle English *nagge*, for a small horse or pony, used by Lewis to describe the next Indian horse he would ride.³ But it should be remembered that the expedition leaders were with-it young officers fully attuned to contemporary events. Fresh from his job at Thomas Jefferson’s White House, Lewis for example was familiar with the word “parachute,” newly coined for a novel aerial device making headlines for daredevil balloonists in Paris and London. The captain borrowed that new word to help report a discovery in Great Plains botany.

The great strength of the English language has



As early as 1802, a parachute jump was made in London by a French balloonist, Andre-Jacques Garnerin.



been its easy incorporation of new expressions into its original Indo-European and Germanic framework. The hybrid result includes folk sayings that survive because English speakers over the centuries have found them particularly apt. In his book *A Hog on Ice, and Other Curious Expressions*, Charles Earle Funk noted that Americans still “are using phrases and sayings in our common speech which hark back to the days of the Wars of the Roses and the House of Tudor.”⁴

Without worrying about the source, Lewis found it natural to use one such term to describe the heart-stopping upset of the expedition’s white pirogue on the Missouri on May 14, 1805. The squall of wind that struck the vessel, wrote Lewis, “would have turned her completely topsaturva, had it not been from the resistance made by the oraning against the water.” The captain was using his own phonetic version of “topsy-turvy,” denoting something turned upside down. Charles Earle Funk said this term was “coined for this purpose over four hundred years ago, and has the literal meaning of ‘top turned over.’”⁵

Some hoary English words rooted in late medieval

agriculture were still in use in Lewis and Clark’s day, but now are fossils in urban America. In Oregon Lewis described on March 3, 1806, a “pheasant” (actually a grouse) which he said resembled “that kind of dung-hill fowl which the hen-wives of our country call dommanicker.” The massive 12-volume Oxford English Dictionary, a respected tracer of word origins, records the word “henwife” (a woman who has charge of fowls) was in print as early as the year 1500.⁶

Some of the captains’ expressions were not quite so old. At Fort Clatsop on March 11, 1806, the party experienced a rare abundance of good things to eat—fresh sturgeon, anchovies, potato-like wappato roots—and Lewis reached for the first cliché that came to mind: “we once more live in clover.”

The meaning was obvious to people much more familiar with the ways of livestock than we are today; clover is what’s eaten in cow heaven. Yet the Oxford English Dictionary could find no printed use of the smug living-in-clover expression until 1710—less than one hundred years before it reached Fort Clatsop.⁷ “We nooned it”—a frequent journal expression for the party’s midday break for dinner—was another relatively recent hayfield transplant traced by one lexicologist to the farmers of upper New England.⁸

A culinary windfall also produced a well-worn expression from William Clark, hungry after the rigors of the Lolo Trail on the way home. When the expedition’s hunters lugged twelve deer back to camp at Travelers’ Rest on July 1, 1806, Clark reported: “this is like once more returning to the land of the living a plenty of meat and that very good.”

“Land of the living” is one of the many Biblical allusions woven through the English lexicon by people more familiar with the Scriptures than many are today. According to Eric Partridge in his *Dictionary of Cliches*, the expression comes from Jeremiah 11:19: “Let us cut him off from the land of the living, that his name be remembered no more.” In Partridge’s opinion, the expression didn’t achieve the grooved-speech status of a cliché until late in the 18th century.⁹

Lexicologists aren’t always so sure about the origin of some expressions, even if the meaning is clear. Someone being shunned by society is “sent to Coventry,” and Lewis thought that was an apt description of the temporary confinement of Nez Perce women during menstruation. On May 9, 1806, he reported seeing a small hut used as “the retreat of the tawney damsels when nature causes them to be driven into coventry.” How did an ancient city in the English midlands become a symbol of social banishment? The slang dictionaries say “origin uncertain.” Even the Oxford English Dictionary is cautious, venturing that a “probable suggestion” of banishment is

found in a 1647 reference to the confinement of Royalists in Coventry's jail during the English Civil War.¹⁰

Like ours, the language of Lewis and Clark was rich in expressions not native to Mother England. English is a Germanic tongue, as seen in Lewis's story of Private John Collins and the bear. Moving back up the Columbia River on the way home, the exploring party's hunters had killed a bear, and Collins found three deserted cubs in the den of another. The private, wrote Lewis on April 4, 1806, "requested to be permitted to return in order to waylay the bear and kill the female bear; we permitted him to do so." "Waylay" may sound like common English, but it's derived from the Middle German *wegelagen*, to lie waiting for someone on the road.¹¹

The previous summer Lewis had occasion to use a term imported from medieval France. At first the captain thought he might have been too successful in his long search for the Shoshones at Lemhi Pass; galloping toward him came the warriors of Cameahwait's whole band "armed cap a pie for action." The expression "cap-a-pie" isn't often heard in English these days, but it means someone decked out from head to foot, as tipped off by the Latin roots *caput* and *pedem*.¹²

The expedition's most interesting import was "parachute," a coined word just entering both French and English. For centuries inventors, including Leonardo da Vinci, had fiddled with designs for umbrella-like devices that would let someone float down from a height. In December 1783, a physics professor named Sebastian Lenormand jumped off a tower at Montpellier, France, beneath a cone-shaped cloth canopy. Not only did Lenormand survive a hard landing, but he was credited with assembling a new word for his device from the Greek root "para," to prevent or ward off, and "chute," French for fall. Linguistically, a parachute thus wards off a fall in the same way that a parasol wards off the sun. The year 1783 also saw two men ascend over Paris in a hot-air balloon, and that soon set off a round of experiments in dropping balloon-borne dogs and sheep over the side in parachutes. The French stuntman, Jean-Pierre Blanchard, wowed Federal government officials with America's first manned balloon ascension over Philadelphia in January 1793, followed in a few days by the parachute drop of a dog, cat, and squirrel. In October 1797, Andre-Jacques Garnerin was the first man to parachute successfully from a balloon, as Parisian ladies fainted, and he repeated the feat over London in 1802.¹³

These sensational events were of course being reported in American newspapers. So as Lewis catalogued his botanical specimens collected during the trip up the Missouri River in 1804, he had a useful new word for describing a peculiar fluffy object:

"this specimine is the seed of the Cottonwood which is so abundant in this country, it has now arrived at maturity and the wind when blowing strong drives it through the air to a great distance being supported by a parri-shoot of this cottonlike substance which gives the name to the tree."¹⁴

The spelling was original, but Lewis was precise in both the pronunciation and meaning of the new word.

Technology is still contributing new terms, like "chopper" and "blastoff," to English speech, while imports like "pizza" and "kamikaze" continue to flow in from foreign tongues. As did Lewis and Clark, Americans today can still call on the ancient words of Old England to express themselves, with many rich expressions from other sources to boot.

About the author

Arlen J. [Jim] Large of Washington, D.C., a frequent contributor to WPO, is also a member of its editorial board. He is a past president and past director of the Foundation. Jim is a retired correspondent of the Wall Street Journal where, among other duties, he served as Senate reporter and then as science reporter. He is presently completing a manuscript for a book on Washington politics.

¹Ciardi, John. *A Browser's Dictionary and Native's Guide to the Unknown American Language*. New York: Harper and Row, 1980. p. 36.

²The expedition journals "are amazingly rich in terms actually used by the hardy backwoodsmen who carried the torch of civilization across the American continent and made of it the home of a nation," wrote Elijah H. Criswell, in *Lewis and Clark: Linguistic Pioneers*, University of Missouri Studies. Columbia: University of Missouri Press, 1940. Vol. XV, No. 2, p. vii. Criswell identified hundreds of expedition terms not listed in contemporary dictionaries, including such new animal names as *prairie dog* and *mule deer*, and a "humorous coinage" by Lewis, *dismorality of order in the abdomen*, meaning an upset stomach.

³Partridge, Eric. *Origins: A Short Etymological Dictionary of Modern English*. London: Routledge and Kegan Paul, 1966. p. 425.

⁴Funk, Charles Earle. *A Hog On Ice and Other Curious Expressions*. New York: Harper and Row, 1985. p. 15.

⁵Funk, Charles Earle. *Horsefeathers and Other Curious Words*. New York: Harper and Brothers, 1958. p. 216.

⁶*The Oxford English Dictionary*, 12 Vols. Oxford: Oxford University Press, 1933. 5:224.

⁷OED. 2:531.

⁸Ciardi. p. 274.

⁹Partridge, Eric. *A Dictionary of Cliches*. London: Routledge and Kegan Paul, 1978. p. 116.

¹⁰OED. 2:1102.

¹¹Partridge, *Origins*, p. 733.

¹²Partridge, *Origins*, p. 226.

¹³Lucas, John. *The Big Umbrella*. New York: Drake Publishers, 1975. pp. 2-13.

¹⁴Moulton, Gary, ed. *The Journals of the Lewis & Clark Expedition*. Lincoln: University of Nebraska Press, 1987. 3:452.

Making the Connections

It is through the journals of the Lewis and Clark expedition that we know of the successes and the hardships of the Corps of Discovery from 1803-1806. Because these words were written 200 years ago, we have to take the time to become familiar with the status of American English at that time and the writing styles of the different authors. We can also make the connections of selected journal quotes to our lives today.



1. Divide the class into three teams. Give the members of each team copies of the appropriate handout sheets containing the selected journal quotes from their group. These three group titles are:
 - a. “Big Bend”
 - b. “Great Falls”
 - c. “Winter 1805-1806”

2. Students will read the quotes on their handout sheets, and they will:
 - a. Underline any word which is not spelled correctly. Add each spelling word to their “Spelling Page” in their own journals, and give the preferred spelling.
 - b. Circle words or phrases which they do not know the meaning or do not understand.
 - 1) Write these words or term in their own journal. Create a “Glossary.”
 - 2) When they learn the meaning, add it to the word in their glossary. In this way they are making their own Corps of Discovery vocabulary; this will help when they study the other units.
 - 3) Some of the words and phrases may not be used today. Add the present day equivalent as we would use it.
 - c. Write their own present-day interpretation of the story reflected in the selected quotes. Students will use the space next to the quotes.
3. Students will compare their stories with the team, discuss the meaning, and help each other better understand what happened.
4. Write a group story which best reflects their own wording about the quotes from your group’s handouts. The team will tell the story to the class.
 - a. Assign different presentation jobs to several of the team members.
 - b. Be sure to write the team’s new spelling and vocabulary words on the board for the class to learn.

TEAM: BIG BEND

Name: _____

From the Journals of Lewis and Clark Making the Story's Connection for People Today

*“Detch. 3 men across the Big Bend
Called the Grand de Tour with the
horses, to stay and hunt & jurk provisions
until we get around ... proceeded on
passed the lower Island opposit which the
Sand bars are verry thick & the water
Shoal. I walked on Shore with a view of
examining this bend Crossed at the narost
part which is a high irregular hills of
about 180 or 190feet, this place the gorge
of the Bend is 1 mile & a quarter (from
river to river or) across, from this high
land which is only in the Gouge, the bend
is a Butifull Plain thro which I walked,
Saw numbrs of Buffalow & Goats, I saw a
Hare & believe he run into a hole in the
Side of a hill, he run up this hill which is
Small & has Several holes on the Side & I
could not See him after, I joined the boat
in the evening— passed a Small Island ...
and Camped later on a Sand bar ... R.
Fields killed 1 Deer & 2 Goats one of
them a female— She Differs from the mail
as to Size being Smaller, with Small
Horns, Stright with a Small prong without
any black about the neck— None of those
Goats has any Beard, they are all Keenly
made, and is butifull”*

Clark, 20 September 1804

Helpful Hint: the goats mentioned are known today as pronghorns.

“on the ... shore at the commencement of the big bend observed a clift of black porus rock which resembled Lava tho’ on a closer examination I believe it to be a calcarious and an imperfect species ... preserved a specemine, it is a brownish white, or black or yellow-ish brown—”

Lewis, 20 September 1804

“at half past one oClock this morning the Sand bar on which we Camped began to under mind and give way which allarmed the Sergeant on Guard, the motion of the boat awakened me; I get up & by the light of the moon observed that the land had given away both above and below our Camp & was falling in fast. I ordered all hands on as quick as possible & pushed off, we had pushed off but a few minets before the bank under which the Boat & perogus lay give way, which would Certainly have Sunk both Perogues, by the time we made the opsd. Shore our Camp fell in, we made a 2d Camp for the remainder of the night & at Daylight proceeded on to the Gouge of this Great bend and Brackfast, “

Clark, 21 September 1804

“ ... Grouse, Larks & the Prarie bird is Common in those Plains. we proceeded on ... 6 miles above the Gorge of the bend, ... two hunters a head left a Deer & its Skin also the Skin of a white wolf— we observe an emence number of Plover of Different kind Collecting and takeing their flight Southerly, also Brants which appear to move in the same direction. The Catfish is Small and not so plenty as below The shore on each side is lined with hard rough Gulley Stones of different Sises, which has roled from the hills & out of Small brooks, Ceder is common here, ... ”

Clark, 21 September 1804

“This day is worm, the wind which is not hard blows from the S. E., we Camped at the lower point of the Mock Island ... this now Connected with the main land, it has the appearance of once being an Island detached from the main land Covered with tall Cotton wood— we Saw Some Camps and tracks of the Seaux which appears to be old three or four weeks ago—”

Clark, 21 September 1804

TEAM: GREAT FALLS

Name: _____

From the Journals of Lewis and Clark Making the Story's Connection for People Today

“I had proceeded on this course about two miles ... when my ears were saluted with the agreeable sound of a fall of water and advancing a little further I saw the spray arise above the plain like a column of smoke which would frequently disappear again in an instant caused I presume by the wind which blew pretty hard from the S. W. I did not however lose my direction to this point which soon began to make a roaring too tremendous to be mistaken for any cause short of the great falls of the Missouri. here I arrived about 12 O'clock having traveled by estimate about 15 Miles. I hurried down the hill which was about 200 feet high and difficult of access, to gaze on this sublimely grand spectacle.”
Lewis, 13 June 1805

“here the river pitches over a shelving rock, with an edge as regular and as straight as if formed by art, without a nick or brake in it; the water descends in one even and interrupted sheet to the bottom where dashing against the rocky bottom rises into foaming billows of great height and rapidly glides away, hissing flashing and sparkling as it departs the spray rises from one extremity to the other to 50 f.
Lewis, 14 June 1805

“I now thought that if a skillful painter had been asked to make a beautiful cascade that he would most probably have presented the precise image of this one; nor could I for some time determine on which of those two great cataracts to bestow the palm, on this or that which I had discovered yesterday; at length I determined between these two great rivals for glory that this was pleasingly beautiful!, while the other was sublimely grand. “

Lewis, 14 June 1805

“I now informed Capt. C. of my discoveries with respect to the most proper side for our portage, and of its great length, which I could not estimate at less than 16 miles.”

Lewis, 16 June 1805

“I set six men at work to prepare four sets of truck wheels with couplings, tongs and bodies, that they might either be used without the bodies for transporting our canoes, or with them in transporting our baggage. “

Lewis, 17 June 1805

“the party to transport the baggage &c. &c. we Set out early on the portage, ... we all believe that we are about to enter on the most perilous and difficult part of our Voyage, yet I See no one repining” ... I direct Stakes to be Cut to Stick Up in the prairie to Show the way for all appear ready to meet those difficulties which await us with resolution and becoming fortitude. “

Lewis, 20 June 1805

“... we were obliged here to renew both axel trees and the thongues and howns of one set of wheels ... these parts of our carriage had been made of cottonwood and one axeltree of an old mast, all of which proved deficient and had broken down several times before we reached this place we have now renewed them with the sweet willow and hope that they will answer better. ... within half a mile of our intended camp when the tongues gave way and we were obliged to leave the canoe, each man took as much of the baggage as he could carry on his back and proceeded to the river where formed our encampment much fortieged. the prickly pears were estreemly troublesome to us sticking our feet through our mockersons.”

Lewis, 22 June 1805

“this evening the men repaired their mockersons, and put on double souls to protect their feet from the prickley pears ... they are obliged to halt and rest frequently for a few minutes, at every halt these poor fellows tumbled down and are so much fortiegues that many of them are asleep in an instant; ... some are limping from the soreness of their feet, other faint and unable to stand for a few minutes, ... yet no one complains, ...”

Lewis, 23 June 1805

TEAM: WINTER 1805-1806

Name: _____

From the Journals of Lewis and Clark Making the Story's Connection for People Today

“In the Evening our Officers had the whole party assembled in order to consult which place would be the best, for us to take up our Winter Quarters at. The greater part of our Men were of opinion; that it would be best, to cross the River, & if we should find game plenty, that it would be of advantage to us, for to stay near the Sea shore, on account of making Salt, which we are nearly out of at this time, & the want of it in preserving our Provisions for the Winter, would be an object well worth our attention.”

Whitehouse, 24 November 1805

“The emence Seas and waves which breake on the rocks & Coasts ... roars like an emence fall at a distance, and this roaring has continued ever Since our arrival in the neighbourhood of the Sea Coast which has been 24 days Since we arrived in Sight of the Great Wester; (for I cannot Say Pacific) Ocian as I have not Seen one pacific day Since my arrival in its vicinity, ...”

Clark, 1 December 1805

“... Set out to the place Capt Lewis had viewed and thought well Situated for winter quarters— ... we assended a river ... on the South Side of the Bay ... to the first point of high land on the West Side, the place Capt. Lewis had viewed and formed in a thick groth of pine about 200 yards from the river, this situation is on a rise about 30 feet higher than the high tides leavel and thickly Covered with lofty pine. this is certainly the most eligable Situation for our purposes of any in its neighbourhood.”

Clark, 7 December 1805

“All hands that are well employ's in Cutting logs and raising our winter Cabins, detached two men to Split boards—”

Clark, 12 December 1805

“we all moved into our new Fort, which our officers name Fort Clotsop after the name of the Clotsop nation of Indians who live nearest to us.”

Ordway, 25 December 1805

“we are infested with swarms of flees already in our new habitations; the presumption is therefore strong that we shall not devest ourselves of this intolerably troublesome vermin during our residence here.”

Lewis, 2 January 1806

*“... a Convenient place for makeing Salt;
... established ... on the Sea Coast about
15 miles S.W. from this, ... they
Commenced the makeing of Salt and
found that they Could make form 3 quarts
to a gallon a day; ...”*

Clark, 5 January 1806

*“... Shabono and his Indians woman was
very impatient to be permitted to go with
me, and was therefore indulged; She
observed that She had traveled a long
way with us to See the great waters, and
that now that monstrous fish was also to
be Seen, She thought it verry hard that
She Could not be permitted to See either
(She had never yet been to the Ocian). “*

Clark, 6 January 1806

*“... proceeded to the place the whale had
perished, found onry the Skelleton of this
monster on the Sand between 2 of the
villages of the Kil a mox nation; the
Whale was already pillaged of every
valuable part ... on the Strand where the
waves and tide had driven up & left it.”*

Clark, 8 January 1806

*“... we loaded our Canoes & at 1P.M. left
Fort Clatsop on our homeward bound
journey. at this place we had wintered
and remained from the 7th of Deer. 1805
to this day and have lived as well as we
had any right to expect and we can Say
that we were never one day without 3
meals of Some kind a day either pore Elk
meat or roots, not withstanding the
repeated fall of rain which has fallen
almost Constantly ...”*

Clark, 23 March 1806

Life Is A Stage: A Play In Three Acts

Students can make the Corps of Discovery come alive by portraying roles of several of the members of the Lewis and Clark expedition. As the students make the words come off the page, they will have a better appreciation for the amazing story of the Corps of Discovery.

1. Divide the class into three groups. Give each group copies of the team sheets of quotes from the previous project, “Making the Connection.”
 - a. “Big Bend”
 - b. “Great Falls”
 - c. “Winter 1805-1806”
2. Each group will use its sheets as a basis to write a script for a student play about the story on their team sheet.
3. Students will choose the roles as well as describe the scene and the action. Do not forget people are needed to be the director, narrator, prop and set designers, and animals. Students will also have to create their own costumes.
4. Present this student theater as a series of one act plays to the rest of the class, or as a three act play to other classes in your school, or as a three act play to elementary school classes.
5. This project could also be in the form of a puppet show.



“Reporting Live From ...”

Communication was slow in the early 1800s. A letter had to travel by horse and rider, stage, or boat from the sender to the intended receiver. This could take weeks or sometimes months. There were no telephones, FAX machines or e-mail. No one in the United States heard from the Lewis and Clark expedition after they left Fort Mandan in the spring of 1805. A year and half later, people were surprised to see the Corps of Discovery return to St. Louis. What would it have been like if people had been updated on the progress of the expedition during the two year four month journey west of the Mississippi River?

1. Divide the class into three groups. Give each group copies of the team sheets of quotes from the project, “Making the Connection.”
 - a. “Big Bend”
 - b. “Great Falls”
 - c. “Winter 1805-1806”
2. Each group will write a number of interview questions as if they were news reporters bringing us live coverage of the Lewis and Clark expedition based on the events on their team sheets.
3. Each group will select the roles, set up their scene and create the props they need. Remember to interview other members of the expedition as well as the two captains.
4. Each group will present their “live” report to the rest of the class. You may want to video-tape the interviews.
5. The other students in the class will have to take notes during the other teams’ interviews and write a newspaper article about what was happening with the expedition. Remember the rules of newspaper journalism: who, what, when, where, why and how. Students will add their written news articles to their journals.

Was Something Lost in the Translation?

As the Corps of Discovery traveled across the western part of the continent, they found they were dealing with a number of unfamiliar Native American languages. When the expedition was trying to retrieve their horses from the Nez Perce Indians on the return trip, Meriwether Lewis would speak in English to one of the half French members, who would speak in French to Toussaint Charbonneau, who would speak in Hidatsa to his Shoshoni wife, Sacagawea, who would speak in Shoshoni to the Shoshoni slave in the Nez Perce village who would then speak in Nez Perce to the Nez Perce chief. Of course, the reply would follow this same line of communication in reverse.



1. Divide the class into several teams and play the children's game of "telephone" by giving each team a message for them to whisper down the line of members.
 - a. Compare the ending message with the beginning message. Are they exactly the same? If the words ended differently, is the meaning still the same?
 - b. Variations:
 - 1) If there are bilingual students in the class, have them whisper a partial translation to the next member of their team. What happened to the message this time?
 - 2) Try this game in your Spanish, French or German language classes. The students will be passing on the message in the language of the course. What happens to the message and its meaning this time?

2. Have students read each of these two quotes aloud to the class.

“The Shoshone boy refused to speak, he aledged it was a quarrel between two Chiefs and that he had no business with it; it was in vain that we urged that his interpreting what we said on this subject was not taking the responsibility of the inteference on himself, he remained obstenatery silent. “

Lewis, 8 May 1806

“... by the assistance of the Snake boy and our interpreters were enabled to make ourselves under stood by them altho’ it had to pass through French, Minnetare, Shoshone and Chopunnish languages. the interpretation being tedious it occupied the greater part of the day, before we had communicated to them what we wished. “

Clark, 11 May 1806

- a. Helpful Hints:

“Snake” = Shoshoni tribe
“Minnetare” = Hidatsa tribe
“Chopunnish” = Nez Perce tribe

- b. Have a class discussion about the problems Lewis and Clark faced when dealing with this form of communication.

Lingua Franca

Lewis and Clark were surprised the Clatsop Indians knew and used some English words and phrases. Traditionally, the Chinookan people of the Lower Columbia River were traders even before Euro-Americans arrived on the Pacific coast. The Chinookan people traded with many other Native cultures which did not speak Chinookan dialects. A simplified form of verbal communication developed from the combination of many Native languages used by Northwest Native people during trading. This trade language is known today as Chinook Wa-wa. The trade language uses words from the following Native American groups: Bella Bella tribe, Chehalis tribe, Chinook tribe, Clackamas tribe, Kalapuya tribes, Klickitat tribe, Nootka tribe, S'klallam tribe, Salish tribes and Wasco tribes. When Euro-American traders arrived in the Pacific Northwest, words from their languages were also incorporated into Chinook Wa-wa. Thomas lists only English and French as sources for non-native words in the trade language, but a number of scholars feel Spanish and Russian words were also assimilated. Apparently Lewis and Clark could not hear the difference in the Chinook Wa-wa spoken to them and the various Chinook dialects spoken among the native people who lived at the mouth of the Columbia River. Lewis and Clark never mentioned in their journals that they recognized the two forms of verbal communication which were in use on the Columbia River while they were there in 1805-1806.

1. Divide the students into two groups. Have one half of the class work with the Native sign language project, "Talking With Your Hands," while the other half of the class work with the selected Chinook Wa-wa words and phrases. If the Chinook Wa-wa audio cassette is available, play the tape for the students to hear spoken Chinook trade language words and phrases.
2. This group of students will explain Chinook Wa-wa to the rest of the class and teach them several words and phrases. Discuss the advantages and disadvantages of a trade language. Is the English language used as a lingua franca today? Explain. Lingua franca is an agreed upon language used as a medium of communication between people who speak different languages.
3. What French, English, Spanish or Russian words do you see or hear in the Chinook Wa-wa? Do they mean the same in jargon as they do in their original language?
4. Play the "telephone" game again by passing several messages along each team in Chinook Wa-wa. What happens to the message this time?

Chinook Wa-wa Vocabulary Sampler

Chinook Wa-wa	English	Chinook Wa-wa	English
Boston	Americans	nem	name
chuck	water	nika	I, me, my
col	cold	pepah	paper
dolla	dollar	pish	fish
he-he	laughter	salt	salt
house	house	sammon	salmon
huy	hand	shantie	to sing
hyas	great, large	she-lokum	mirror
illahee	land	sick, sik	sick
klip	deep, to sink	siwash	Indian
koko	to knock	skin	hide
kumtux	understand	skookum	strong
kwata	quarter	stick or stik	wood, tree
lacaset	box	sun	sun, day
lesac	bag	tenas	little, small
leseezo	scissors	tik-tik	watch, clock
lope	rope	tillikum	people
mahsie	thank you	tomolla	tomorrow
man	man	tumtum	heart
moon	month	tyee	head man
muckamuck	food	waum	warm
musket	gun	wawa	language
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

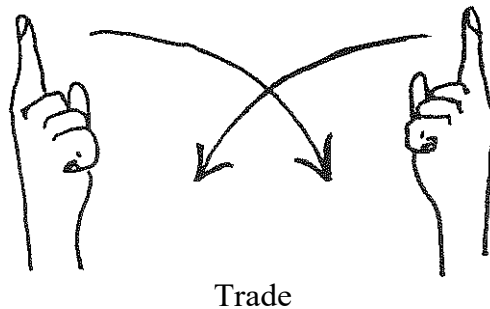
Chinook Wa-wa Sampler of Phrases

English	Chinook Wa-wa Klahowya.
Good morning.	Nika nem ...
My name is ...	kumtux pepah
to read	sick tumtum
grief	skookum tumtum
brave	he-he tumtum
happy, joyful	hyas Sunday
holiday	Nika mamook stick. chuck kopa
I chop the wood.	skin
sweat	pishman
fisherman	koko stick
woodpecker	stick skin
tree bark	tyee sammon
chinook salmon	salt chuck
ocean	skookum chuck
rapids, cascades	col chuck
ice	huy-huy
to trade	Mika kumtux Boston wawa?
Do you understand English?	Mika kumtux Chinook?
Do you understand Chinook?	Nika kumtux.
I understand now.	tenas man
boy	tenas Illahee
island	tenas pish
minnow	Boston illahee
United States	King George Illahee
England	siwash illahee
Indian territory	col Illahee
winter	waum illahee
summer	skookum wind, hyas wind
storm	waum sick
fever	he-he house
a fun place	skookum house
jail	mahkoot house
trading post	muckamuck house
place to eat, restaurant	hyas house
mansion	klip sun
sunset	skin lope
rawhide	

Talking With Your Hands

On a few occasions when no other form of communication would work, the members of the Lewis and Clark expedition had to talk with their hands. In other words, they used sign language. Several of the French members, Pierre Cruzatte, George Drouillard and Francois Labiche, of the Lewis and Clark expedition knew the Native sign language used by the Plains tribes.

There was a general form of sign language recognized by Native cultures and Euro- American traders on the Plains and Plateau areas. As with any other language, it had variations and local “dialects.” William Tomkins, author of a book about Native American sign languages, states: “The beauty of Sign talk depends upon the manner of making the gestures. Movements should not be angular or jerky, but should rather be rounded and sweeping in their rendition. It is inspiring and a thing of beauty, to witness a sign conversation between two capable Indian sign talkers.”



1. Divide the students into two groups. Have one half of the class work with the Chinook trade language project, “Lingua Franca,” while the other half of the class work with the Native sign language.
2. This group of students will explain Native American sign language to the rest of the class and teach them several words and phrases. Discuss the advantages and disadvantages of communicating in this manner. Is any form of sign language used today? Explain.
3. Play the “telephone” game again.
 - a. Start passing a message along each team in Native American sign language. What happens to the message this time?
 - b. Now try it with the first person using the sign language and the other people in the line alternating it with a spoken English translation. What happens to the message now?

A Sampler of Native American Sign Language Phrases

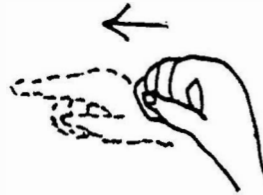
(adapted from Indian Sign Language by William Tomkins)



(1)



(2)



(3)

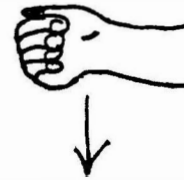
"What is your name?"



(1)



(2)



(3)

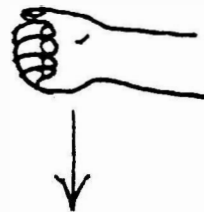
"Where do you live?"



(1)



(2)



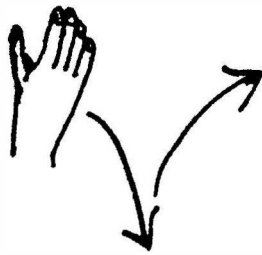
(3)

"I live here."

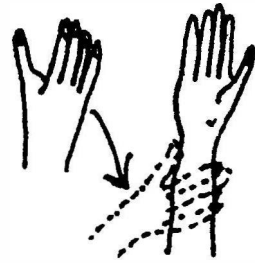
A Sampler of Native American Sign Language Phrases
(page 2)



(1)



(2)



(3)

"I'm chopping wood."



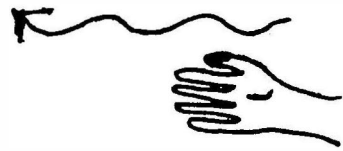
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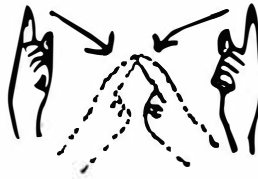
"I'm going fishing."



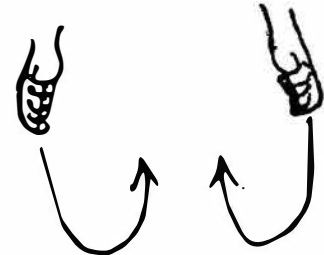
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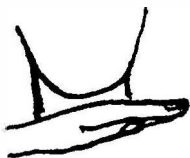
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(4)



(5)



(6)



(7)



(8)

"We met many Sioux in Council."

Content Knowledge Standards by Lesson

Unit 1: Language Arts

The lessons in Unit I provide students with opportunities to develop and practice the following content knowledge standards and benchmarks which are organized by discipline (alphabetical order) for each lesson. However, there are several content knowledge standards and benchmarks which are relevant to all lessons in this unit. To save pages, these are listed first.

Behavior Studies

Group and cultural influences that contribute to human development, identity and behavior:

- Understands that the way a person views an incident reflects personal beliefs, experiences and attitudes.

History

Basics of historical perspective:

- Know what of primary and secondary sources are and understand the motives, interests and bias expressed in these sources (e.g., letters, journals, artifacts, oral tradition, hearsay, illustrations, photos, magazine and newspaper articles and other forms of media).

Life Skills (Working With Others)

Contributing to the overall effort of a group:

- Engages in active listening.

Effective interpersonal communication skills:

- Displays politeness with others.
- Communicates in a clear manner during conversations.

In Your Own Words

Arts (Connections)

Connections among the various art forms, other disciplines:

- Understands how the characteristic materials of various arts (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) are used to transform similar events, scenes, emotions, or ideas.
- Understands characteristics of works in various art forms that share similar subject matter, historical periods, or cultural context.

Arts (Visual Arts)

Media techniques, and processes related to the visual arts:

- Uses art materials and tools in a safe and responsible manner.
- Understands what makes different art media, techniques, and processes effective (or ineffective) in communicating various ideas.

Use of structures and functions of art:

- Knows some of the effects of various visual structures (e.g., design elements such as line, color, shape) and functions of art.
- Understands what makes various organizational structures effective (or ineffective) in the communication of ideas.
- Knows how the qualities of structures and functions of art are used to improve communication of ideas.

Behavior Studies

Social group, general implications of groups membership, different ways that groups function:

- Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture .
- Understands that groups have patterns for preserving and transmitting culture even as they adapt to environmental and/or social change.

Understanding that interactions among learning, inheritance, and physical development affect human behavior:

- Knows that human beings have different interests, motivations, skills and talents.

Foreign Language

Different patterns to communicate and apply this knowledge to the foreign language:

- Understands that an idea may be expressed in multiple ways in the target language.
- Understands how idiomatic expressions have an impact on communication and reflect culture.

Geography

Understanding that culture and experience influence people's perception of places and regions:

- Understands ways in which people view and relate to places and regions differently.
- Knows the ways in which culture influences the perception of places and regions (e.g., belief systems, language and tradition).

Understanding of the nature and complexity of Earth's cultural mosaics:

- Knows ways in which communities reflect the cultural background of their inhabitants.

How geography is used to interpret the past:

- Knows significant physical features that have influenced historic events.

Health

How to maintain mental and emotional health:

- Knows behaviors that communicate care, consideration, and respect of self and others.

History

Basics of historical perspective:

- Understand that historical accounts are subject to change based on newly uncovered records and interpretations.

Language Arts

General skills and strategies of the writing process:

- Uses style and structure appropriate for specific audiences and purposes (e.g., to entertain, to influence, to inform).
- Writes, organizes and presents information that reflects knowledge about the topic.
- Writes in response to significant issues in a journal or other sources.

Stylistic and rhetorical aspects of writing:

- Uses descriptive language that clarifies and enhances ideas.

General skills and strategies of the reading process:

- Determines the meaning of unknown words using a glossary or dictionary.
- Identifies the author's purpose.
- Reflects on what has been learned after reading and formulates ideas, opinions or personal responses to text.
- Extends general or specialized vocabulary.

General skills and strategies for reading a variety of informational texts:

- Uses prior knowledge and experience to understand and respond to new information.

- Uses new information to adjust and extend personal knowledge.

Speaking and listening as tools for learning:

- Listens to classmates and adults in order to understand speaker's topic, purpose or perspective.
- Reads aloud to class.

Life Skills (Thinking and Reasoning)

Analyzing chronological relationships, patterns:

- Understands that personal values influence the types of conclusions people make.

Use mental processes that are based on identifying similarities and differences (compares, contrasts, classifies):

- Orders information and events chronologically or based on frequency of occurrence.

Technology

Understanding of the relationships among science, technology, society and the individual:

- Knows ways in which technology has influenced the course of history (e.g., agriculture, medicine, transportation, communication).
- Knows ways in which technology and society influence one another.

Nature of technological design:

- Evaluates a product or design (e.g., does design meet the challenge to solve a problem) and make modifications based on results.

“Writing In Clover”

Behavior Studies

Social group, general implications of groups membership, different ways that groups function:

- Knows that language, stories, folktales, music, and artistic creations are expressions of culture.
- Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture .
- Understands that groups have patterns for preserving and transmitting culture even as they adapt to environmental and/or social change.

Understanding that interactions among learning, inheritance, and physical development affect human behavior:

- Understands that human beings can use the memory of their past experiences to make judgements about new situations.

Foreign Languages:

Different patterns to communicate and apply this knowledge to the foreign language:

- Knows words that have been borrowed from one language to another and how these word borrowings may have developed.
- Understands how idiomatic expressions have an impact on communication and reflect culture.

History

Basics of historical perspective:

- Understand that historical accounts are subject to change based on newly uncovered records and interpretations.

Language Arts

General skills and strategies of the writing process:

- Uses a variety of prewriting strategies (e.g., makes outlines, uses published pieces as writing models, brainstorm, builds background knowledge).

Gathering and using information for research purposes:

- Uses a variety of strategies to identify topics (e.g., group discussion, brainstorming).
- Uses a variety of resource materials to gather information for research topics (e.g., magazines, newspapers, dictionaries, journals and atlases).
- Determines the appropriateness of an information source for a research topic.

General skills and strategies of the reading process:

- Determines the meaning of unknown words using a glossary or dictionary.
- Uses specific strategies to clear up confusing parts or text (e.g., rereads text, consults

another source, draws upon background knowledge or asks for help.)

- Extends general or specialized vocabulary.

General skills and strategies for reading a variety of informational texts:

- Uses new information to adjust and extend personal knowledge.
- Uses discussions with peers as a way of understanding information.

Speaking and listening as tools for learning:

- Contributes to group discussions and asks questions to enrich classroom discussions.
- Responds to questions and comment .
- Listens to classmates and adults in order to understand speaker's topic, purpose or perspective.

Making the Connections

Behavior Studies

Social group, general implications of groups membership, different ways that groups function:

- Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.
- Understands that a variety of factors contribute to the ways in which groups respond differently to their physical and social environments and to the wants and needs of their members.
- Understands that groups have patterns for preserving and transmitting culture even as they adapt to environmental and/or social change.

Understanding that interactions among learning, inheritance, and physical development affect human behavior:

- Knows that human beings have different interests, motivations, skills and talents.
- Understands that human beings can use the memory of their past experiences to make judgements about new situations.
- Understands roles as learned behavior patterns in group situations (e.g., team member).
- Understands that all behavior is affected by both inheritance and experience.

Elements of conflict, cooperation, and interdependence among individuals, groups and institutions:

- Understands how role, status, and social class may affect interactions of individuals and social groups.

Geography

Location of places, geographic features, patterns of environment:

- Knows the factors that influence spatial perception (e.g., culture, education, age, gender, occupation, experience)

Characteristics and uses of spatial organization on Earth's surface:

- Knows different methods used to measure distance (e.g., miles, kilometers, time, cost, perception).

How geography is used to interpret the past:

- Knows how physical and human geographic factors have influenced major historic events and movements.
- Knows significant physical features that have influenced historic events.

Health

How environmental and external factors affect individual and community health:

- Understands how peer relationships affect health.
- Understands how environment influences the health of the community.

How to maintain mental and emotional health:

- Knows behaviors that communicate care, consideration, and respect of self and others.
- Understands how one responds to the behavior of others and how one's behavior may evoke responses in others.

Essential concepts about nutrition and diet:

- Knows factors that influence food choices, (e.g., activity level, peers, culture, time, age, health, accessibility, person experience).

Geography

Concepts of regions:

- Understands ways regional systems are interconnected (e.g., watersheds and river systems, regional connections through trade, cultural ties between regions).

Understanding of the patterns and networks of economic interdependence:

- Understands historic and contemporary systems of transportation and communication in the development of economic activities.

Understanding of changes that occur in the meaning, use, distribution and importance of resources:

- Understands the relationship between resources and exploration, colonization and settlement of different regions.

History

Basics of historical perspective and analyze the:

- Effects of "chance events" had on history.
- Effects of specific decisions had on history.
- Understands that historical accounts are subject to change based on newly uncovered records and interpretations.

Language Arts

General skills and strategies of the writing process:

- Uses style and structure appropriate for specific audiences and purposes (e.g., to entertain, to influence, to inform).
- Writes, organizes and presents information that reflects knowledge about the topic.
- Writes narratives by establishing context, establishing setting, point of view, uses detail to develop theme and character(s), and adds movement and gestures.
- Writes in response to significant issues in a journal or other sources.

Stylistic and rhetorical aspects of writing:

- Uses descriptive language that clarifies and enhances ideas.

Gathering and using information for research purposes:

- Uses a variety of strategies to identify topics (e.g., group discussion, brainstorming).

General skills and strategies of the reading process:

- Determines the meaning of unknown words using a glossary or dictionary.
- Identifies the author's purpose.
- Uses specific strategies to clear up confusing parts or text (e.g., rereads text, consults another source, draws upon background knowledge or asks for help.)
- Reflects on what has been learned after reading and formulates ideas, opinions or personal responses to text.
- Extends general or specialized vocabulary.

General skills and strategies for reading a variety of informational texts:

- Summarizes and paraphrases information in texts.
- Uses prior knowledge and experience to understand and respond to new information
- Uses new information to adjust and extend personal knowledge.
- Seeks peer help to understand information.
- Determines the effectiveness of techniques used to convey viewpoint.
- Uses discussions with peers as a way of understanding information.

Speaking and listening as tools for learning:

- Listens and responds to oral directions.
- Reads aloud to class.
- Presents prepared reports to class.

Life Skills (Thinking and Reasoning)

Analyzing chronological relationships, patterns:

- Understands that personal values influence the types of conclusions people make.

Use mental processes that are based on identifying similarities and differences (compares, contrasts, classifies):

- Understands that one way to make sense of something is to think how it is like something more familiar.

Apply basic trouble-shooting and problem-solving techniques:

- Analyzes the problems that have confronted people in the past in terms of major goals and obstacles to those goals.
- Represents a problem accurately in terms of resources, constraints, and objectives.
- Examines different options for solving problems of historical importance and determines why specific courses of action were taken.

Apply decision-making techniques:

- Analyzes important decisions made by people in the past in terms of possible alternatives that were considered.
- Analyzes decisions that were major turning points in history and describes how things would have been different if other alternatives had been selected.

Life Skills (Working With Others)

Contributing to the overall effort of a group:

- Demonstrates respect for others in the group.
- Identifies and uses the strengths of others.
- Evaluates the overall progress of a group toward a goal.
- Contributes to the development of a supportive climate in groups.

Working well with diverse individuals, in diverse situations:

- Works well with the opposite gender.
- Works well with people from different ethnic groups.

Leadership skills:

- Occasionally serves as a leader in groups.
- Occasionally serves as a follower in groups.

Technology

Understanding of the relationships among science, technology, society and the individual:

- Knows that science cannot answer all questions and technology cannot solve all human problems or meet all human needs.
- Knows ways in which technology has influenced the course of history (e.g., agriculture, medicine, transportation, communication).

Nature of technological design:

- Identifies appropriate problems for technological design.

Life is a Stage: A Play in Three Acts

Arts (Connections)

Connections among the various art forms, other disciplines:

- Understands how the characteristic materials of various arts (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) are used to transform similar events, scenes, emotions, or ideas.
- Understands characteristics of works in various art forms that share similar subject matter, historical periods, or cultural context.

Arts (Theatre)

Writing scripts:

- Creates characters, environments (e.g., place, time, atmosphere's mood), and actions that create tension and suspense.
- Refines and records dialogue and action.
- Creates improvisations and scripted scenes based on personal experience, heritage, imagination, literature, and history.

Acting skills:

- Invents character behaviors based on the observation of interactions, ethical choices, and emotional responses of people.

Designing and producing informal and formal productions:

- Develops focused ideas for the environment using visual elements, visual principle, and aural qualities from traditional and nontraditional sources.
- Selects and creates elements of scenery, properties, lighting, and sound to signify environments, costumes and makeup to suggest character.

Directing scenes, productions:

- Plans visual and aural elements for improvised and scripted scenes.
- Organizes rehearsals for improvised and scripted scenes.
- Justifies selections of text, interpretation, visual and aural choices.

Understanding of how informal and formal theatre, film, television and electronic media productions create and communicate meaning:

- Identifies people, events, time, and place in classroom dramatizations.
- Applies research from print and nonprint sources to script writing, acting, design and directing choices.
- Identifies and researches cultural, historical, and symbolic clues in dramatic endeavors.
- Understands the validity and practicality of cultural, historical, and symbolic information used in making choices for informal and formal productions.

Understanding that the context in which theatre, film, television, and electronic media

performed today was well as in the past:

- Understands how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre.

Arts (Visual Arts)

Media techniques, and processes related to the visual arts:

- Uses art materials and tools in a safe and responsible manner.
- Understands what makes different art media, techniques, and processes effective (or ineffective) in communicating various ideas.

Behavior Studies

Social group, general implications of groups membership, different ways that groups function:

- Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.
- Understands that a variety of factors contribute to the ways in which groups respond differently to their physical and social environments and to the wants and needs of their members.
- Understands that groups have patterns for preserving and transmitting culture even as they adapt to environmental and/or social change.

Understanding that interactions among learning, inheritance, and physical development affect human behavior:

- Knows that human beings have different interests, motivations, skills and talents.
- Understands that human beings can use the memory of their past experiences to make judgements about new situations.
- Understands roles as learned behavior patterns in group situations (e.g., team member).
- Understands that all behavior is affected by both inheritance and experience.

Elements of conflict, cooperation, and interdependence among individuals, groups and institutions:

- Understands how role, status, and social class may affect interactions of individuals and social groups.

Geography

Location of places, geographic features, patterns of environment:

- Knows the factors that influence spatial perception (e.g., culture, education, age, gender, occupation, experience)

Concepts of regions:

- Understands ways regional systems are interconnected (e.g., watersheds and river systems, regional connections through trade, cultural ties between regions).

Understanding of the patterns and networks of economic interdependence:

- Understands historic and contemporary systems of transportation and communication in the development of economic activities.

Understanding of changes that occur in the meaning, use, distribution and importance of resources:

- Understands the relationship between resources and exploration, colonization and settlement of different regions.

How geography is used to interpret the past:

- Knows how physical and human geographic factors have influenced major historic events and movements.
- Knows the ways in which the spatial organization of society changes over time.
- Knows significant physical features that have influenced historic events.

Health

How environmental and external factors affect individual and community health:

- Understands how peer relationships affect health.
- Understands how environment influences the health of the community.

How to maintain mental and emotional health:

- Knows behaviors that communicate care, consideration, and respect of self and others.
- Understands how one responds to the behavior of others and how one's behavior may evoke responses in others.

Essential concepts about nutrition and diet:

- Knows factors that influence food choices, (e.g., activity level, peers, culture, time, age, health, accessibility, person experience).

History

Basics of historical perspective and analyze:

- Historical fiction as to the accuracy of its content.

Language Arts

General skills and strategies of the writing process:

- Uses style and structure appropriate for specific audiences and purposes (e.g., to entertain, to influence, to inform).
- Writes narratives by establishing context, establishing setting, point of view, uses detail to develop theme and character(s), and adds movement and gestures.
- Writes in response to significant issues in a journal or other sources.

Stylistic and rhetorical aspects of writing:

- Uses descriptive language that clarifies and enhances ideas.

General skills and strategies for reading a variety of informational texts:

- Summarizes and paraphrases information in texts.
- Identifies the author's viewpoint in an informational text.
- Determines the effectiveness of techniques used to convey viewpoint.

Speaking and listening as tools for learning:

- Listens to classmates and adults in order to understand speaker's topic, purpose or perspective.

Life Skills (Thinking and Reasoning)

Analyzing chronological relationships, patterns:

- Understands that personal values influence the types of conclusions people make.

Use mental processes that are based on identifying similarities and differences (compares, contrasts, classifies):

- Understands that one way to make sense of something is to think how it is like something more familiar.

Basic trouble-shooting and problem-solving techniques:

- Represents a problem accurately in terms of resources, constraints, and objectives.
- Examines different options for solving problems of historical importance and determines why specific courses of action were taken.

Decision-making techniques:

- Analyzes important decisions made by people in the past in terms of possible alternatives that were considered.
- Analyzes decisions that were major turning points in history and describes how things would have been different if other alternatives had been selected.

Life Skills (Working With Others)

Contributing to the overall effort of a group:

- Demonstrates respect for others in the group.
- Identifies and uses the strengths of others.
- Evaluates the overall progress of a group toward a goal.
- Contributes to the development of a supportive climate in groups.

Working well with diverse individuals, in diverse situations:

- Works well with the opposite gender.
- Works well with people from different ethnic groups.

Leadership skills:

- Occasionally serves as a leader in groups.
- Occasionally serves as a follower in groups.

Physical Education

Basic movements:

- Uses mature form and appropriated sequence in combinations of fundamental locomotor, object control, and rhythmical skills that are components of games, sports, and dances.

Understanding of the benefits and costs associated with participation in physical activity:

- Understands how various factors (e.g., age, gender, ethnicity, culture) affect physical activity preferences and participation.

Social and personal responsibility associated with participation in physical activity:

- Works with others in a physical activity to achieve a common goal.

Technology

Understanding of the relationships among science, technology, society and the individual:

- Knows that science cannot answer all questions and technology cannot solve all human problems or meet all human needs.
- Knows ways inwhich technology has influenced the course of history (e.g., agriculture, medicine, transportation, communication).

Provides students with the opportunity to develop and practice the nature of technological design and:

- Identifies appropriate problems for technological design.

“Reporting Live From ...”

Arts (Theatre)

Writing scripts:

- Creates characters, environments (e.g., place, time, atmosphere/mood), and actions that create tension and suspense.
- Refines and records dialogue and action.
- Creates improvisations and scripted scenes based on personal experience, heritage, imagination, literature, and history.

Acting skills:

- Invents character behaviors based on the observation of interactions, ethical choices, and emotional responses of people.

Designing and producing informal and formal productions:

- Develops focused ideas for the environment using visual elements, visual principle, and aural qualities from traditional and nontraditional sources.
- Selects and creates elements of scenery, properties, lighting, and sound to signify environments, costumes and makeup to suggest character.

Directing scenes, productions:

- Plans visual and aural elements for improvised and scripted scenes.
- Organizes rehearsals for improvised and scripted scenes.
- Justifies selections of text, interpretation, visual and aural choices.

Understanding of how informal and formal theatre, film, television and electronic media productions create and communicate meaning:

- Identifies people, events, time, and place in classroom dramatizations.
- Applies research from print and nonprint sources to script writing, acting, design and directing choices.
- Identifies and researches cultural, historical, and symbolic clues in dramatic endeavors.
- Understands the validity and practicality of cultural, historical, and symbolic information used in making choices for informal and formal productions.

Understanding that the context in which theatre, film, television, and electronic media performed today was well as in the past:

- Understands how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre.

Arts (Visual Arts)

Media techniques, and processes related to the visual arts:

- Uses art materials and tools in a safe and responsible manner.
- Understands what makes different art media, techniques, and processes effective (or ineffective) in communicating various ideas.

Behavior Studies

Social group, general implications of groups membership, different ways that groups function:

- Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.
- Understands that a variety of factors contribute to the ways in which groups respond differently to their physical and social environments and to the wants and needs of their members.
- Understands that groups have patterns for preserving and transmitting culture even as they adapt to environmental and/or social change.

Understanding that interactions among learning, inheritance, and physical development affect human behavior:

- Knows that human beings have different interests, motivations, skills and talents.
- Understands that human beings can use the memory of their past experiences to make judgements about new situations.
- Understands roles as learned behavior patterns in group situations (e.g., team member).
- Understands that all behavior is affected by both inheritance and experience.

Elements of conflict, cooperation, and interdependence among individuals, groups and institutions:

- Understands how role, status, and social class may affect interactions of individuals and social groups.

Geography

Location of places, geographic features, patterns of environment:

- Knows the factors that influence spatial perception (e.g., culture, education, age, gender, occupation, experience)

Concepts of regions:

- Understands ways regional systems are interconnected (e.g., watersheds and river systems, regional connections through trade, cultural ties between regions).

Understanding that culture and experience influence people's perception of places and regions:

- Understands ways in which people view and relate to places and regions differently.

Understanding of the patterns and networks of economic interdependence:

- Understands historic and contemporary systems of transportation and communication in the development of economic activities.

Understanding of changes that occur in the meaning, use, distribution and importance of resources:

- Understands the relationship between resources and exploration, colonization and settlement of different regions.

How geography is used to interpret the past:

- Knows how physical and human geographic factors have influenced major historic events and movements.
- Knows the ways in which the spatial organization of society changes over time.
- Knows significant physical features that have influenced historic events.

Health

How environmental and external factors affect individual and community health:

- Understands how peer relationships affect health.
- Understands how environment influences the health of the community.

How to maintain mental and emotional health:

- Knows behaviors that communicate care, consideration, and respect of self and others.
- Understands how one responds to the behavior of others and how one's behavior may evoke responses in others.

Essential concepts about nutrition and diet:

- Knows factors that influence food choices, (e.g., activity level, peers, culture, time, age, health, accessibility, person experience).

History

Basics of historical perspective and analyze:

- Historical fiction as to the accuracy of its content.

Language Arts

General skills and strategies of the writing process:

- Uses a variety of prewriting strategies (e.g., makes outlines, uses published pieces as writing models, brainstorm, builds background knowledge).
- Uses style and structure appropriate for specific audiences and purposes (e.g., to entertain, to influence, to inform).
- Writes, organizes and presents information that reflects knowledge about the topic.
- Writes narratives by establishing context, establishing setting, point of view, uses detail to develop theme and character(s), and adds movement and gestures.

Stylistic and rhetorical aspects of writing:

- Uses descriptive language that clarifies and enhances ideas.

Gathering and using information for research purposes:

- Evaluates the reliability of primary and secondary source information and uses information accordingly in reporting on a research topic.

General skills and strategies of the reading process:

- Identifies the author's purpose.
- Reflects on what has been learned after reading and formulates ideas, opinions or personal responses to text.
- Extends general or specialized vocabulary.

General skills and strategies for reading a variety of informational texts:

- Summarizes and paraphrases information in texts.
- Uses prior knowledge and experience to understand and respond to new information.
- Identifies the author's viewpoint in an informational text.
- Uses new information to adjust and extend personal knowledge.
- Differentiates between fact and opinion in informational text.
- Determines the effectiveness of techniques used to convey viewpoint.
- Evaluates the clarity and accuracy of information.

Speaking and listening as tools for learning:

- Listens to classmates and adults in order to understand speaker's topic, purpose or perspective.

Life Skills (Thinking and Reasoning)

Analyzing chronological relationships, patterns:

- Understands that personal values influence the types of conclusions people make.

Mental processes that are based on identifying similarities and differences (compares, contrasts, classifies):

- Understands that one way to make sense of something is to think how it is like something more familiar.

Basic trouble-shooting and problem-solving techniques:

- Represents a problem accurately in terms of resources, constraints, and objectives.
- Examines different options for solving problems of historical importance and determines why specific courses of action were taken.

Decision-making techniques:

- Analyzes important decisions made by people in the past in terms of possible alternatives that were considered.
- Analyzes decisions that were major turning points in history and describes how things would have been different if other alternatives had been selected.

Life Skills (Working With Others)

Contributing to the overall effort of a group:

- Demonstrates respect for others in the group.
- Identifies and uses the strengths of others.
- Evaluates the overall progress of a group toward a goal.
- Contributes to the development of a supportive climate in groups.

Working well with diverse individuals, in diverse situations and:

- Works well with the opposite gender.
- Works well with people from different ethnic groups.

Leadership skills:

- Occasionally serves as a leader in groups.
- Occasionally serves as a follower in groups.

Physical Education

Social and personal responsibility associated with participation in physical activity:

- Works with others in a physical activity to achieve a common goal.

Technology

Understanding of the relationships among science, technology, society and the individual:

- Knows that science cannot answer all questions and technology cannot solve all human problems or meet all human needs.
- Knows ways in which technology has influenced the course of history (e.g., agriculture, medicine, transportation, communication).

Nature of technological design:

- Evaluates a product or design (e.g., does design meet the challenge to solve a problem) and make modifications based on results.
- Identifies appropriate problems for technological design.

Was Something Lost in the Translation?

Behavior Studies

Group and cultural influences that contribute to human development, identity, behavior:

- Understands that each culture has distinctive patterns of behavior that are usually practiced by most of the people who grow up in it.

Social group, general implications of groups membership, different ways that groups function:

- Understands that different groups, societies, and cultures may have different ways to meeting similar wants and needs.
- Understands that a variety of factors contribute to the ways in which groups respond differently to their physical and social environments and to the wants and needs of their members.
- Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.

Understanding that interactions among learning, inheritance, and physical development affect human behavior:

- Knows that human beings have different interests, motivations, skills and talents.
- Understands that all behavior is affected by both inheritance and experience.

Elements of conflict, cooperation, and interdependence among individuals, groups and institutions:

- Understands how role, status, and social class may affect interactions of individuals and social groups.

Civics

Understanding of the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society:

- Knows a variety of forms of diversity in American society (e.g., regional, linguistic, ethnic, socioeconomic).

Understanding of how the world is organized politically into nation-states, how nations states interact with one another, issues surrounding U. S. foreign policy:

- Knows that the world is divided into nation-states that claim sovereignty over a defined territory and jurisdiction over everyone within it, and understands why the nation-state is the most powerful form of political organization at the international level.
- Knows that most important means used by nation-states to interact with one another (e.g., trade, diplomacy, cultural exchanges, treaties and agreements, humanitarian aid, economic incentives and sanctions, military force and the threat of force).

Geography

Understanding of the nature and complexity of Earth's cultural mosaics:

- Knows the similarities and differences in characteristics of culture in different regions (e.g., in terms of environment and resources, technology, food, shelter, social organization, beliefs and customs).

How geography is used to interpret the past:

- Knows how physical and human geographic factors have influenced major historic events and movements.

History

Basics of historical perspective and analyze:

- Impact specific individuals had on history.
- Effect of “chance events” had on history.
- Significance of the Lewis and Clark Expedition including its role as a scientific expedition and its relations with Native American cultures.

Language Arts

General skills and strategies of the reading process:

- Identifies the author’s purpose.

General skills and strategies for reading a variety of informational texts:

- Determines the effectiveness of techniques used to convey viewpoint.
- Uses discussions with peers as a way of understanding information.
- Evaluates the clarity and accuracy of information.

Speaking and listening as tools for learning:

- Contributes to group discussions and asks questions to enrich classroom discussions.
- Listens and responds to oral directions.
- Responds to questions and comments.
- Listens to classmates and adults in order to understand speaker’s topic, purpose or perspective.

Life Skills (Thinking and Reasoning)

Analyzing chronological relationships, patterns:

- Understands that personal values influence the types of conclusions people make.

Mental processes that are based on identifying similarities and differences (compares, contrasts, classifies):

- Understands that one way to make sense of something is to think how it is like something more familiar.

Basic trouble-shooting and problem-solving techniques:

- Analyzes the problems that have confronted people in the past in terms of major goals and obstacles to those goals.

- Identifies alternative courses of action and predicts likely consequences of each.
- Represents a problem accurately in terms of resources, constraints, and objectives.
- Examines different options, for solving problems of historical importance and determines why specific courses of action were taken.

Decision-making techniques:

- Analyzes important decisions made by people in the past in terms of possible alternatives that were considered.
- Analyzes decisions that were major turning points in history and describes how things would have been different if other alternatives had been selected.

Life Skills (Working With Others)

Contributing to the overall effort of a group:

- Demonstrates respect for others in the group.

Lingua Franca

Behavior Studies

Group and cultural influences that contribute to human development, identity, behavior:

- Understands that each culture has distinctive patterns of behavior that are usually practiced by most of the people who grow up in it.

Social group, general implications of groups membership, different ways that groups function:

- Understands that different groups, societies, and cultures may have different ways to meeting similar wants and needs.
- Understands that a variety of factors contribute to the ways in which groups respond differently to their physical and social environments and to the wants and needs of their members.
- Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture .

Understanding that interactions among learning, inheritance, and physical development affect human behavior:

- Understands that many skills can be practiced until they become automatic, and that if the right skills are practiced, performance may improve.

Civics

Understanding of the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society:

- Knows a variety of forms of diversity in American society (e.g., regional, linguistic, ethnic, socioeconomic).
- Knows how diversity encourages cultural creativity.

Understanding of how the world is organized politically into nation-states, how nations states interact with one another, issues surrounding U. S. foreign policy:

- Knows that the world is divided into nation-states that claim sovereignty over a defined territory and jurisdiction over everyone within it, and understands why the nation-state is the most powerful form of political organization at the international level.
- Knows that most important means used by nation-states to interact with one another (e.g., trade, diplomacy, cultural exchanges, treaties and agreements, humanitarian aid, economic incentives and sanctions, military force and the threat of force).

Economics

Concept that scarcity of productive resources requires choices:

- Understands that scarcity of resources necessitates choice at both the personal and the societal levels.

Foreign Language

Different patterns to communicate and apply this knowledge to the foreign language:

- Knows words that have been borrowed from one language to another and how these word borrowings may have developed.
- Understands that an idea may be expressed in multiple ways in the target language.
- Understands how idiomatic expressions have an impact on communication and reflect culture.

Geography

Concepts of regions:

- Understands ways regional systems are interconnected (e.g., watersheds and river systems, regional connections through trade, cultural ties between regions).

Understanding of the nature and complexity of Earth's cultural mosaics:

- Knows the similarities and differences in characteristics of culture in different regions (e.g., in terms of environment and resources, technology, food, shelter, social organization, beliefs and customs).

Understanding of the patterns and networks of economic interdependence:

- Knows the various ways in which people satisfy their basic needs and wants through the production of goods and services in different regions.
- Understands historic and contemporary economic trade networks.
- Understands historic and contemporary systems of transportation and communication in the development of economic activities.

How geography is used to interpret the past:

- Knows how physical and human geographic factors have influenced major historic events and movements.

History

Basics of historical perspective and analyze the:

- Significance of the Lewis and Clark Expedition including its role as a scientific expedition and its relations with Native American cultures.

Language Arts

Gathering and using information for research purposes:

- Uses a variety of strategies to identify topics (e.g., group discussion, brainstorming).
- Evaluates the reliability of primary and secondary source information and uses information accordingly in reporting on a research topic.

General skills and strategies of the reading process:

- Extends general or specialized vocabulary.

General skills and strategies for reading a variety of informational texts:

- Summarizes and paraphrases information in texts.
- Uses new information to adjust and extend personal knowledge.
- Seeks peer help to understand information.
- Determines the effectiveness of techniques used to convey viewpoint.
- Evaluates the clarity and accuracy of information.

Speaking and listening as tools for learning:

- Listens and responds to oral directions.
- Listens to classmates and adults in order to understand speaker's topic, purpose or perspective.

Life Skills (Thinking and Reasoning)

Analyzing chronological relationships, patterns:

- Understands that personal values influence the types of conclusions people make.

Mental processes that are based on identifying similarities and differences (compares, contrasts, classifies):

- Understands that one way to make sense of something is to think how it is like something more familiar.

Basic trouble-shooting and problem-solving techniques:

- Analyzes the problems that have confronted people in the past in terms of major goals and obstacles to those goals.
- Identifies alternative courses of action and predicts likely consequences of each.
- Represents a problem accurately in terms of resources, constraints, and objectives.
- Examines different options for solving problems of historical importance and determines why specific courses of action were taken.

Decision-making techniques:

- Analyzes important decisions made by people in the past in terms of possible alternatives that were considered.
- Analyzes decisions that were major turning points in history and describes how things would have been different if other alternatives had been selected.

Life Skills (Working With Others)

Contributing to the overall effort of a group:

- Demonstrates respect for others in the group.

Talking With Your Hands

Behavior Studies

Group and cultural influences that contribute to human development, identity, behavior:

- Understands that each culture has distinctive patterns of behavior that are usually practiced by most of the people who grow up in it.

Social group, general implications of groups membership, different ways that groups function:

- Understands that different groups, societies, and cultures may have different ways to meeting similar wants and needs.
- Understands that a variety of factors contribute to the ways in which groups respond differently to their physical and social environments and to the wants and needs of their members.
- Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture .

Understanding that interactions among learning, inheritance, and physical development affect human behavior:

- Understands that many skills can be practiced until they become automatic, and that if the right skills are practiced, performance may improve.

Civics

Understanding of the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society:

- Knows a variety of forms of diversity in American society (e.g., regional, linguistic, ethnic, socioeconomic).
- Knows how diversity encourages cultural creativity.

Understanding of how the world is organized politically into nation-states, how nations states interact with one another, issues surrounding U. S. foreign policy:

- Knows that the world is divided into nation-states that claim sovereignty over a defined territory and jurisdiction over everyone within it, and understands why the nation-state is the most powerful form of political organization at the international level.
- Knows that most important means used by nation-states to interact with one another (e.g., trade, diplomacy, cultural exchanges, treaties and agreements, humanitarian aid, economic incentives and sanctions, military force and the threat of force).

Foreign Language

Different patterns to communicate and apply this knowledge to the foreign language:

- Understands that an idea may be expressed in multiple ways in the target language.
- Understands how idiomatic expressions have an impact on communication and reflect culture.

Geography

Concepts of regions:

- Understands ways regional systems are interconnected (e.g., watersheds and river systems, regional connections through trade, cultural ties between regions).

Understanding of the nature and complexity of Earth's cultural mosaics:

- Knows the similarities and differences in characteristics of culture in different regions (e.g., in terms of environment and resources, technology, food, shelter, social organization, beliefs and customs).

Understanding of the patterns and networks of economic interdependence:

- Understands historic and contemporary systems of transportation and communication in the development of economic activities.

How geography is used to interpret the past:

- Knows how physical and human geographic factors have influenced major historic events and movements.

History

Basics of historical perspective and analyze:

- Significance of the Lewis and Clark Expedition including its role as a scientific expedition and its relations with Native American cultures.

Language Arts

Gathering and using information for research purposes:

- Uses a variety of strategies to identify topics (e.g., group discussion, brainstorming).
- Evaluates the reliability of primary and secondary source information and uses information accordingly in reporting on a research topic.

General skills and strategies of the reading process:

- Extends general or specialized vocabulary.

General skills and strategies for reading a variety of informational texts:

- Summarizes and paraphrases information in texts.
- Uses new information to adjust and extend personal knowledge.
- Seeks peer help to understand information.
- Determines the effectiveness of techniques used to convey viewpoint.
- Evaluates the clarity and accuracy of information.

Speaking and listening as tools for learning:

- Listens and responds to oral directions.
- Listens to classmates and adults in order to understand speaker's topic, purpose or perspective.

Life Skills (Thinking and Reasoning)

Analyzing chronological relationships, patterns:

- Understands that personal values influence the types of conclusions people make.

Mental processes that are based on identifying similarities and differences (compares, contrasts, classifies):

- Understands that one way to make sense of something is to think how it is like something more familiar.

Basic trouble-shooting and problem-solving techniques:

- Analyzes the problems that have confronted people in the past in terms of major goals and obstacles to those goals.
- Identifies alternative courses of action and predicts likely consequences of each.
- Represents a problem accurately in terms of resources, constraints, and objectives.
- Examines different options for solving problems of historical importance and determines why specific courses of action were taken.

Decision-making techniques:

- Analyzes important decisions made by people in the past in terms of possible alternatives that were considered.
- Analyzes decisions that were major turning points in history and describes how things would have been different if other alternatives had been selected.

Life Skills (Working With Others)

Contributing to the overall effort of a group:

- Demonstrates respect for others in the group.

Physical Education

Basic movements:

- Uses mature form and appropriated sequence in combinations of fundamental locomotor, object control, and rhythmical skills that are components of games, sports, and dances.

Movement concepts and development of motor skills:

- Understands principles of practice and conditioning that improve performance.

Technology

Understanding of the relationships among science, technology, society and the individual:

- Knows that science cannot answer all questions and technology cannot solve all human problems or meet all human needs.