

## Lesson Plans

### THE US EXPANDS WEST

Introduction: These lessons are based on the CALLA approach. See the end of the lessons for more information and resources on teaching with the CALLA approach.

Lesson Elements:

**Prepare:** Engage students in the topic and identify objectives for the lesson. Find out what students already know about the topic and motivate them to learn more. Teach new vocabulary.

**Present:** Present new information. Explain the target learning strategy for the lesson. Model what the students are asked to do. Discuss connections to students' prior knowledge.

**Practice:** Give students an authentic, active task that they can do in a small group or in pairs. Remind students to use the target learning strategy.

**Self-Evaluate:** Question students so they will reflect on their own learning. Ask students to evaluate their own learning rather than wait for the teacher to assess them. Find out if using the learning strategy helped students' understanding.

**Expand:** Guide students on how to apply what they learned to their own lives. Point out other contexts where the learning strategy may help. Make connections between content and language or to the student's first language. When appropriate, request that parents contribute to learning.

"The U.S. Expands West" can be broken into three lesson themes:

- [The Land](#)
- [The People](#)
- [The Journey](#)

These lessons can be presented sequentially or individually.

## 1. Lesson Plan: The Land

**Essential Question:** Why do countries want to expand (add new territory)?

**Strategic focus:** Use graphics to help understand

**Materials:** VOA Learning English story text and audio, maps of early American territory, and map showing location of Haiti.

### Prepare

Introduce the story: "Before we begin, I want you to tell me what you already know about early America. In 1801, how big was the U.S.? Do you know how many states there were?"

Give students time to answer. Write some of their answers on the board to check later. Continue to introduce the topic of the lesson.

"We are reading a story today called 'The U.S. Expands West.' It is about the Louisiana Purchase. It is a story about how the United States purchased, or bought, a large amount of land. Then a group, led by Lewis and Clark, traveled west to explore the new territory. How do countries usually get land?"

Listen to students' answers. Explain that countries often take land by force. Sometimes they purchase land from other countries.

Make sure students understand the vocabulary before beginning the story.

### Vocabulary

**furs** – *n.* the fur of an animal used for clothing

**journey** – *n.* an act of traveling from one place to another

**delighted** – *adj.* made very happy

**practice** – *n.* something that is done often or regularly

**passage** – *n.* a narrow space that people or things can move through

**data** – *n.* facts or information used usually to calculate, analyze, or plan something

**graphic** -*n.* a picture, drawing, or graph used as a decoration or to make something easier to understand

## **Present**

We will be looking at the story to learn all we can about the politics of the times. That means we want to answer these questions: "Why was New Orleans important? How did world events help the U.S. secure the Louisiana Purchase? Why were Americans worried about French control?"

Introduce the strategy: "When we study history, it helps to have a mental image of the places we study. We can use maps as a way to form those mental images. Let's call this strategy *using graphics*. I'll show you how to do it."

Show the graphic map that includes the Allegheny Mountains, Mississippi River and New Orleans.



"I'll give you an example of a map of early America. Make a map like this on your own paper. Label important points on the map – New Orleans, St. Louis, French Territories, and the Mississippi River. I will be asking you to fill it in as we go along today. I KNOW that the United States extends further west today. I WANT to know how the United States expanded west. What do you know about the way early Americans felt?"

## **Practice**

### **Practice Stage 1**

Instruct students, "Let's begin to read the story. As we do, let's *use graphics* to help us understand the story. Think about this question: Why was New Orleans important?"

Ask students to form pairs and take notes as they listen or read along.

Read aloud or have students take turns reading up to "There was only one problem. The United States did not own New Orleans."

Ask students to draw on their maps. "Which direction did people in America want to move? Where do all the major rivers in the U.S. drain into the ocean? Where is New Orleans?"

Explain to students that people in America wanted to move west. Rivers were incredibly important for trade and transportation. The major rivers drained into the port of New Orleans. Whoever controlled New Orleans would be able to control trade coming from the rivers.

## **Practice**

### **Practice Stage 2**

Instruct students, "Let's read more of the story. As we do, let's continue to *use graphics* to help us understand the story. Think about this question: How did world events help the U.S. buy New Orleans?"

Ask students to draw on their maps. "Where is Haiti located? Where is France's Louisiana Territory located? Why would Americans be nervous about a significant French presence on the continent?"

Read aloud or have students take turns reading up to "And it established the U.S. as one of the largest countries in the world, with enough natural resources to be an international power."

Explain to students that Haiti is located in the Caribbean, near the United States. France controlled Louisiana Territory, too. Show a map and have students add Haiti by drawing on their own printed maps.

Point out Haiti's position in the Atlantic Ocean between France and Louisiana. If France controlled Haiti, it could easily send troops and supplies to Louisiana Territory. France would then be able to maintain a firm hold in North America –

especially over North American trade.

But France was not able to conquer Haiti. It could not profit from Haiti's rich sugar industry to support a strong presence in North America. France was also fighting other costly wars in Europe. As a result, Napoleon decided to sell Louisiana Territory. In other words, conflicts in Europe and Haiti helped the U.S. buy not only New Orleans, but all of Louisiana Territory.

Show the students this map, which illustrates the extent of U.S. territory after the purchase.



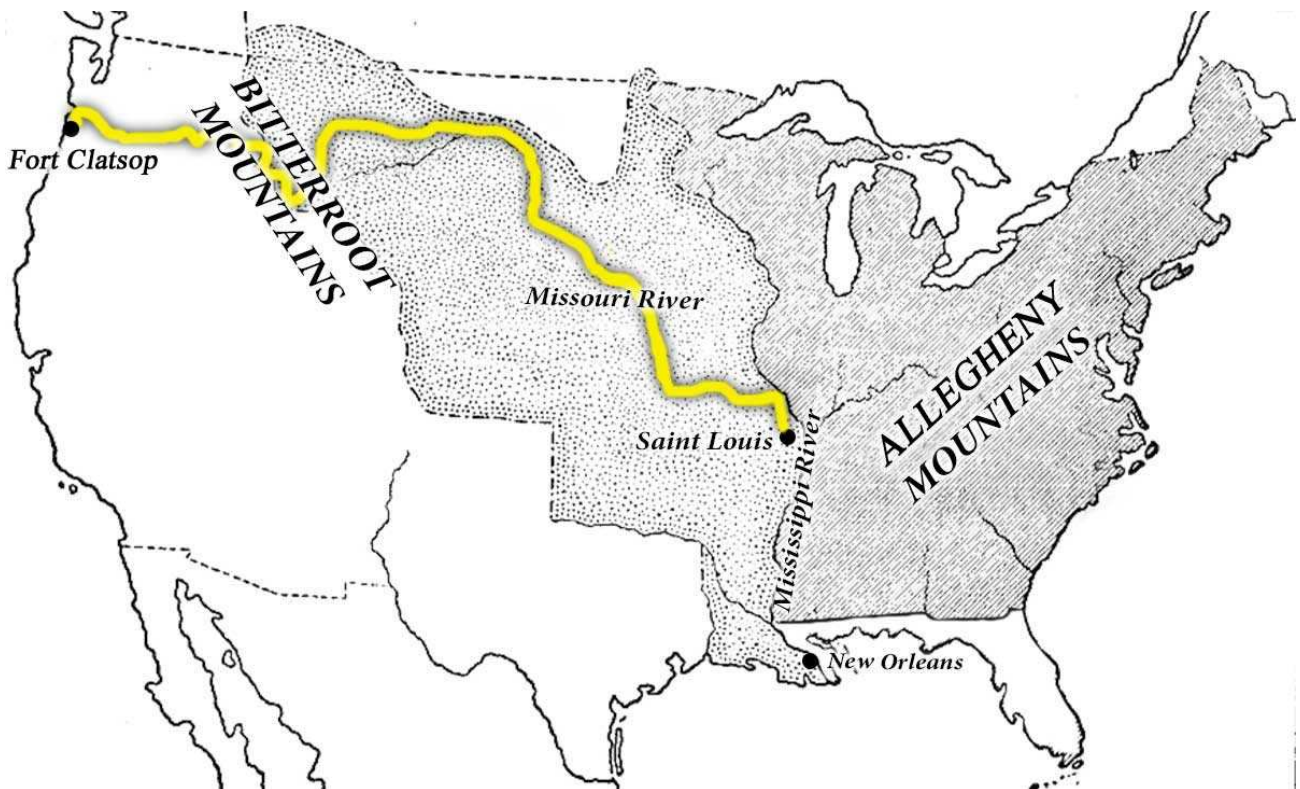
### Practice

### Practice Stage 3

Instruct students, "Let's continue to read the story. As we do, let's *use graphics* to help us understand the story. Think about this question: Where did Lewis and Clark start their journey? Where did they end their journey?"

Read aloud or have students take turns reading up to the end of the story.

Show students the path of Lewis and Clark on a map. They began near St. Louis, Missouri and finished in present-day Oregon.



**Self-Evaluate:** Ask students to discuss the essential question: Why do countries want to expand, or add new territory? Also ask students the following question: In modern times, do countries try to expand? How?

Ask students to reflect on the *using graphics* strategy in order to understand the story. Did the strategy of *using graphics* help you to understand the story? Were you able to understand the politics by understanding the maps?

**Expand:** Ask students to think of other times they can use the strategy *using graphics*. List their responses on the board or shared screen. Give other examples, such as, “When I read about an event in the news, I can *use graphics* to better understand the story. Using graphics helps us form a mental picture of places and events that helps us remember them better. Try using it when you read something for your homework and let me know how it goes for you.”

### Teacher's References

Use Graphics	
Map of North America Showing French controlled areas	Spain gave Louisiana Territory back to France in 1800. New Orleans was an important port city in the territory.
Map of Haiti	Explain how Haiti is an island country near the United States. France sent troops to Haiti.
Map of Western area – Lewis & Clark’s trails	After the Louisiana Purchase, Lewis and Clark started their expedition near St. Louis, Missouri.



## 2. Lesson Plan: The People

**Essential Question:** How do we decide to take a risk (and what kind of person is willing to “walk off the map”)?

**Strategy focus:** Classify

**Materials:** VOA Learning English story text and audio; Photos of the people in the story



### Prepare

Introduce the story: "We are reading a story today called 'The U.S. Expands West.' In this lesson we are reading to learn about the people in the story. The people in the story had to make decisions. They chose to take a risk, or not. To take a risk is to face danger."

Show the chart with the names of the six people. "Write a chart like this on your own paper. Before we read, I want you to think of what you already know about these people. I'll give you an example using Napoleon. I am going to write that

he was a French military leader. He became Emperor of France in 1805. So I will write that in the chart. Now take a few minutes to write what you already know about the people on your own chart. After we read the story we will fill in the right-hand column. We will ask ourselves, 'Did this person decide to take a risk?' and think about why he or she made that decision."

<b>Who is a risk taker?</b>		
<b>Person</b>	<b>What do I know about the person?</b>	<b>Did the person decide to take a risk?</b>
Thomas Jefferson		
Napoleon Bonaparte	<i>He was a French military leader. Became Emperor of France.</i>	
Touissant L'Ouverture		
Meriwether Lewis		
William Clark		
Sacagawea		

Make sure students understand the vocabulary for the story.

### **Vocabulary**

**furs** – *n.* the fur of an animal used for clothing

**journey** – *n.* an act of traveling from one place to another

**delighted** – *adj.* made very happy

**practice** – *n.* something that is done often or regularly

**passage** – *n.* a narrow space that people or things can move through

**data** – *n.* facts or information used usually to calculate, analyze, or plan something

**classify** – *v.* to arrange (people or things) into groups based on ways that they are alike

### **Present**

Explain the task for the lesson. "As we read 'The U.S. Expands West' I want you to keep this essential question in mind: How do we decide to take a risk? We will learn about how the six people in our story answered this question, of course, but we can also apply the question to our own lives today."

"As we begin the story, it is 1801. How many states are in the United States?" How did people get from one place to another? Give students time to consider the questions and give their answers. Ask students to make notes on their paper as they hear about the people in the story.

Play VOA audio file, read the story aloud or have students read aloud or silently to "The cost was very inexpensive, about four cents an acre."

Refer to the risk-takers chart. "Let's see if we can answer any of our questions now. I am using the strategy **classify** to help me learn about the people in this story. In this lesson, we are going to ask, 'Is this person a risk-taker?' Let's take Napoleon Bonaparte. I already know that Napoleon was a military leader. In the story, I read that France had some land called Louisiana Territory. France also wanted to control Saint-Domingue – the island we now call Haiti. But the former slaves, with their leader Touissant L'Ouverture, defeated the French and maintained control of their island. Napoleon decided to forget building an empire in North America. He offered to sell Louisiana Territory. So I will write in the chart that Napoleon decided NOT to take a risk by fighting to keep the Louisiana Territory. Instead, he sold it."

Write the information about Napoleon on the risk-takers chart. Then ask students

to tell you about Touissant L’Ouverture. “Did Touissant L’Ouverture decide to take a risk?” Write what students say as shown in the following chart.

<b>Who is a risk taker?</b>		
<b>Person</b>	<b>What do I know about the person?</b>	<b>Did the person decide to take a risk?</b>
Thomas Jefferson		
Napoleon Bonaparte	<i>He was a French military leader. Became Emperor of France.</i>	<i>No. After losing in Saint-Domingue he chose to sell Louisiana Territory.</i>
Touissant L’Ouverture	<i>He led former slaves in Saint-Domingue to maintain control of their island.</i>	<i>Yes. He might have died in the fighting.</i>
Meriwether Lewis		
William Clark		
Sacagawea		

Explain how you applied the learning strategy: "Now I have *classified* two of the people in this story. I classified Napoleon – in this case only, not always, remember – as someone who did decide not to take a risk. I classified Touissant L’Ouverture as someone who decided to take a risk. He led the former slaves to fight to keep their freedom. If you want to know what happened to him after that, you can find many stories about him online."

## Practice

### Practice Stage 1

Ask students to form groups of four. "In your groups, you will read the story together and learn about the people. Choose one student to read aloud. Choose another student to ask the questions in the chart and lead discussion on the answers. Another student in the group will write the answers you agree on. The fourth student will report to the class on your group's answers. Let's begin by looking at Thomas Jefferson."

Have students read aloud to "On the same day U.S. newspapers announced the Louisiana Purchase, Jefferson officially sent his personal secretary to explore the country's new land."

Give students time to read and discuss the questions on Thomas Jefferson. Depending on the size of the class, ask each group's representative or a few group representatives to report on their answers. Write their answers on the risk-takers chart on the shared screen or board.

### Practice Stage 2

Next, ask students to look at Meriwether Lewis and William Clark.

Ask students to continue reading to "His journals, along with those of other members of the Corps of Discovery, remain one of the most important contributions of the expedition."

Give students time to read and discuss Meriwether Lewis and William Clark. Depending on the size of the class, ask group representatives to report on their answers. Write their answers on the risk-takers chart on the shared screen or board.

Instruct students to continue working in their groups, with this change in roles: "Now, shift everyone's role to the left one person. That is, the person sitting to the left of the reader for the first section will read now. The reader will now ask

the questions, and so on."

### **Practice Stage 3**

Instruct students to begin reading at "For the most of the journey, the Corps of Discovery traveled upstream." Ask them to continue reading to the end of the story.

Introduce the topic of this section: "This section is about the end of Lewis and Clark's journey. It also tells us about Sacagawea. Think about her after you read it. Did she decide to take a risk?"

Give students time to read and discuss. As before, ask student group representatives to report and write what they say on the shared chart.

### **Self-Evaluate**

While students are still in groups, ask them to come back to the essential question: How do we decide to take a risk? "Think about the decisions the people in this story made. Who is a risk-taker? What made the risk-takers decide to take a risk? Write your answer to the essential question at the bottom of your risk-takers chart to hand in at the end of class."

Give students time to discuss the essential question. Bring them back together as a group and ask about their application of the focus strategy: "How did *classifying* help you in reading the story today? Did you see a pattern in the decisions the people made? Will you remember what you read today about the westward expansion of the U.S.? Ask students to write their answers on their papers to hand in.

### **Expand**

Suggest other times the students can use the focus strategy: "What other times can you apply the strategy of *classifying*? I think this strategy works when you have a large amount of information to remember. It also helps when you are studying new areas in science or math. Try this strategy when you are working

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on homework for another class and let me know how it goes."

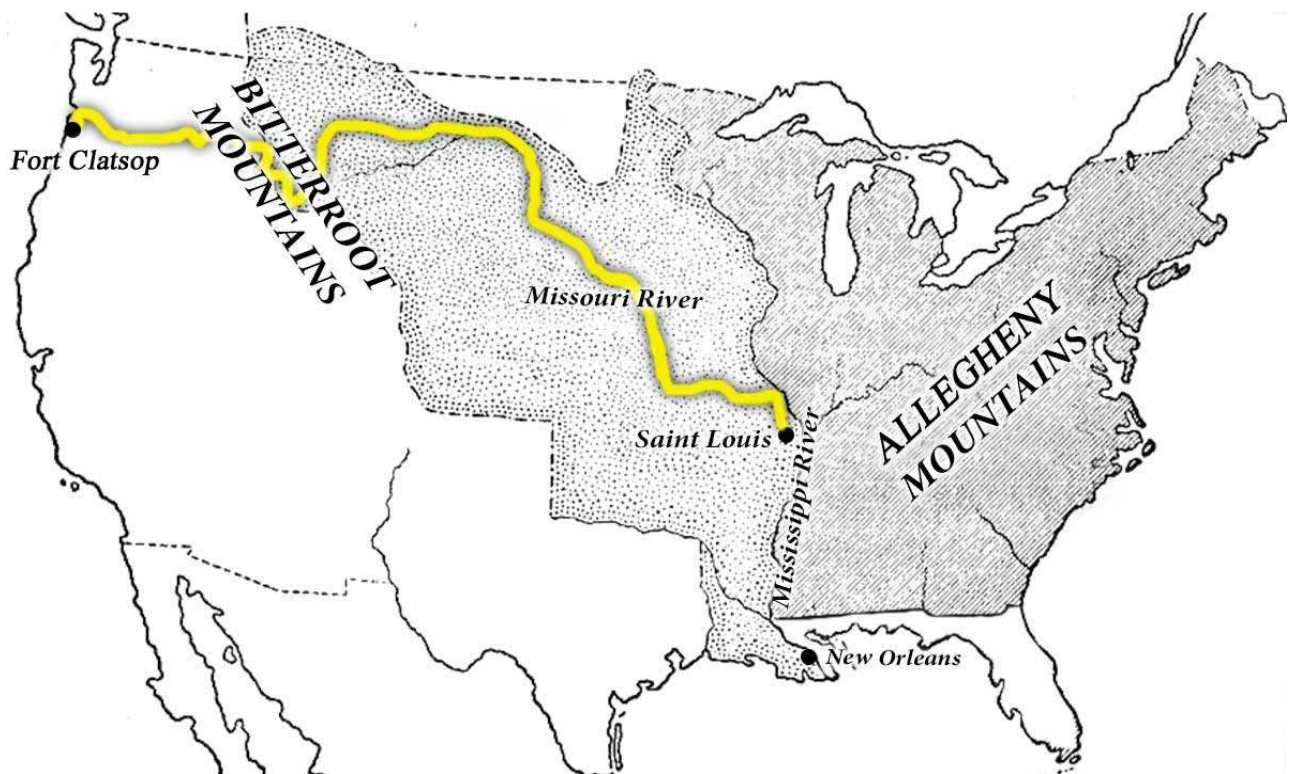
Collect the students' papers and congratulate them on working hard to learn about the Lewis and Clark expedition.

### 3. Lesson Plan: The Journey

**Essential Question:** How do we overcome challenges in reaching our goals?

**Strategy focus:** Selective attention (focus) on what steps members of the Corps of Discovery or others took that helped achieve their goal

**Materials:** VOA Learning English story text and audio; Map of the Lewis & Clark expedition



#### Prepare

Introduce the story: "Today we are going to read 'The U.S. Expands West.' You probably know that the United States grew from 13 colonies to 50 states. But do you know why and how it grew? Tell me what you know already."

Give students time to respond. Possible answers may include settlers moving to the West, or removing Native Americans to get new territory.



Explain that the United States in 1801 had only 16 states. Most Americans lived far to the east of the continent, near the Atlantic Ocean. President Thomas Jefferson wanted to find a route west across the continent to the Pacific Ocean. He wanted people and goods to be able to travel by water from east to west...

Introduce the essential question for the lesson: "As we read today, I want you to keep this essential question in mind: **How do we overcome challenges in reaching our goals?** Thomas Jefferson wanted to find a water route to the Pacific Coast. Let's find out how he reached that goal."

Make sure students understand the vocabulary for the lesson.

### **Vocabulary**

**furs** – *n.* the fur of an animal used for clothing

**journey** – *n.* an act of traveling from one place to another

**delighted** – *adj.* made very happy

**practice** – *n.* something that is done often or regularly

**passage** – *n.* a narrow space that people or things can move through

**data** – *n.* facts or information used usually to calculate, analyze, or plan something

**challenge** – *n.* a difficult task or problem : something that is hard to do

### **Present**

Explain the task and model the strategy: "As we read today, we will use the strategy *focus on the details* to help us understand the journey of Lewis and Clark and the Corps of Discovery. This is a strategy that helps us to pay attention and remember details as we read or listen."

Explain, "I am going to make a chart to organize the details I find as I read the story. Let's begin reading and I'll show you what I mean."

Play VOA audio file or read the story aloud to "In the meantime, he believed the U.S. government had 'absolute authority' over Louisiana Territory."

Show a chart like the one below on the board or a shared screen.

Goal	Details about what helped	What was the result?
Americans wanted more space for farms.	Napoleon sold Louisiana Territory to the U.S.	The land increased

## Practice

### Practice Phase 1

Pass out a paper with a blank chart for students or ask students to make one in their notebooks. Have students form pairs. Instruct students, "With your partner, you will make your own chart. You can write the details as you *focus* on them to help you answer our questions about the story. Here's how you can do this: one student will read the story aloud. The other student will make notes and write on the chart. Then together, you will check the details. Begin by copying what I have written."

Give students time to form pairs and copy the chart. Instruct them to continue reading: "Let's begin reading at 'On the same day U.S. newspapers announced the Louisiana Purchase, Jefferson officially sent his personal secretary to explore the country's new land.'"

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“Stop when you get to 'He points out that each member had at least one special skill: hunting, fixing guns, making things out of iron, navigating rivers, or interpreting French or native languages.'”

When most have read to the stopping point, bring students back to focus as a class. Ask several students to share what they have written on their charts. Add items to the shared chart on the screen or board.

Goal	Details about what helped	What was the result?
Americans wanted more space for farms.	Napoleon sold Louisiana Territory to the US	The land increased
Thomas Jefferson wanted to learn about the western part of North America and find a way to get to the Pacific Ocean by water.	He asked Meriwether Lewis to lead an expedition to find out about the West.	Lewis agreed to lead a group of explorers.
Jefferson wanted to have good relations with Indian tribes.	<i>No details yet.</i>	<i>Don't know yet.</i>
Meriwether Lewis wanted to answer Jefferson's questions.	Lewis kept detailed records about what he saw and learned.	<i>Don't know yet.</i>
William Clark wanted the exploring trip to be successful.	He chose people with special skills to go on the journey.	<i>Don't know yet.</i>

## Practice Phase 2

Talk through the goals the students have suggested for the chart. Instruct them to continue working in pairs to read up to “After Fort Mandan, they’re walking off the map.”

When most have read to the stopping point, bring students back to focus as a class. Ask several students to share what they have written on their charts. Add items to the shared chart on the screen or board.

Goal	Details about what helped	What was the result?
Americans wanted more space for farms.	Napoleon sold Louisiana Territory to the US	The land increased
Thomas Jefferson wanted to learn about the western part of North America and find a way to get to the Pacific Ocean by water.	He asked Meriwether Lewis to lead an expedition to find out about the West.	Lewis agreed to lead a group of explorers.
Jefferson wanted to have good relations with Indian tribes.	<i>No details yet.</i>	<i>Don't know yet.</i>
Meriwether Lewis wanted to answer Jefferson's questions.	Lewis kept detailed records about what he saw and learned.	<i>Don't know yet.</i>
William Clark wanted the	He chose people with	Sacagawea helped them

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exploring trip to be successful.	special skills to go on the journey.	communicate with her people, who provided horses to get across the mountains. The members of the Corps did their jobs.

**Practice Phase 3**

Have students regroup and continue reading to the end of the story. Ask students to share the goals and details on the shared chart. Talk about the outcome for each goal.

Goal	Details about what helped	What was the result?
Americans wanted more space for farms.	Napoleon sold Louisiana Territory to the US	The land increased
Thomas Jefferson wanted to learn about the western part of North America and find a way to get to the Pacific Ocean by water.	He asked Meriwether Lewis to lead an expedition to find out about the West.	Lewis agreed to lead a group of explorers. He did not find a water route to the ocean, but he did report on the plants, animals and geography of the West.
Jefferson wanted to have good relations with Indian tribes.	The Corps of Discovery brought gifts and trade goods for the Native	This was a good beginning but later there were wars with the

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	Americans.	Indian tribes.
Meriwether Lewis wanted to answer Jefferson's questions.	Lewis kept detailed records about what he saw and learned.	Lewis gathered much useful information for Jefferson and other Americans.
William Clark wanted the exploring trip to be successful.	He chose people with special skills to go on the journey.	Sacagawea helped them communicate with her people, who provided horses to get across the mountains. The members of the Corps did their jobs. The Corps of Discovery completed their journey successfully.

### Self-Evaluate

Ask students to reflect on the essential question: **How do we overcome challenges in reaching our goals?** Guide them to use the details they listed in their charts to look for patterns, such as relying on friends, getting help from experts, and never giving up.

Ask students to evaluate their application of the focus strategy for the lesson – *focus on details*. "Did *focusing on the details* help you to understand the story? What will you do next week when I ask you to take a quiz on this topic? Will you be able to remember what helped the people in this story to meet their goals?" Lead a discussion and ask students to write their reaction to using the strategy on a piece of paper to hand in at the end of the class.

## **Expand**

Suggest other applications for the strategy. "What other times can you *focus on the details* when you learn? In history, we can sometimes understand 'the big picture,' or the main ideas, by looking at the details. Considering things like characters and maps are like putting together the pieces of a puzzle. Or we can use this strategy in listening to a weather report to get important details. Will it rain tomorrow or the next day? There are many times in our daily lives that we focus on details without even thinking about them. Look around you and see if you can find one after class. Tell me about it in our next class."

## **Additional resources:**

*The Journals of the Lewis and Clark Expedition Online*. The site features the full text of the journals. Also included are a gallery of images, important supplemental texts, and audio files of selected passages plus Native American perspectives. <http://lewisandclarkjournals.unl.edu/>

This article in *Smithsonian Magazine* describes "How the Louisiana Purchase Changed the World." <http://www.smithsonianmag.com/history/how-the-louisiana-purchase-changed-the-world-79715124/#vjhkzZ4xP5ssTPIu.99>

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Fort Clatsop was the winter encampment for the Corps of Discovery from December 1805 to March 1806. Here is a National Park Service site about the fort. <http://www.nps.gov/lewi/planyourvisit/fortclatsop.htm>

Joseph Ellis's book about Thomas Jefferson, *American Sphinx* provided information for "The U.S. Expands West."  
<http://www.josephellishistorian.com/Home.html>

Lewis and Clark Interpretive Center

<http://www.fs.usda.gov/recrea/lcnf/recrea/?recid=61458>

Louisiana State Museum <http://louisianastatemuseum.org/>

Montana Historical Society <http://mhs.mt.gov/>

The Historic New Orleans Collection <http://www.hnoc.org/>

Thomas Jefferson's Monticello [www.monticello.org](http://www.monticello.org)