

---

# Exploration Across Eras

---

## High School

---



### OBJECTIVES

Students will understand the chronology of events related to the Corps of Discovery and the United States space program of the 1960s. Students will compare the Corps of Discovery's journey with the space exploration program, including the impact of individuals, technology, presidential leadership, and the influence of international affairs. Students will conduct research using the Internet and other sources. Students will compose a persuasive essay, including a thesis statement and a bibliography. Students will participate in the writing process, including taking notes, outlining, composing first and final drafts, and peer editing.



### CLASS TIME

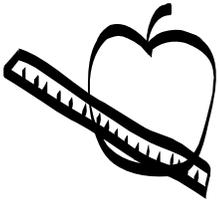
Five 45- to 60-minute sessions



### NATIONAL STANDARDS

This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council for Teachers of English (NCTE), the National Research Council, and the International Society for Technology in Education (ISTE). These standards are listed below:

- Social Studies: Time, Continuity, and Change
- Social Studies: Individual, Groups, and Institutions
- Social Studies: Production, Distribution, and Consumption
- Social Studies: Global Connections
- Language Arts: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Language Arts: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Language Arts: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre) to create, critique, and discuss print and non-print texts.
- Language Arts: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.



---

# Exploration Across Eras

---

- Language Arts: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Language Arts: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- Technology: Technology research tools



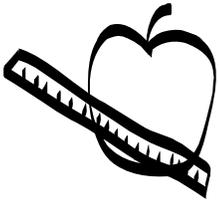
## MATERIALS

- 1 overhead projector
- Copies of the worksheets attached to this lesson plan (see “Preparations”)
- Blank overhead transparencies
- Overhead transparency markers
- A media center with Internet access



## PREPARATIONS

- Make copies of each of the following:
  - “Coins Commemorating Exploration” worksheet (1 per student)
  - “Persuasive Essay Rubric” (2 per student)
  - “What Do We Know?” worksheet (1 per student)
  - “Developing a Thesis Statement” worksheet (1 per student)
  - “Persuasive Essay Research Organizer” (1 per student)
  - “Persuasive Essay Outline” worksheet (1 per student)
  - “Persuasive Essay Outline Peer Review” worksheet (1 per student)
- Make overhead transparencies of each of the following:
  - “Coins Commemorating Exploration” worksheet
  - “Persuasive Essay Rubric”
  - “What Do We Know?” worksheet
  - “Developing a Thesis Statement” worksheet
  - “Persuasive Essay Research Organizer” worksheet
  - “Persuasive Essay Outline” worksheet
  - “Persuasive Essay Outline Peer Review” worksheet
- Arrange to use the school media center.
- Bookmark Internet sites with basic information about Lewis and Clark, such as:
  - [www.monticello.org/jefferson/lewisandclark/index.html](http://www.monticello.org/jefferson/lewisandclark/index.html)



---

# Exploration Across Eras

---

- [www.lewisandclark.org/](http://www.lewisandclark.org/)
- [www.edgate.com/lewisandclark/#](http://www.edgate.com/lewisandclark/#)
- [www.pbs.org/lewisandclark/](http://www.pbs.org/lewisandclark/)
- Bookmark Internet sites with basic information about the space program, such as:
  - [nssdc.gsfc.nasa.gov/planetary/lunar/apollo.html](http://nssdc.gsfc.nasa.gov/planetary/lunar/apollo.html)
  - [www.jfklibrary.org/student\\_resources.html](http://www.jfklibrary.org/student_resources.html)
  - [www.cnn.com/interactive/space/9907/spacerace.timeline/frameset.exclude.html](http://www.cnn.com/interactive/space/9907/spacerace.timeline/frameset.exclude.html)
  - [www.nasm.si.edu/collections/imagery/apollo/apollo.htm](http://www.nasm.si.edu/collections/imagery/apollo/apollo.htm)



## GROUPINGS

- Whole group
- Pairs
- Small groups
- Independent work



## TERMS AND CONCEPTS

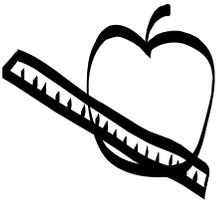
- Obverse (front)
- Reverse (back)
- Sergeant Charles Floyd
- Sacagawea
- York
- Napoleon
- Sputnik
- John Glenn
- Buzz Aldrin
- The Apollo Program
- Neil Armstrong
- Gus Grissom



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- 19th century United States history including:
  - Lewis and Clark and the Corps of Discovery
  - Louisiana Purchase
  - Thomas Jefferson
- Mid-20th century history including:
  - John F. Kennedy
  - The Cold War
  - The Bay of Pigs
- Independent research skills
- The writing process



---

# Exploration Across Eras

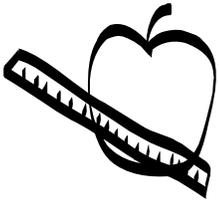
---



## STEPS

### Session 1

1. Write Neil Armstrong's quote, "That's one small step for a man, one giant leap for mankind," on the blackboard. Display the "Coins Commemorating Exploration" overhead transparency.
2. Distribute one copy of the "Coins Commemorating Exploration" worksheet to each student. Ask the students to describe what they see in each image and hypothesize on the image's link to exploration. Ask the students to record their descriptions and their hypotheses in the box next to each image.
3. Allow the students five to ten minutes to complete the worksheets individually. After this time period, direct the students to choose a partner and collaborate for an additional five to ten minutes.
4. Lead a class discussion regarding the students' answers on their completed "Coins Commemorating Exploration" worksheets. Use the students' responses to complete a model "Coins Commemorating Exploration" worksheet on the overhead transparency.
5. Hold a brief discussion on the idea that events that seem very different from each other can, in fact, be analogous. Explain that one of the values of studying history lies in finding similarities between seemingly different events and drawing conclusions that can help us in the present. Explain that the students will be asked to write a persuasive essay that demonstrates how two events, separated by more than 150 years, were very similar, and that the two events are the Corps of Discovery's exploration of the Louisiana Territory beginning in 1804 and the space program undertaken by the United States in the 1960s.
6. Display the "Persuasive Essay Rubric" overhead transparency. Distribute one "Persuasive Essay Rubric" to each student. Explain that the students will write a persuasive essay in which they will make the case that the Corps of Discovery's journey west and the space program are very similar and that the lessons learned from both of these endeavors can be applied today. Inform the students that the essay will be evaluated using the rubric.
7. Explain that interim assignments will help them develop the final essay. Review the due dates for the essay and any interim assignments.
8. Review the rubric with the students. Ensure that the students understand each of the criteria on which the essay will be evaluated.
9. Distribute one "What Do We Know?" worksheet to each student. Tell the students that they will use this worksheet to organize basic information regarding both of these events. Explain to the students how they will organize information within the table.
10. Divide the class into halves. Tell one half of the class that, for homework, they will complete the table for the Corps of Discovery using their background knowledge, their textbooks, their "Coins Commemorating Exploration" worksheets, and Internet resources. Tell the other half to complete the table for the space program using the same resources.



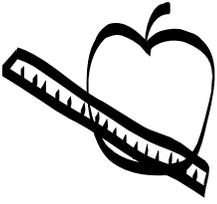
---

# Exploration Across Eras

---

## Session 2

1. Ask the students to retrieve their completed “Coins Commemorating Exploration” and their “What Do We Know?” worksheets. Display the “What Do We Know?” overhead transparency.
2. Have the students pair up so that one student who completed the Corps of Discovery column works with a student who completed the space program column. Ask the students to share answers and record them on their “What Do We Know?” worksheets so that each student’s worksheet is complete.
3. Display the “What Do We Know?” overhead transparency. Lead a class discussion regarding the students’ answers on their completed worksheets. Use the students’ responses to complete a model worksheet on the overhead transparency.
4. Display the “Developing a Thesis Statement” overhead transparency. Distribute one “Developing a Thesis Statement” worksheet to each student. If necessary, explain that a persuasive essay declares a main idea in the introduction (the thesis) and proves the thesis in the main body of the essay.
5. Direct the students to review the information they have recorded on their “What Do We Know?” worksheets. Explain to them that their worksheets may contain many similarities between the Corps of Discovery’s journey and the space program, but that they should select the three that they believe are the strongest and most important. Similarities could include impacts of the explorations, presidential leadership, a focus on science, risk and danger, the influence of international events, and funding issues. Direct the students to record their three strongest similarities in the appropriate column on the “Developing a Thesis Statement” worksheet. Ask the students to transfer the facts that support each similarity from the “What Do We Know?” worksheet. Use information from the class discussion to provide an example of one similarity and set of supporting facts on the overhead transparency.
6. Tell the students that, after they complete the table on the “Developing a Thesis Statement” worksheet, they should construct a thesis statement using their three similarities. Explain to the students that a thesis statement should state the main idea of the paper and outline the major supports for the idea. Model the construction of a thesis statement.
7. Once the students have completed the “Developing a Thesis Statement” worksheet, ask them to form groups of three or four. Inform the students that each member of the group should share his or her thesis statement with the group and that they should collectively review and edit each of the thesis statements presented. Tell the students that the thesis statement may be long, but it should be clear and easily understood. Remind the students to look for parallel construction.
8. Distribute five copies of the “Persuasive Essay Research Organizer” and one copy of the “Persuasive Essay Outline” worksheet to each student. Inform the students that they will



---

# Exploration Across Eras

---

need to conduct research in order to gather enough facts to support their theses. Explain that they will need additional research time outside of class to gather the information. Review the requirements for citations and bibliography formats.

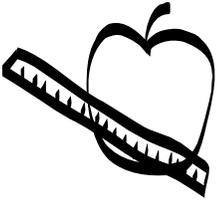
9. Tell the students to use the “Persuasive Essay Research Organizer” to record the information they compile through their research. Explain that they should outline their essay using the “Persuasive Essay Outline” worksheet once they have gathered enough information. Remind the students of the due date for the “Persuasive Essay Outline” worksheet.
10. Tell the students that, for homework, they are to begin conducting research for their essay.
11. Inform the students that the next class will be held in the media center.

### Session 3

1. In the media center, ask the students to retrieve their “Developing a Thesis Statement” worksheets and their “Persuasive Essay Research Organizers.”
2. Tell the students that they have the class period to conduct research. Tell the students that, for homework, they are to complete the research process and use the information that they have compiled to complete the “Persuasive Essay Outline” worksheet.
3. Circulate among the students to provide support.
4. Inform the students that the next class will be held in the regular classroom and that they should bring their completed “Developing a Thesis Statement,” “Persuasive Essay Research Organizer,” and “Persuasive Essay Outline” worksheets.

### Session 4

1. Ask the students to retrieve their “Developing a Thesis Statement,” “Persuasive Essay Research Organizers,” and “Persuasive Essay Outline” worksheets.
2. Display the “Persuasive Essay Outline Peer Review” overhead transparency. Distribute one “Persuasive Essay Outline Peer Review” worksheet to each student. Review the worksheet with the students.
3. Ask the students to choose a partner with whom they will trade outlines. Tell the students that they will work in pairs and use the “Persuasive Essay Outline Peer Review” worksheet to review and critique their partner’s outline. Remind the students to discuss the strengths and weaknesses in each other’s work and to offer ideas for improvement. Provide additional instructions regarding the peer review process, if necessary.
4. Allow the students time to review and discuss. Once both partners have had the opportunity to share their review, the students may use the rest of the class period to begin their first drafts.
5. Tell the students that, for homework, they are to complete their first drafts. Remind the students of the due date established for their first drafts.



---

# Exploration Across Eras

---

## Session 5

1. Ask the students to retrieve their completed first drafts.
2. Place the “Persuasive Essay Rubric” overhead transparency on the overhead projector. Distribute one copy of the “Persuasive Essay Rubric” to each student. Briefly review the rubric.
3. Ask the students to choose a partner with whom they will trade first drafts. Ask the students not to choose the same partner who completed their “Persuasive Essay Outline Peer Review” worksheet. The students will read and review each other’s first drafts using the “Persuasive Essay Rubric.” Remind the students that this is the same rubric that you will use when evaluating their essays. Tell the students that, while they will have time to discuss their critique later, you are asking them first to read their partner’s draft and to complete individually the peer review using the rubric. Encourage the students to utilize tools such as a dictionary, a thesaurus, and any available writing guides.
4. Establish a set amount of time in which the students will read and review their partner’s draft. Encourage the students who say that they are done to re-review the paper. Do not allow the students to consult with their partners until the allotted time is complete. Remind the students to sign their names to the reviews.
5. Ask the students to return their partner’s first draft along with the completed “Persuasive Essay Rubric” worksheet. Direct the students to explain their peer review to their partner.
6. Once each partner has had the opportunity to share the review, the students may use the rest of the class period to begin their final draft.
7. Tell the students that they are to complete their final draft for homework. Remind the students of the due date established for the final draft.



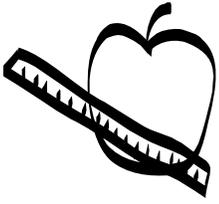
## ASSESSMENT

- Use the “Persuasive Essay Rubric” to evaluate the students’ ability to meet the lesson objectives.
- Use the progress demonstrated on the intermediate worksheets and organizers to assess progress daily.



## ENRICHMENTS/EXTENSIONS

- For students who are more proficient in the research and writing process, allow them to develop their own thesis statements and omit some or all of the following worksheets, as appropriate: “Developing a Thesis Statement,” “Persuasive Essay Outline,” “Persuasive Essay Research Organizer,” and “Persuasive Essay Outline Peer Review.” Assign all writing tasks as homework.
- Choose other late 20th century events such as the civil rights movement, the energy crisis of the 1970s, the advent of the computer and the information age, and the Persian Gulf



---

# Exploration Across Eras

---

War. Ask students to find analogous events in early American history and develop comparisons. Ask students to outline their similarities and their differences.

- Have students conduct independent research on the goals, benefits, risks, and costs associated with today's space exploration program.



## DIFFERENTIATED LEARNING OPTIONS

- Have students create a multimedia presentation demonstrating three similarities between the Corps of Discovery's westward journey and the space program.
- Have students role-play various members of the Corps of Discovery and individuals involved in the space program. Suggested roles include: Thomas Jefferson, Meriwether Lewis, William Clark, York, Sacagawea, American Indian chiefs, Sergeant Charles Floyd, John Fitzgerald Kennedy, John Glenn, Gus Grissom, Neil Armstrong, and Buzz Aldrin. Students hold a roundtable in which each character discusses his or her role in exploration, the challenges, and the successes.



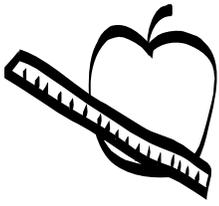
Name \_\_\_\_\_

# Coins Commemorating Exploration

Class \_\_\_\_\_

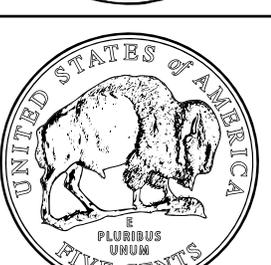
Date \_\_\_\_\_

COIN IMAGE	LINK TO EXPLORATION
 <p>The reverse of a 2005 nickel coin featuring a coastal landscape with trees and a lighthouse. The text on the coin includes "E PLURIBUS UNUM", "UNITED STATES OF AMERICA", "Ocean in view! Of the joy!", and "LEWIS &amp; CLARK 1805 • FIVE CENTS".</p>	2005 OCEAN IN VIEW NICKEL REVERSE
 <p>The reverse of a 2002 quarter coin featuring an outline of Ohio with an airplane and an astronaut. The text includes "OHIO 1803", "BIRTHPLACE OF AVIATION PIONEERS", "2002", and "E PLURIBUS UNUM".</p>	2002 OHIO QUARTER REVERSE
 <p>The obverse of a 2005 nickel coin featuring the profile of Thomas Jefferson. The text includes "IN GOD WE TRUST", "Liberty", and "2005".</p>	2005 NICKEL OBVERSE
 <p>The obverse of a 2003 Kennedy half dollar coin featuring the profile of John F. Kennedy. The text includes "LIBERTY", "IN GOD WE TRUST", and "2003".</p>	2003 KENNEDY HALF DOLLAR OBVERSE
 <p>The reverse of a 2005 nickel coin featuring a bison. The text includes "UNITED STATES of AMERICA", "E PLURIBUS UNUM", and "FIVE CENTS".</p>	2005 AMERICAN BISON NICKEL REVERSE



# Coins Commemorating Exploration

## Answer Key

COIN IMAGE	LINK TO EXPLORATION
	<p><b>2005 OCEAN IN VIEW NICKEL REVERSE</b></p> <p>This is the reverse of the 2005 Ocean in View! Nickel from the Westward Journey Nickel Series™. One of the purposes of the expedition was to find an all-water route from the eastern part of the country to the Pacific Ocean. The expedition proved that this route did not exist. This design shows a view of the Pacific Ocean, which the Corps of Discovery reached after more than a year of hard travel. The scene surrounds a quote written by Captain Clark: "Ocean in view! O! The joy!"</p>
	<p><b>2002 OHIO QUARTER REVERSE</b></p> <p>This is the reverse of the 2002 Ohio State Quarter issued as part of the 50 State Quarters® Program. This design commemorates two individuals who were central in the United States' space exploration program. In 1962, Ohio's John Glenn flew in the first manned American spacecraft that orbited the earth. In 1969, Ohio's Neil Armstrong took man's first steps on the moon. The spacesuit also represents the technology and the resources necessary to undertake a journey into space.</p>
	<p><b>2005 NICKEL OBVERSE</b></p> <p>The new design on the obverse of the 2005 nickels features a new image of Thomas Jefferson. The word "Liberty" appears in a style that is like Jefferson's own handwriting. Thomas Jefferson was the third president of the United States. He authorized the Louisiana Purchase, which doubled the size of the nation. Jefferson also authorized the Corps of Discovery to explore the new territory that had been acquired through the Louisiana Purchase.</p>
	<p><b>2003 KENNEDY HALF DOLLAR OBVERSE</b></p> <p>This is the obverse of the 50-cent coin and features the 35th president of the United States, John Fitzgerald Kennedy. Shortly after the Soviets sent the first man into space, President Kennedy dedicated national resources to winning the "space race." In 1961, Kennedy declared, "I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to the Earth." Kennedy provided national leadership for the space exploration program.</p>
	<p><b>2005 AMERICAN BISON NICKEL REVERSE</b></p> <p>The reverse of the 2005 American Bison Nickel features the American bison, also called a buffalo. This animal used to roam the plains in such great numbers that the animal was noted often by Lewis and Clark in their journals. The bison also represents all the wildlife that the explorers wrote about and brought back east as a record for science. The bison was a resource for the Corps of Discovery, whose members also depended on it for food and clothing.</p>



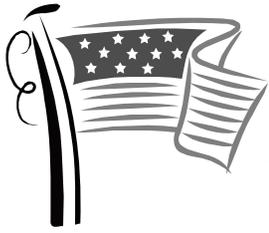
# Persuasive Essay Rubric

Author's Name \_\_\_\_\_ Reviewer's Name \_\_\_\_\_

CATEGORY	ADVANCED	PROFICIENT	SATISFACTORY	UNSATISFACTORY	SCORE
<b>INTRODUCTION</b> 10 points possible	Engages the reader in the paper's topic. States significance of topic. Outlines the premise and organization of the paper. Includes a thesis statement.	Introduces the topic to the reader. States significance of topic. Outlines the premise of the paper. Includes a thesis statement.	Outlines the premise of the paper and its significance. Includes a thesis statement.	Fails to introduce topic of paper clearly. Does not include significance of topic or a thesis statement.	
<b>THESIS STATEMENT</b> 10 points possible	Declares clearly and concisely what the paper intends to prove.	Declares what the paper intends to prove. Statement lacks clarity or conciseness.	Exists, but does not declare what the paper intends to prove.	Statement is absent.	
<b>ORGANIZATION OF PARAGRAPHS</b> 20 points possible	Organized according to "Persuasive Essay Outline" Worksheet. Paragraphs include relevant information that supports the thesis. Information is arranged logically and the reader can follow the line of reasoning.	Organized according to "Persuasive Essay Outline" Worksheet. Some information is relevant and supports the thesis. Most information is arranged logically, but line of reasoning is sometimes hard to follow.	Organized according to "Persuasive Essay Outline" Worksheet. Some information is relevant and supports the thesis. Some of the information is arranged logically, but the line of reasoning is sometimes hard to follow.	Not organized according to "Persuasive Essay Outline" Worksheet. Little information is relevant or supports the thesis. Information is not arranged logically, and the line of reasoning is often hard follow.	
<b>CONTENT OF PARAGRAPHS</b> 20 points possible	Presents accurate, relevant, and engaging content that fully supports the thesis.	Presents accurate and relevant content that fully supports the thesis.	Presents generally accurate and relevant ideas and facts that somewhat support the thesis.	Presents facts that are inaccurate or irrelevant. The thesis is not supported.	
<b>CONCLUSION</b> 10 points possible	Summarizes clearly and concisely the thesis of the paper. Restates significance.	Summarizes the thesis of the paper. Restates significance.	Summarizes the thesis of the paper. Significance not clearly restated.	Does not summarize the thesis of the paper. Significance is not clearly restated.	
<b>MECHANICS</b> 10 points possible	No errors in punctuation, capitalization, and spelling.	Few errors in punctuation, capitalization, and spelling.	Some errors in punctuation, capitalization, and spelling.	Many errors in punctuation, capitalization, and spelling.	
<b>SENTENCES AND WORDS</b> 10 points possible	Sentences are clear. They vary in length and include transitions. Word choice is exceptional.	Sentences are clear. Some transitions are included. Word choice is appropriate.	Some sentences are clear. Some transitions are included. Word choice is limited, but appropriate.	Many sentences are unclear. Transitions are omitted. Word choice is extremely limited.	
<b>CITATIONS AND BIBLIOGRAPHY</b> 10 points possible	All works used are cited. Correct format is used for all sources. Includes 5 or more references.	All works used are cited. Correct format is used for most sources. Includes 5 or more references.	Some works used are cited. Citation format includes errors. Includes fewer than 4 sources.	No or few works used are cited. Citations, if they exist, are formatted incorrectly.	

**TOTAL**

Comments



Name \_\_\_\_\_

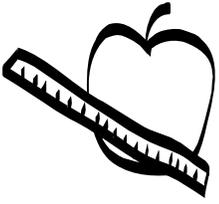
# Exploration Across Eras

## What Do We Know?

Class \_\_\_\_\_

Date \_\_\_\_\_

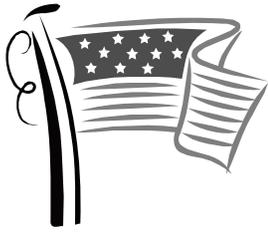
	CORPS OF DISCOVERY	SPACE EXPLORATION
WHO?		
WHAT?		
WHERE?		
WHEN?		
HOW?		
WHY?		



# Exploration Across Eras

## What Do We Know? Key

	CORPS OF DISCOVERY	SPACE EXPLORATION
<b>WHO?</b>	Thomas Jefferson, Meriwether Lewis, William Clark, Sacagawea, York, Sergeant Charles Floyd, Napoleon Bonaparte, American Indian tribes	John F. Kennedy, John Glenn, Neil Armstrong, Buzz Aldrin, Gus Grissom, Edward White II, Roger Chaffee, Nikita Khrushchev
<b>WHAT?</b>	The Corps explored the territory added to the nation through the Louisiana Purchase. The main goals were to find an all-water route to the Pacific; to record information on the geographic features, including the flora and the fauna; and to interact with American Indian tribes in order to promote commerce and good relations.	The goal of the space program was to land men on the moon and return them safely to Earth and to make the United States as the technological leader of the world.
<b>WHERE?</b>	The Corps of Discovery traveled from St. Louis, Missouri, to the Pacific Ocean.	The space program took place in various locations in the United States. This was a national effort. Launches generally took place at Cape Canaveral, Florida.
<b>WHEN?</b>	The Corps of Discovery's westward journey takes place between 1804 and 1806.	Kennedy set the goal of sending man to the moon and returning him safely to Earth on May 25, 1961. On July 20, 1965, Neil Armstrong became the first man to set foot on the moon.
<b>HOW?</b>	Congress authorized the expenditures for the westward journey. Jefferson selected Meriwether Lewis to lead it, and Lewis selected William Clark as his co-captain. The Corps of Discovery traveled by boat, horseback, and on foot. They brought many things with them, but also had to provide for themselves along the way, building their own shelters and finding their own food. They documented their journey through journals.	Congress also authorized expenditures for the space program. The National Aeronautics and Space Administration (NASA) established the Apollo program. This required the efforts of tens of thousands of engineers and scientists. Advances in rockets, satellites, weather reporting, communications, and life support are just a few examples of the technological developments that were necessary.
<b>WHY?</b>	In 1802, Spain's king ceded territory west of the Mississippi River to France, which was under the rule of Napoleon Bonaparte. Fearing that Bonaparte meant to use the Louisiana territory as a foothold for French intervention into North America, Jefferson sent James Monroe to France to purchase New Orleans and all or part of Florida from France. Jefferson authorized the expenditure of 10 million dollars. Because Napoleon's troops had been decimated by yellow fever in what is now Haiti and war with England was looming, the new territory seemed not worth the trouble. Napoleon offered to sell the whole Louisiana territory outright for 15 million dollars. The United States accepted and Jefferson needed to have the new territory explored and mapped.	During the Cold War, the United States and the Soviet Union competed with each other for hegemony in world affairs. In 1957, the Soviet Union launched Sputnik, the world's first artificial satellite. In 1961, Soviet Cosmonaut Yuri Gagarin became the first human in space. Many Americans believed that these feats were evidence that the Soviets had become technologically superior and that this superiority would be translated into better weapons systems that would leave the United States vulnerable to attack. Anxiety regarding the Soviet Union's standing in the world was heightened in April 1961 after the Bay of Pigs incident. Distraught over being beaten by its Cold War adversary and determined to outdo the Soviets, the United States committed to being first to land men on the moon and return them safely to earth.



Name \_\_\_\_\_

# Developing a Thesis Statement Worksheet

Class \_\_\_\_\_

Date \_\_\_\_\_

In this persuasive essay, you will compare the Corps of Discovery's expedition that occurred between 1804 and 1806 with the space exploration program of the 1960s. Through your research, you will discover ways in which the two are very similar, even though they are separated by more than 150 years. In the conclusion, you will propose why the lessons learned from the two endeavors are important today.

Before you begin researching your topic in depth, you need to establish your thesis. A thesis is a declaration of what you intend to prove through the content of your essay. Since the purpose of your essay is to demonstrate that these two explorations are similar, you need to choose three aspects of both events that are similar in order to support your thesis.

From your completed "Exploration Across Eras—What Do We Know?" worksheet, choose three similarities between the Corps of Discovery's westward journey and the space program. Write the similarities in the appropriate boxes. Record the facts that support your choice in the corresponding boxes.

SIMILARITY	CORPS OF DISCOVERY	SPACE EXPLORATION

Now, complete the sentence below using the information you recorded.

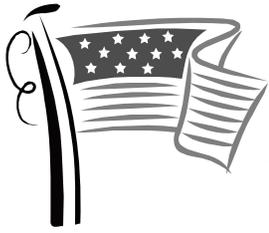
The 19th-century Corps of Discovery expedition and the 20th-century space program

are similar because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.



Name \_\_\_\_\_

# Persuasive Essay

## Research Organizer

Class \_\_\_\_\_

Date \_\_\_\_\_

SOURCE NAME

SOURCE TYPE

AUTHOR

URL (IF WEB SITE)

DATE PUBLISHED

OTHER INFORMATION (VOLUME, ISSUE NUMBER, ETC.)

NOTES FROM SOURCE



Name \_\_\_\_\_

# Persuasive Essay Outline Worksheet

Class \_\_\_\_\_

Date \_\_\_\_\_

**Paragraph I:** Introduction. Briefly introduce the topic. Include your thesis statement from the "Developing a Thesis Statement" worksheet.

---

---

---

**Paragraph II:** Brief explanation of the Corps of Discovery's journey in the 1800s.

---

---

---

**Paragraph III:** Brief explanation of the U.S. space exploration program in the 1960s.

---

---

---

**Paragraph IV:** First similarity. Give one specific example from each venture.

---

---

---

**Paragraph V:** Second similarity. Give one specific example from each venture.

---

---

---

**Paragraph VI:** Third similarity. Give one specific example from each venture.

---

---

---

**Paragraph VII:** Conclusion. Restate your thesis. Summarize how you proved your argument. State how the points made in the essay are relevant today.

---

---

---



Name \_\_\_\_\_

# Persuasive Essay Outline

## Peer Review

Reviewer \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

Comment on the thesis statement.

---

---

What background information should be added to paragraphs II and III from the "Persuasive Essay Outline" worksheet regarding the Corps of Discovery's westward journey and the space program to ensure that a reader who is not familiar with the topic can understand the essay?

---

---

Do the three similarities from the thesis statement match the content in paragraphs IV, V, and VI in the "Persuasive Essay Outline" worksheet?

---

---

Is each similarity supported with specific, factual examples?

---

---

Which of the three similarities is the most convincing? Why?

---

---

Which of the three similarities is the least convincing? Why?

---

---

Comment on the conclusion.

---

---

---