

Encountering Hospitality

Based on the 2014 Native American \$1 Coin
Grades Four through Six



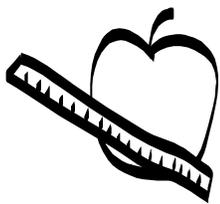
OBJECTIVES

Students will identify and describe the interactions between the Lewis and Clark Expedition and Native American tribes. Students will collaboratively develop and deliver a presentation.



MATERIALS

- 1 overhead projector or equivalent technology
- 1 overhead transparency (or photocopy) of each of the following:
 - “2014 Native American \$1 Coin” page
 - “Lewis and Clark Expedition Map” worksheet
 - “Ready to Read” worksheet
- Copies of the following:
 - “Ready to Read” worksheet
 - “Encountering Hospitality” worksheet
 - “Encountering Hospitality Rubric”
 - “Encountering Hospitality” Exit Slip
 - Westward Journey Nickel Series Resource Guide, pages 5 and 22: www.usmint.gov/kids/teachers/lessonplans/pdf/wjnsResourceGuide.pdf#page=5 and www.usmint.gov/kids/teachers/lessonplans/pdf/wjnsResourceGuide.pdf#page=22
- Chart paper
- Markers
- 1 copy of an age-appropriate text or excerpt that gives information about Native American culture, such as:
 - *Meet Lydia: A Native Girl from Southeast Alaska* by Miranda Belarde-Lewis
 - *Lewis and Clark Through Indian Eyes: Nine Indian Writers on the Legacy of the Expedition* by Alvin M. Josephy, Jr.
 - *When the Rain Sings: Poems by Young Native Americans* by the National Museum of the American Indian
- 1 copy of an age-appropriate text that gives basic information about the Lewis and Clark Expedition, such as:
 - *The Great Expedition of Lewis and Clark: By Private Reubin Field, Member of the Corps of Discovery* by Judith Edwards
 - *Lewis and Clark: Legacies, Memories, and New Perspectives* by Kris Fresonke and Mark Spence



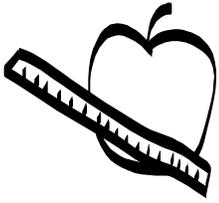
Encountering Hospitality

- *The Lewis and Clark Expedition (True Books: Westward Expansion)* by John Perritano
- *How We Crossed The West: The Adventures of Lewis and Clark* by Rosalyn Schanzer
- Computers or tablet devices with Internet access
- Poster board
- Large map of the United States of America displaying names and dates of Native American tribes Lewis and Clark encountered
- Tape



PREPARATIONS

- Make an overhead transparency (or equivalent) of each of the following:
 - “2014 Native American \$1 Coin” page
 - “Lewis and Clark Expedition Map” worksheet
 - “Ready to Read” worksheet
- Make copies of the following:
 - Westward Journey Nickel Series Resource Guide, pages 5 and 22: www.usmint.gov/kids/teachers/lessonplans/pdf/wjnsResourceGuide.pdf#page=5 and www.usmint.gov/kids/teachers/lessonplans/pdf/wjnsResourceGuide.pdf#page=22
 - “Ready to Read” worksheet (1 per student)
 - “Encountering Hospitality” worksheet (1 per student)
 - “Encountering Hospitality Rubric” (1 per student)
 - “Encountering Hospitality” Exit Slip (1 per student)
- Locate a text that gives information about the Lewis and Clark Expedition (see examples under “Materials”).
- Arrange to use computers or tablet devices for Session 2.
- Make a chart on the board labeled “Hospitality.”
- Locate and bookmark age-appropriate online resources for student research about the Native American tribes to be studied (Mandan, Hidatsa, Clatsop, Nez Perce, and Chinook), such as:
 - lewisandclarkjournals.unl.edu/index.htm
 - www.usmint.gov/mint_programs/nativeAmerican/?action=2014NADesign
 - www.nps.gov/lewi/historyculture/histcult-people-tribes.htm
 - www.nps.gov/jeff/historyculture/native-peoples.htm
 - <http://www.nps.gov/nr/travel/lewisandclark/indians.htm>
 - www.epa.gov/tribal/wherelive/tribes-a-z.htm#c



Encountering Hospitality

- www.loc.gov/exhibits/lewisandclark/lewis-landc.html
- memory.loc.gov/ammem/award98/ienhtml/tribes.html
- www.nmai.si.edu



GROUPINGS

- Whole group
- Small groups
- Pairs
- Individual work



CLASS TIME

Four 45- to 60-minute sessions, total 180 to 240 minutes



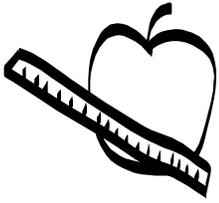
CONNECTIONS

- Social Studies
- Language Arts
- Art
- Technology



STANDARDS

- National Social Studies Standards
 3. People, Culture, and Environment
 5. Individuals, Groups, and Institutions
- Common Core State Standards English/Language Arts
 - CCSS.ELA-LITERACY.RI.4.3, 5.3, 6.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
 - CCSS.ELA-LITERACY.SL.4.1, 5.1, 6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4-6 topics and texts, building on others' ideas and expressing their own clearly.
 - CCSS.ELA-LITERACY.SL.4.4, 5.4, 6.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



Encountering Hospitality

- National Council for Teachers of English/International Reading Association Standards for English/Language Arts
 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information, to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
 8. 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.
- The National Visual Art Standards
 3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas.
- International Society for Technology in Education
 3. Research and Information Fluency



TERMS AND CONCEPTS

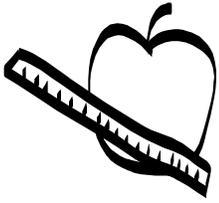
- Native American One Dollar Coin
- Reverse (back)
- Obverse (front)
- Hospitality
- Logistical Support
- Mandan, Hidatsa, Clatsop, Nez Perce, and Chinook tribes
- Lewis and Clark Expedition



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Native Americans
- Westward expansion
- Map skills
- Internet-based research
- Citing sources



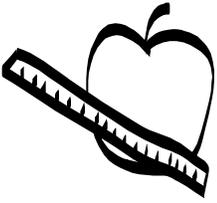
Encountering Hospitality



STEPS

Session 1

1. Describe the Native American \$1 Coin Program for background information. The program is described at www.usmint.gov/kids/coinNews/nativeAmerican/.
2. Display the “2014 Native American \$1 Coin” overhead transparency or photocopy. Tell the students that the front of a coin is called the “obverse” and the back is called the “reverse.” Ask the students to share their ideas about the image on the coin’s reverse. Examine the coin design with the students and identify the 2014 theme “Native Hospitality Ensured the Success of the Lewis and Clark Expedition.” Ask the students to identify the images on the coin and consider what each part of the coin design might represent.
3. Distribute the “Ready to Read” worksheet to each student. Review the directions together. Have the students complete Part 1 of the sheet individually, recording their true or false guesses in the “Before Reading” column.
4. Introduce the students to the selected text about the Lewis and Clark Expedition. Remind the students that they should be listening carefully to confirm or revise their statements on the “Ready to Read” worksheet. Read the selected text to the class and attend to any unfamiliar vocabulary.
5. Ask the students to complete the “After Reading” column of the “Ready to Read” worksheet. Display the “Ready to Read” overhead transparency or photocopy. Review the statements as a class and discuss whether each statement is true or false based on information provided in the text. If desired, have the students show “thumbs up” or “thumbs down” to collectively gauge responses to each statement.
6. Ask the students to rewrite each of the false statements on the bottom of the “Ready to Read” worksheet, making each statement correct. Have the students share and check their revised sentences with a partner.
7. Lead a discussion about the trip’s objectives and mission. Discuss the rationale for the three main goals of the expedition: to study the plants, animals, and land; to form relationships with Native American tribes; and to search for a water route to the Pacific Ocean.
8. Display the “Lewis and Clark Map” and identify Lewis and Clark’s route and the Native American tribes they encountered along the way.
9. Discuss Native American tribes Lewis and Clark encountered and details of their culture during the time of the Lewis and Clark Expedition.
10. Note any questions the students have that may be answered through research in a later session.



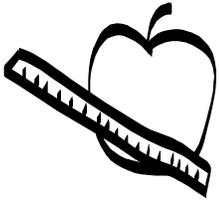
Encountering Hospitality

Session 2

1. Review information about the Lewis and Clark Expedition from Session 1. Review the “Ready to Read” worksheet. Display the map of the United States and review Lewis and Clark’s route.
2. Write the word “hospitality” on a piece of chart paper. Discuss the term and develop a definition. Write the definition on the chart.
3. Dividing the class into pairs of students, have them discuss times when they have displayed hospitality to someone else or experienced hospitality themselves.
4. Ask the students to share examples with the class and record examples on the chart paper.
5. Display the “2014 Native American \$1 Coin” overhead transparency. Ask the students to consider the many ways that Native Americans showed hospitality towards the Lewis and Clark Expedition, including the examples featured on the coin image and in the text from the previous session. Lead the students to understand that each Native American tribe displayed hospitality in different ways, such as providing friendship, food and supplies, and logistical support. “Logistical support” refers to equipment, personnel, information, or facilities that support a group’s mission and objectives.
6. Divide the class into small groups. If you make five groups, assign each group one of the following five tribes: Mandan, Hidatsa, Clatsop, Nez Perce, and Chinook, each of which acted in hospitable ways towards the Lewis and Clark Expedition. To make smaller groups, you could assign each tribe to two groups (10 groups altogether).
7. Distribute a copy of the “Encountering Hospitality” worksheet to each student. Review the directions together. Ask the students to complete the worksheet individually, though they will work in small groups to conduct their research.
8. Using computers or tablet devices, allow time for the students to explore texts and suggested Web sites that give information about each of these tribes and their experiences with the Lewis and Clark Expedition. Remind the students to record their findings on the “Encountering Hospitality” worksheet.

Sessions 3 and 4

1. Review information and address questions about the Lewis and Clark Expedition and Native American hospitality from Sessions 1 and 2.
2. Distribute the “Encountering Hospitality” rubric to the students. Review the expectations for this project and answer student questions. Explain that this rubric will be used to assess all 3 parts of the project: the researching findings recorded on the “Encountering Hospitality” worksheet, the poster, and the oral presentation.



Encountering Hospitality

3. Allow time for the student groups to complete their research and finish the “Encountering Hospitality” worksheet.
4. Provide each group with a piece of poster board and markers. Ask the groups to create a colorful visual to use in their presentation. The visual should depict the ways that the specific Native American tribe they researched showed hospitality towards Lewis and Clark.
5. Provide time for student groups to discuss and plan their oral presentation. Ask each group to plan a 3- to 5-minute presentation. The presentation should detail the interactions and acts of hospitality that occurred between Lewis and Clark and the Native American tribe they researched. Encourage groups to practice their presentation.
6. Encourage the students to figure out the chronological order in which Lewis and Clark encountered each tribe on their expedition and present their research findings in this order. Have each group share their oral presentation and poster with the class.
7. Ask the students to place their posters on the board in chronological order as well, creating an illustrated timeline of encounters between Lewis and Clark and Native American tribes.
8. Ask the students to add other key events and details from the expedition to the illustrated timeline.
9. Lead a discussion about the ways that Native American tribes encountered and showed hospitality toward the expedition. Guide the students to compare and contrast the posters that the groups created to represent the tribes studied. Ask the students to consider the impact of the expedition on the tribes as well as the tribes on the expedition.
10. Distribute the “All-American Hospitality” exit slip. Allow time for the students to write a response to the question.



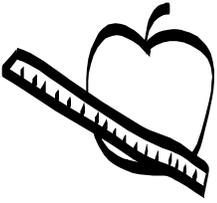
ASSESSMENTS

- Use the attached rubric and exit slip to evaluate the students’ participation and learning.
- Take anecdotal notes about the students’ participation in class discussions and group activity.



ENRICHMENTS/EXTENSIONS

- Have students write journal entries or letters from the perspective of Lewis and Clark or a Native American from the tribe that they studied. Encourage the students



Encountering Hospitality

to weave historical facts into their narratives, detailing their perspective on the interactions between the explorers and the tribe.

- Have students explore the online Lewis and Clark Game on The United States Mint H.I.P. Pocket Change™ Web site, www.usmint.gov/kids/games/lewisClarkAdventure/.
- Have students map the journey of Lewis and Clark and identify additional Native American tribes that encountered the expedition. Ask the students to conduct research on these tribes to learn more about how tribes interacted with the expedition.
- Have students learn more about Lewis and Clark’s encounters with Native American tribes with the 2005 Westward Journey Nickel Series lesson plan “Where Indians and Bison Meet” at www.usmint.gov/kids/teachers/lessonPlans/pdf/184.pdf.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work with a partner or scribe.
- Allow students extended time to complete work.
- Allow students to type their research findings on a computer.
- Allow students to create their illustration on a computer.
- Allow groups to complete one “Encountering Hospitality” worksheet together.



Name _____

Ready to Read

PART 1

Before reading the text, read each statement below and decide whether you think it is true or false. Write "true" or "false" next to each statement in the "Before Reading" column. After reading the text, read each statement again and mark your response in the "After Reading" column.



True-or-False Statement	Before Reading	After Reading
1. Lewis and Clark were commissioned by Thomas Jefferson to explore and map the Western portion of what is now the United States of America.		
2. The Lewis and Clark Expedition departed from Philadelphia in May of 1804.		
3. Little is known about Lewis and Clark's journey because no written records were kept during the trip.		
4. Lewis and Clark established a relationship with only one Native American tribe.		
5. Lewis and Clark took detailed field notes about plants and wildlife they observed on their trip.		
6. Lewis and Clark discovered a water route across the United States.		
7. The Lewis and Clark Expedition lasted a little over 2 years.		

PART 2

On the lines below, rewrite each of the incorrect statements above to make them correct.



Name _____

Ready to Read

Answer Key

PART 1

Before reading the text, read each statement below and decide whether you think it is true or false. Write "true" or "false" next to each statement in the "Before Reading" column. After reading the text, read each statement again and mark your response in the "After Reading" column.



True-or-False Statement	Before Reading	After Reading
1. Lewis and Clark were commissioned by Thomas Jefferson to explore and map the Western portion of what is now the United States of America.		
2. The Lewis and Clark Expedition departed from Philadelphia in May of 1804.		
3. Little is known about Lewis and Clark's journey because no written records were kept during the trip.		
4. Lewis and Clark established a relationship with only one Native American tribe.		
5. Lewis and Clark took detailed field notes about plants and wildlife they observed on their trip.		
6. Lewis and Clark discovered a water route across the United States.		
7. The Lewis and Clark Expedition lasted a little over 2 years.		

PART 2

On the lines below, rewrite each of the incorrect statements above to make them correct.

2. The Lewis and Clark Expedition departed from *St. Louis* in May of 1804.

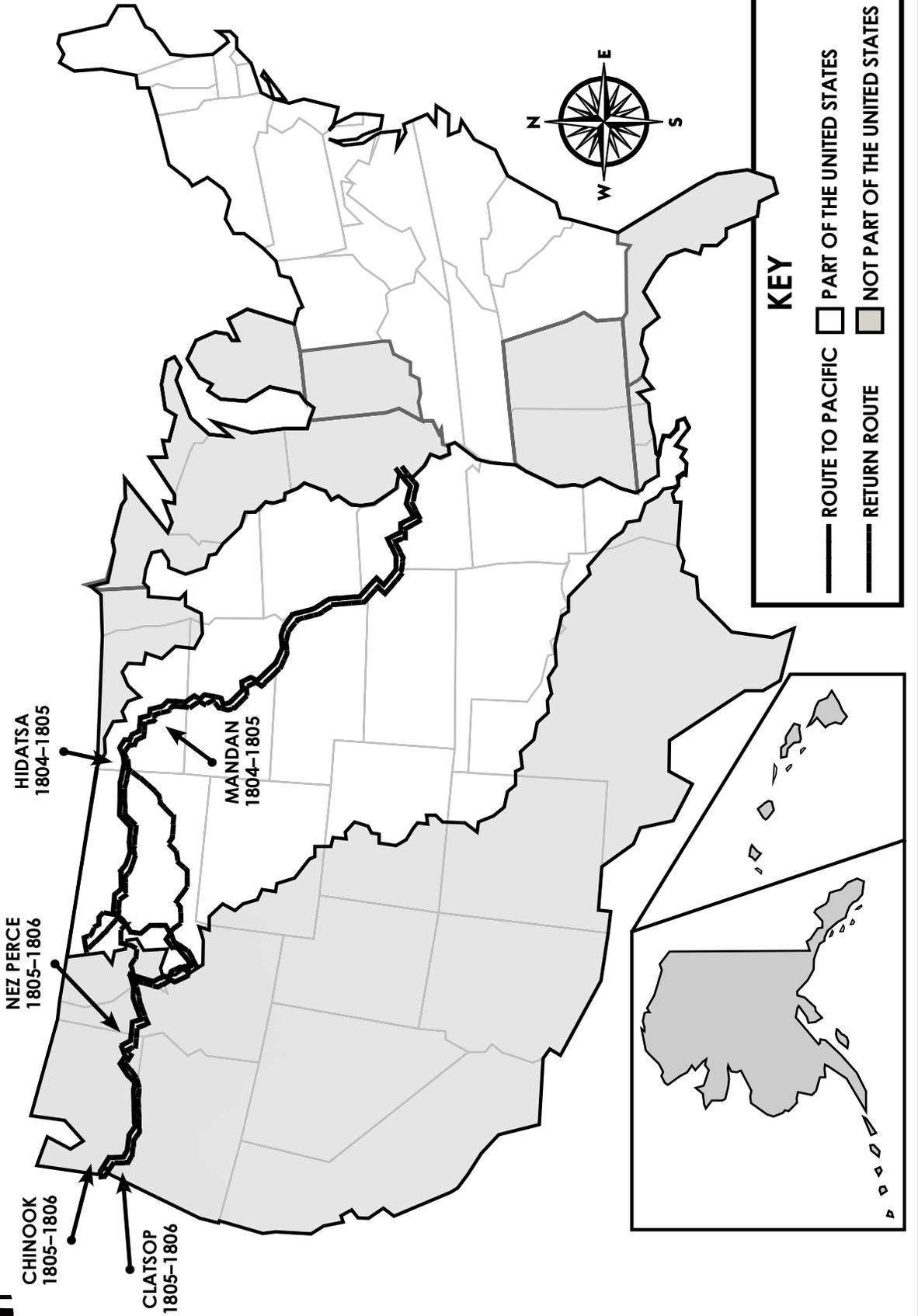
3. A lot is known...because *members kept extensive journals*.

4. Lewis and Clark established relationships with *more than 2 dozen* Native American tribes.

6. Lewis and Clark *did not* discover a water route across the United States.

Lewis and Clark Expedition Map

1803–1806





Name _____

Encountering Hospitality

Directions: Use this worksheet to record information gathered through your research.



Name of Tribe:

Record background information about the tribe, such as its geographic location, lifestyle, housing, food, size, values, and language.

Describe the interaction between the tribe and the Lewis and Clark Expedition.

What acts of hospitality occurred between the tribe and Lewis and Clark?

How did Lewis and Clark's expedition impact the tribe?

List the sources you used in your research.



Name _____

Encountering Hospitality

Rubric



Directions: Use these criteria to make sure you do your best work.

Category	4	3	2	1	Self	Teacher
"All-American Hospitality" Worksheet	Completed with clear, complete responses.	Completed with mostly clear, complete responses.	Mostly complete and clear.	Mostly incomplete or unclear.		
Sources	Accurately documented in the desired format.	Accurately documented, but not all are in the desired format.	Some sources are inaccurate or incorrectly formatted.	Most sources are inaccurate or incorrectly formatted.		
Internet Use	Uses suggested links and finds information without help.	Mostly uses suggested links and finds information without help.	Somewhat able to use suggested links and find information without help.	Seldom able to use suggested links and find information without help.		
Poster	Creative, complete, and detailed. Includes the name of the tribe.	Complete and detailed. Includes the name of the tribe.	Lacks detail or completeness or does not include the name of the tribe.	Very incomplete. Missing essential elements and details.		
Presentation Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Shows little understanding of the topic.		
Presentation	Completely prepared and well-rehearsed.	Well prepared and somewhat well rehearsed.	Somewhat prepared, but lacking rehearsal.	Not ready to make the presentation.		
Collaboration with Peers	Always listens to, shares with, and supports others in the group. Supports teamwork.	Listens to, shares with, and supports others in the group. Does not disrupt the group.	Sometimes listens to, shares with, and supports others in the group but loses focus.	Rarely listens to, shares with, or supports others. Lacks team spirit.		
Totals						

TEACHER COMMENTS



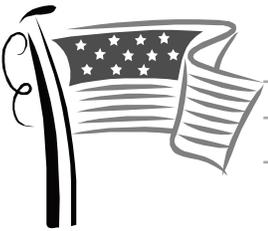
Name _____

Encountering Hospitality

Exit Slip

Directions: Write at least 3 sentences in response to the following question.

How did Native American hospitality impact the Lewis and Clark Expedition?



Name _____

Encountering Hospitality

Exit Slip

Directions: Write at least 3 sentences in response to the following question.

How did Native American hospitality impact the Lewis and Clark Expedition?
