

Lewis and Clark Expedition Bicentennial

Links to State Social Science Standards

The bicentennial commemoration of the Lewis and Clark Expedition provides a unique opportunity to use a special event to teach to Oregon’s Social Science Academic Content Standards. While students may have traditionally studied Oregon, Lewis and Clark, and the Oregon Trail in grade 4, it is important to note that **there are specific time period and historical event references in the current Oregon Social Science Standards for these topics at Benchmark 3 (Grade 8).**

The Lewis and Clark Expedition had a profound effect on the history of Oregon. Oregon Revised Statute 329.492 defines Oregon Studies as a K-12 endeavor. While specific reference is made to the events in Benchmark 3 (Grade 8), teachers are encouraged to use the expedition as context for teaching to other benchmarks. The chart provided here outlines the Oregon Social Science Common Curriculum Goals and Standards that apply. Teachers are also encouraged to make connections to other content areas, (Science, Mathematics, English/Language Arts, The Arts) as students study about this event.

Academic Content Standards Strand	Benchmark *	Common Curriculum Goal/Standard that relates to Sacagawea/Lewis & Clark Project
Civics and Government		<ul style="list-style-type: none"> • Understand the origins, purposes and functions of U.S. government, including the structure and meaning of the U.S. Constitution. • Understand personal and political rights of citizens in the United States. • Understand how nations interact with each other, how events and issues in other countries can affect citizens in the United States, and how actions and concepts of democracy and individual rights of the United States can affect other peoples and nations. • Analyze the concepts of political power, authority, conflict, and conflict management.
Economics		<ul style="list-style-type: none"> • Understand that resources are limited (e.g., scarcity). • Understand economic trade-offs and how choices result in both costs and benefits to individuals and society.
Geography		<ul style="list-style-type: none"> • Understand the spatial concepts of location, distance, direction, scale, movement, and region. • Use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective • Locate major physical and human (cultural) features of the Earth. • Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions. • Analyze the causes of human migration (e.g., density, food and water supply, transportation and communication systems) and its effects (e.g., impact on physical and human systems). • Understand economic, cultural, and environmental factors that influence changes in population and evaluate the consequences of the resulting increases or decreases in population. • Understand how people and the environment are interrelated. • Understand how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.

History	<p>B3</p> <p>B3</p> <p>B3</p> <p>B3</p>	<p>HISTORICAL SKILLS</p> <ul style="list-style-type: none"> • Interpret and reconstruct chronological relationships. • Analyze cause and effect relationships, including multiple causalities. • Understand, recognize and interpret change and continuity over time. • Identify and analyze diverse perspectives on and historical interpretation of historical issues and events. • Understand relationships among events, issues, and developments in different spheres of human activity (i.e. economic, social, political, cultural). <p>U.S. HISTORY</p> <ul style="list-style-type: none"> • Understand and interpret events, issues, and developments within and across eras of U.S. history • Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history. • Understand how individuals, issues and events changed or significantly influenced the course of U.S. history post American Revolution through 1900. <ul style="list-style-type: none"> ◦ <i>Trace the route and understand the significance of the Lewis and Clark Expedition.</i> ◦ <i>Understand the effects of 19th century westward migration, the idea of Manifest Destiny, European immigration, and rural to urban migration on indigenous populations and newcomers in the United States.</i> <p>STATE & LOCAL HISTORY</p> <ul style="list-style-type: none"> • Understand and interpret the history of the state of Oregon • Understand and interpret events, issues, and developments in Oregon history. • Understand how various groups of people were affected by events and developments in Oregon state history <ul style="list-style-type: none"> ◦ <i>Identify and understand significant events, developments, groups and people in the history of Oregon from post American Revolution until 1900.</i> ◦ <i>Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from post-American Revolution until 1900</i>
Social Science Analysis	<p>B1</p> <p>B2</p> <p>B3</p> <p>CIM</p>	<ul style="list-style-type: none"> • Define and clarify an issue so that its dimensions are well understood. • Acquire and organize materials from primary and secondary sources. <ul style="list-style-type: none"> ◦ Gather, use, and document information from multiple sources (e.g. print, electronic, human, primary, secondary). ◦ Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view. ◦ Gather, analyze, use, and document information from various sources, distinguishing facts, opinions inferences, biases, stereotypes, and persuasive appeals. ◦ Understand what it means to be a critical consumer of information. • Explain various perspectives on an event or issue and the reasoning behind them. • Identify and analyze an issue. • Select a course of action to resolve an issue.

* Items with a notation in this column have specific reference in Oregon Social Science standards and/or Eligible Content.

Material in *italics* is benchmark **Eligible Content** (material that might appear on the Oregon Stateside Assessment).