**COURSE TITLE: George Rogers Clark**

GRADE LEVEL: 4th

UNIT: Moving West

**Abstract**

The students learn about the early life of George Rogers Clark. They include why he moved West and his life as a surveyor. Students will research his life, the route he took West, and creating their own route. Students will create a map after surveying a classroom or school.

**Focus Questions**

1. Who is George Rogers Clark?
2. How has George Rogers Clark influenced us today?
3. Why did George Rogers Clark become interested in moving West?
4. What is a surveyor, and what equipment did they use?

**Instructional Resources**

Indiana Memory:

* (George Rogers Clark Memorial) <https://digital.library.in.gov/Record/WV3_kcpl-11>
* (Statue of Clark) <https://digital.library.in.gov/Record/WV3_kcc-612>
* (Map of Indiana) <https://digital.library.in.gov/Record/IPFW_cc_acfwhs-369>
* (General Clark’s Attack on Vincennes, 1779) <https://digital.library.in.gov/Record/IHS_P0391-1198>

[**http://web.buddyproject.org/web013/GeorgeClark.html**](http://web.buddyproject.org/web013/GeorgeClark.html)

[**http://www.ohiohistorycentral.org/entry.php?rec=88**](http://www.ohiohistorycentral.org/entry.php?rec=88)

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| **Students will:**   * 4.1.3 The American Revolution and the Indiana Territory: 1770s to 1816. Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development. * 4.3.2   The World in Spatial Terms: Estimate distances between two places on a map, using a scale of miles, and use cardinal and intermediate directions when referring to relative location. | **Students will:**   * Create a map of how they will move Westward and why, describing obstacles. * Explore the life of George Rogers Clark * Explain how surveying tools were used in the 18th century (compare then to now). * Explain why people wanted to move West, and how George Rogers Clark was influential. | * Surveyor * Mapping * Territory * Persuasion * Expansion |

**Catalog of Lessons**

**Lesson 1: Who is George?**

Students willresearch George Rogers Clark, while working in pairs and search the handouts that are provided. Write down five to seven facts about George Rogers Clark to share with the class. Some answers the students can search in the handout are: Who was George? Where was he from? What did he do for a living? How did he get involved in the War? Why did he get involved? What is an interesting fact about him? The class will then have a discussion about George Rogers Clark’s life by creating a Clark Consequences Corkscrew on a poster board. The students will add information to the organizer as they find out more about George Rogers Clark throughout the unit. (Use Activity Sheet 32)

**Lesson 2: Moving West**

Students will learn that in the colonial times it was a very important decision for families to move West to Illinois or Kentucky. The students will be given a map to chart the possible routes they would take to the new states if they were to move. They will also list the advantages and disadvantages of the route they had chosen such as crossing mountains or rivers along the way. They also need to write about the people they may encounter while moving West. Students will then share their decisions. Students will then be exposed to the route George Rogers Clark took West. They will then compare and contrast their map with his, and discuss the possible reasons to why George Rogers Clark to that route. (Use Activity Sheet 1)

**Lesson 3: The big Decision**

Students will review the chart where they had developed a route to Illinois or Kentucky. They will then have to think of their “big move” decision as a family. Students will be asked if they would move West after reviewing the advantages and disadvantages they had listed, and discuss them as a class. Students will then be told that during George Rogers Clark’s time, this decision was made as a family. Students will be given a chart to compare reasons for moving and for staying, and the thoughts their family members may have. (Use Activity Sheet 2)

**Lesson 4: First Things First**

Students will learn that before George Rogers Clark’s family and friends moved West, he had to survey the land. Students will explore the tools that were used by George Rogers Clark to survey the land in 1772. They will learn the parts of the surveyor and listen to a current surveyor from their community to understand how the equipment and the process works. As a class students will discuss how surveying has changed from the 1700s to the present. (Use Activity Sheet 4 & 7)

**Lesson 5: Let’s Survey**

Students will review how a survey works and the importance of surveying the land. As a class students will become a surveyor and survey an area (gym, playground, classroom) and create a map. Students will then write a short paragraph describing the process in which they used to survey and create their map.

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GRADE LEVEL: 4th

Lesson 2: Moving West

**Abstract**

Students will be assessed on their knowledge of the route that George Rogers Clark took West on the Ohio River. They will also be creating their own route West based on the information given in class. The students will then explain why they chose that route, listing the advantages and disadvantages. There will also be a class discussion comparing the state of the Ohio River in its current condition to its condition during Clark’s time.

**Prompt**

* Map of the route George Rogers Clark took West

[**http://www.web-books.com/Classics/ON/B1/B1583/19MB1583.html**](http://www.web-books.com/Classics/ON/B1/B1583/19MB1583.html)

* Show a physical map of the country, explaining the route Clark took and why he may have gone that way. [**http://mapoftheunitedstates.files.wordpress.com/2008/01/usa-physical-map.jpg**](http://mapoftheunitedstates.files.wordpress.com/2008/01/usa-physical-map.jpg)

**Directions**

“We have been learning about George Rogers Clark, and the movement to expand West. Now it is your turn to create a route West from Virginia. You will pretend to be a surveyor and find the best route West. Include the disadvantages and advantages you may come across during your travel.”

1. “First you will choose the route you want to take by examining the map.”
2. “Next you will draw the route you have chosen from Virginia to Kentucky, and estimate how far you believe it is from your starting point to the ending point.”
3. “You will explain your reason for choosing that route (was it better to travel North, South, East, or West?)
4. “Explain the obstacles you encountered during your travel (rivers, mountains).”
5. **“**Lastly, you will explain the advantages of the route you have chosen and why you think it is the best route to take.”
6. **“**When you are finished, turn to your partner and discuss your route and choose which route you believe is better between the two.”

**Procedure**

Prepare the map of the Ohio River Valley for the overhead. Prepare handouts for students to draw their route from Kentucky to Virginia. Have students display work in Public Library.

**Scoring Rubric**

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| **Benchmark** | **Scores** | | | |
| * 4.3.2   The World in Spatial Terms: Estimate distances between two places on a map, using a scale of miles, and use cardinal and intermediate directions when referring to relative location. | **1** | **2** | **3** | 4 |
| The student listed only one route to take on their journey. The student did not list any advantages or disadvantages of the trip, or list which direction they traveled. Student did not give an estimation of distance between point A and B. | The student listed at least one possible route that could be taken on their journey. The student listed one advantage/disadvantage, and listed the direction in which they traveled. Student did not give estimate of distance between point A and B. | The student listed at least two possible routes they could take on their journey. The students also made a list of two or more advantages/disadvantages. The student listed the direction of their trip, but did not give an estimate of the distance between point A and point B. | The student listed at least 2 possible routes they could take on their journey. The students listed 3 or more advantages/disadvantages. The student listed the direction of their journey as well as the estimate of distance between their point A and B. |

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Lesson 2: The Big Decision

**Abstract**

Students will be assessed based upon their reasoning to move or to not move out West. These decisions, in the time of George Rogers Clark, were made as a family. Therefore, the students will have to list reasons to stay and reasons to move West. Students will then write a brief story about the family decisions they had to make, along with the pros and cons to their decision they choose. As a class students will then compare their pros and cons, as well as their reasons for moving to those of George Rogers Clark.

**Prompt**

* Have a class discussion asking if anyone has had experience moving before. How did they feel? How do you think you would feel if you haven’t moved before?
* Show a physical map of the country and explain all of the possibilities that could come from moving West or staying where they currently are. <http://mapoftheunitedstates.files.wordpress.com/2008/01/usa-physical-map.jpg>
* Have a chart with two columns headed: Stay & Go.
* Have a chart with two columns headed: Pros & Cons.

**Directions**

“We have been learning about George Rogers Clark, and the movement to expand West. Now it is your turn to decide as a family if the move would be best for you. You will pretend to be different members of a family and have to list the reasons you would stay or move, as well as the pros and cons to each. After you fill out the two charts (for the pros/cons, and reasons to stay or go), you will write a short story about your decision along with drawing a picture to display your family, or travel.”

1. “First will list the reasons as to why your family would either move West or stay in your current location.”
2. “Next you will list the pros and cons to your family decision to move West on the Pros & Cons chart.”
3. Once you have come to a conclusion, look over your charts, and then write a short story about your family and their decision to move West.”
4. “After you have written your story, create an illustration that will best fit your story.”

**Procedure**

Prepare the Pros & Cons chart, as well as the Stay or Go chart. Prepare an example story to read to class along with an illustration. Prepare Bulletin Board to display student work. Have students display work in school library.

**Scoring Rubric**

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| --- | --- | --- | --- | --- |
| **Benchmark** | **Scores** | | | |
| * 4.1.3 * The American Revolution and the Indiana Territory: 1770s to 1816. Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development. | **1** | **2** | **3** | 4 |
| The student listed less than 2 reasons to go/stay on the chart. Student listed less than 2 pros/cons on the chart. Student had an illustration without a story. | The student listed less than 3 reasons to go/stay on the chart. Student listed less than 3 pros/cons on the chart. Students had one of the two: limited information/had an illustration. | The student listed 4 or more reasons to go/stay on the chart. Student listed 4 or more pros/cons on the chart. Student had limited information in their story, and an illustration. | The student listed 5 or more reasons to go/stay on the chart. Student listed 5 or more pros/cons on the chart. Student had a detailed story along with illustration. |