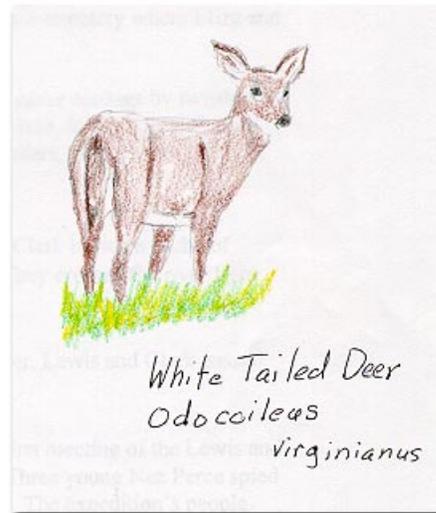


# A Hunting Expedition - Looking at Different Perspectives

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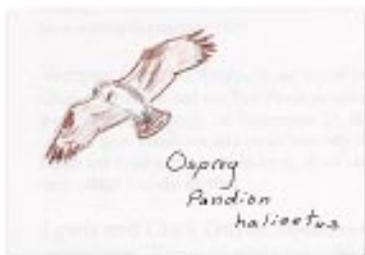


Illustrations by Peggy L. Smith

## Objectives:

Students will be able to:

1. Incorporate information learned about explorers and Indian hunting expeditions to plan their own hunting expedition.
2. Work with other students in creating a specific hunting trip including specific criteria.
3. Draw a map that the hunting party would use marking trails, geographical features, and other important information.
4. Work with the group deciding the length of the hunting expedition, and list items to take with them.
5. Work with the group to create a sequence of events on their hunting expedition.
6. Write a narrative describing hunters' experience including a prediction of the outcome.
7. Complete their hunting expedition information by a specific time.
8. Present their hunting expedition to the class including all members of the group in the presentation and covering all of the criteria.
9. List five or more similarities and differences of each of the hunting expeditions presented.
10. Write a response paper (following given guidelines) stating which hunting expedition they would choose to join and why.



## Plan:

### Day 1

- Students read excerpts from Lewis and Clark journals on hunting expeditions. Discuss details
- Students read a story about a Nez Perce hunting journey. Discuss details.
- Discuss how journals were written in 1805 listing specific characteristics. Words were often phonetically spelled.
- Discuss how Indians often chanted or spoke their stories for many decades before they were written. Information is presented in a sing-song or poetic manner with a specific rhythm.



#### Day 2

Give students directions for activity. Draw which groups does Lewis and Clark and which does Indians. As a group with everyone participating, each group must plan a hunting expedition. The groups will be given an entire class period and fifteen minutes of the next class before giving formal presentations.

#### Day 3

Groups assign parts and prepare their presentations

#### Day 4

First fifteen minutes students finish preparing for presentation. Then each group has fifteen minutes to present their program to the class. The teacher and other students following specific criteria do evaluations. Students take notes for their list of similarities and differences as well as their response paper. Students will make a list of 5 similarities and 5 differences of hunting expeditions.

#### Day 5

Students will write a response paper on which group they would chose to be with and why.