

## TEACHING AMERICAN HISTORY PROJECT

### ***Lesson Title – Investigating Lewis and Clark From Kristen Blore***

Grade – 8<sup>th</sup> grade

Length of class period – Two 50 minute classes

**Inquiry – What did the Corps of Discovery experience?**

**Objectives –**

Students will understand the experience of the Corps of Discovery through:

- Analyzing excerpts from journals
- Analyzing and evaluating artifacts from the journey
- Mapping the trail of Lewis and Clark

Students will evaluate what they learned and write a paragraph response to the question –  
Would you have wanted to go on the journey with Lewis and Clark?

**Materials –**

- Journal excerpts taken from <http://www.pbs.org/lewisandclark/archive/journal-results.html> There are many journals to choose from if you want to expand the reading.
- Artifact photos with explanation – I copied these from the gallery at National Bicentennial Exhibition of Lewis and Clark at [http://www.lewisandclarkexhibit.org/cd\\_index\\_flash.html](http://www.lewisandclarkexhibit.org/cd_index_flash.html) There are many pictures and captions there you could use right off the website or select a different group of pictures and artifacts to print as well. These were the ones that most interested me. If you use the ones I've copied, I suggest you print them off and paste the information about the photo on the back of the photo. That way, students can analyze the photo first, draw conclusions about it, and then read more about it from the caption on the back.
- Student packet with map and writing prompt
- Classroom atlas as reference

**Activities –**

Warm Up – What do you imagine the Corp of Discovery experienced on their journey?  
What do you imagine they brought with them?

Group Activity – Students will work through a series of 3 stations to better understand Lewis and Clark's journey. Along the way they will read and analyze excerpts from their

journals, map the path taken by the Corps of Discovery, and evaluate artifacts from the journey.

Divide students into three groups (or six groups if you prefer). Students will rotate through each of the following three stations. Each station should take about fifteen minutes to complete.

Station 1 – Read the excerpts from the journals aloud together. Students should fill in the graphic organizer as they read finding facts about discoveries made, adversities faced, relations with Native Americans and any other interesting facts. Complete the wrap up questions before moving on to the next station.

Station 2 – Flip through the photographs/pictures of items related to Lewis and Clark’s journey. Try to determine what each item is. Then flip the pictures over to read the information on the back side. After flipping through all of them, choose five of the most interesting items and explain how each relates to the journey. Finally, add at least one interesting observation regarding the item that your group discussed.

Station 3 – Find each of the locations traveled by Lewis and Clark and chart them on the map provided. Use the classroom atlas as a reference where needed. Connect each of the locations to find the route that Lewis and Clark followed to the Pacific Ocean. When done, answer the wrap up questions to evaluate the geographic challenges of the path taken.

Working through these stations will probably take about a class and a half. Discuss interesting findings as a class afterwards.

Introduce the writing assignment. Students will be asked to use specific facts that they have learned to answer the question – Would you have wanted to go with Lewis and Clark on their journey? In a paragraph or more, they should make a claim and then provide evidence and an explanation of the evidence to support their claim. This can be handed in for homework

### **How will you assess what students learned during this lesson?**

Informally – class discussion and small group discussion

Formally – completion of packet and writing assignment

### **CT Framework Performance Standards**

- access and gather information from a variety of primary and secondary sources
- Gather information from historical maps
- interpret information from a variety of primary and secondary sources
- demonstrate the ability to participate in social studies discourse through informed discussion, debate and effective oral presentation
- Create written work that expresses a personal opinion on a historical event and support it with relevant evidence

## Excerpts from the Journals of Lewis and Clark

\*\*These journals are rewritten with original spelling. Additional information has been added in brackets [ ] when necessary for understanding.

### June 4, 1804 - William Clark

...passed a Small Creek... we named Nightingale Creek from a Bird of that description which sang for us all last night, and is the first of the Kind I ever heard... **July**

### 20, 1804

For a month past the party have been troubled with boils, and occasionally with the dysentery. These boils were large tumors which broke out under the arms, on the legs, and, generally, in the parts most exposed to action, which sometimes became too painful to permit the men to work.

### September 7, 1804 - William Clark

... discovered a Village of Small animals that burrow in the grown (those animals are Called by the french Petite Chien [small dog]) Killed one and Caught one live by pouring a great quantity of Water in his hole we attempted to dig to the beds of one of those animals, ... Contains great numbers of holes on the top of which those little animals Sit...make a Whistling noise and when alarmed Step into their hole.

### September 17, 1804 - Meriwether Lewis

Having for many days past confined myself to the boat, I determined to devote this day to amuse myself on shore with my gun and view the interior of the country lying between the river and the Corvus Creek. ... the shortness...of grass gave the plain the appearance throughout it's whole extent of a beatifull bowling-green in fine order. ... this senery already rich pleasing and beatiful was still farther hightened by immense herds of Buffaloe, deer Elk and Antelopes which we saw in every direction feeding on the hills and plains. I do not think I exagerate when I estimate the number of Buffaloe which could be compre[hend]ed at one view to amount to 3000.

### September 26, 1804 - Patrick Gass

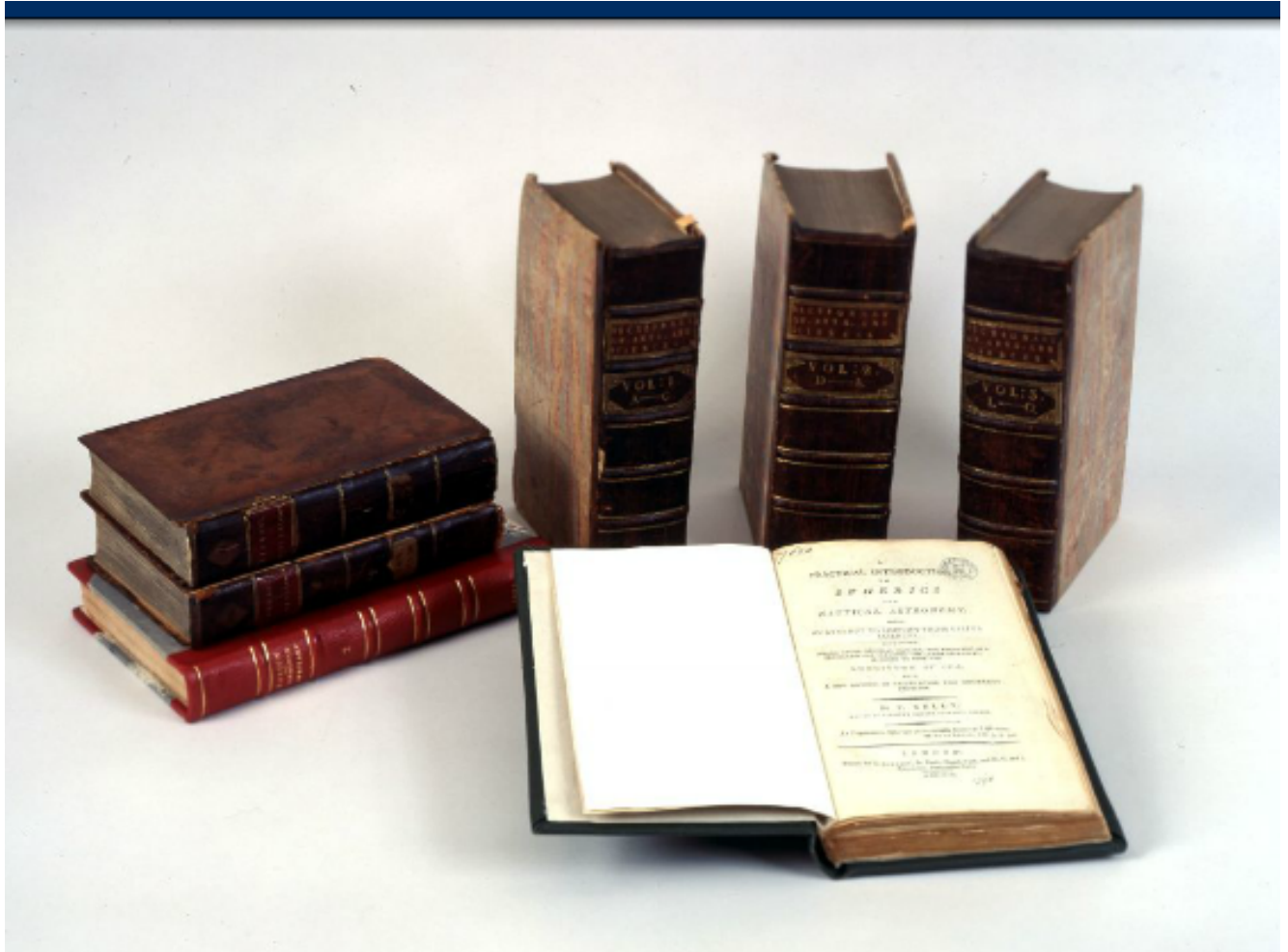
Capt. Clarke went on shore. When the [Sioux] Indians saw him coming they met him with a buffaloe robe, spread it out and made him get into it, and then eight of them carried him to the council house. About an hour after some of the them came for Captain Lewis, and he landed; and eight of them carried him to the council house in the same manner, they had carried Captain Clarke. They killed several dogs for our people to feast on, and spent the greater part of the day in eating and smoking. At night the women assembled, and danced till 11 o'clock;

### September 28, 1804 - Joseph Whitehouse

when we were about to Shove off [leave] a number of [Sioux] warriors on Shore caught hold of our cable [rope that tied the boat to shore]...there were about 60 warriors on the edge of the bank....Some of them had fire arms and the rest had Good bows and arrows ready for war. the consequence could have been bad as Capt. Lewis was near cutting the cable with his Sword and giving orders for the party to fire on them. then the chiefs went out and Spoke to them. they Said if we would Give them a carrit of tobacco they would loosen the rope. we gave them tobacco. the chief after Some hesitation loosed the rope himself. ....

<http://www.pbs.org/lewisandclark/archive/journal-results.html>

All photographs taken from the National Bicentennial Exhibition Gallery at [http://www.lewisandclarkexhibit.org/cd\\_index\\_flash.html](http://www.lewisandclarkexhibit.org/cd_index_flash.html). You can use the website directly with students or use the items I selected. There are many more artifacts there to select if you are interested. You can also zoom in on the website and see documents and writing more clearly.



A few of the books Lewis is known or suspected to have brought with him. Clockwise from the bottom, they are: *A Practical Introduction to Spherics and Nautical Astronomy*; *Elements of Botany*; *Elements of Mineralogy*; *A New and Complete Dictionary of Arts and Sciences*.



Coyotes were new to the explorers.





Lewis and Clark kept their journals in an assortment of small notebooks. Jefferson had instructed, "Several copies...of your other notes should be made at leisure times, and put into the care of the most trustworthy of your attendants, to guard, by multiplying them, against accidental losses to which they will be exposed."



The journals frequently mention the men dancing to fiddle music. The fiddle also played an important diplomatic role by entertaining villagers and putting them at ease.




### Corn Mill

The corn mills brought by the expedition must have looked something like this English hand mill for grinding coffee, corn or beats. Lewis and Clark did not present it to the Mandan women, whose role it was to grind corn. Instead, they gave it to the men, who promptly dismantled the mill to turn it into arrow points.





Surveyor's Compass



- Recapitulation of an estimate of the sum  
 necessary to carry into effect the expedition

Mathematical Instruments . . . . .	\$ 217. --
Arms & Accoutrements extraordinary . . . . .	. . . 81. --
Camp Equipage . . . . .	. . . 255. --
Medicine & packing . . . . .	. . . 55. --
Means of transportation . . . . .	. . . 430. --
Indian presents . . . . .	. . . 696. --
Provisions extraordinary . . . . .	. . . 224. --
Materials for making up the various articles into portable packs . . . . .	} . . . 55. --
For the pay of hunters guides & Interpreters . . . . .	. . . 300. --
In silver coin to defray the expenses of the party from Nashville to the last white settle- ment on the Mississippi . . . . .	} . . . 100. --
Contingencies . . . . .	. . . 37. --
Total	<u>\$ 2,500. --</u>

19916

Like any federal project, the expedition had to have a budget. This document shows Lewis proposing a bargain expedition only costing \$2500. Once approved by Congress, Lewis proceeded to exceed his budget by 1420 percent. The final bill was more than \$38,000, but Congress paid it.



These instruments correspond to some of the medical tools Lewis purchased for use on the journey: a clyster syringe (for enemas), surgical instruments, bilious pills (laxatives), a tourniquet, and two lancets for bloodletting.



Reproduction of U.S. Army full dress captain's uniform for the 1<sup>st</sup> U.S. Infantry Regiment to which Lewis belonged.

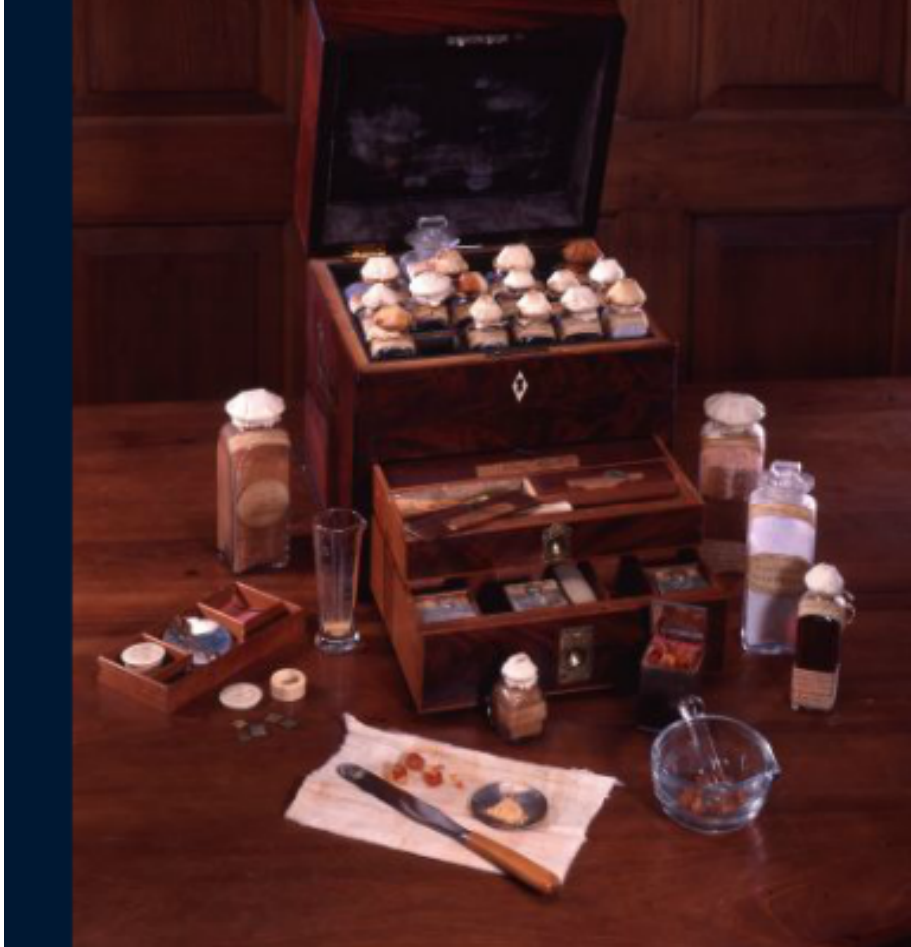




Surveyor's Chain. Lewis purchased this for \$2.00. It was used to measure land.

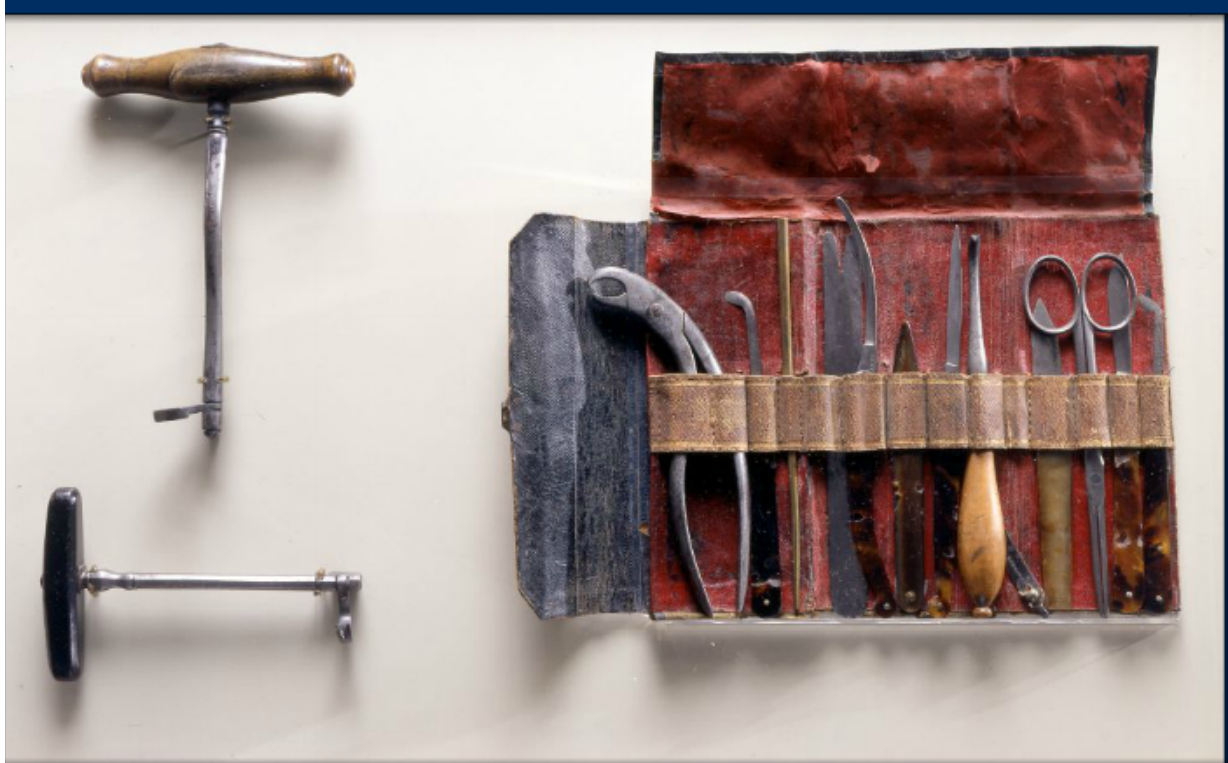


Jefferson peace medal. (This is a replica.)



Lewis paid the Philadelphia druggists Gillaspay and Strong \$90.69 for a supply of medicines and a walnut chest to hold them. Many of the drugs were believed to work by expelling impurities from the body. This one is likely a bit more fancy than the one Lewis purchased.





Set of dental tools Lewis purchased for \$2.25. They may have looked like this set, which contains forceps, lancets, a blowpipe as well as various blades and scalpels. Also shown is a pair of tooth keys for pulling teeth. Lewis did not record whether he ever used his dental tools.



Pocket chronometer. At \$250, the chronometer was the single most expensive piece of equipment that Lewis purchased for the voyage. It was a wonder of technology: a watch so accurate that, if properly cared for, it could be set to Greenwich time and vary at a predictable rate, so that a simple comparison of local noon to Greenwich noon would yield the longitude. Unfortunately, it did not work accurately for the expedition.