

The Lewis and Clark Expedition



PUPIL WORKBOOK

In this unit you will have the opportunity to:

- Research and learn about the expedition undertaken by William Clark and Meriwether Lewis
- Learn how to 'read' a media text
- Take part in a group discussion
- Create your own secret cipher
- Explore the world of the native American
- Use your imagination to write a letter
- Complete a Word Search
- Design an Award
- Learn how to use PowerPoint
- Prepare and deliver an oral presentation about a Native American tribe
- Assess your own work and think about how to improve



INTO THE UNKNOWN

In groups think about the following:

Places where no one has ever been

- What places does your group know of where no human being has ever been?
- What does your group think such places might be like/what do you expect them to be like?
- How have we obtained information about these places so far when no one has actually been there?

Thinking about the journey

Your group is going to go somewhere where no one has ever been before

- How would you prepare?
- What would you need to plan?
- What would worry you about the journey?
- Have you heard any stories or myths about this place which might either dissuade you from visiting or attract you to go?

Planning the journey

You know that you will need to be away from home for at least 2 years. What would your expedition need to take? Below is a list of items. Decide on the 6 most important items you would need. Everyone in the group must agree on the final choice.



RADIO

COMPUTER

WATER

PROTECTIVE CLOTHING

POWER SOURCE

WEAPON

CAMERA

FOOD

OXYGEN

MAPS/CHARTS



BEFORE ARMSTRONG,
ALDRIN AND COLLINS,
THERE WERE
TWO GUYS NAMED
LEWIS & CLARK.



Two hundred years ago, Montana was uncharted and unspoiled—an explorer's dream. And it still is. Lewis & Clark spent most of their journey exploring Montana. Was it the beauty or the sheer magnitude? You be the judge. Discover the trail of legends, the trail of Lewis & Clark in Montana. Call 1-800-VISIT-MT (847-4868), ext. 337, or log on to visitmt.com.

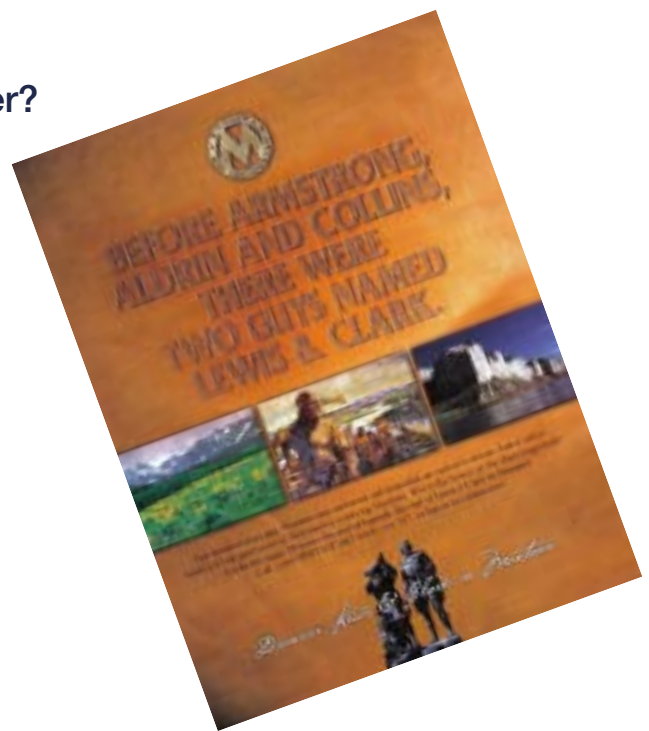
Discover Lewis & Clark in Montana



Reading a Poster

Look at the poster. Either with a partner or in a group discuss the following questions:-

- What is being advertised in this poster?
- Who were Armstrong, Aldrin and Collins? If you don't know use a reference book in your school library or an internet search engine to find out.
- Why have the advertisers used these 3 men to compare with Lewis and Clark? Do you think it is a good choice?
- Why have they chosen the particular shade of yellow/brown for the background?
- What does the emblem at the top of the poster remind you of and is this a good idea?
- Are the photographs effective?
- What is the slogan used in the poster?
- What do you consider to be the key selling words in the blurb?



The Lewis and Clark Expedition

You have probably never heard of William Clark and yet he is remembered and his life is celebrated in America for his part in a challenging expedition which charted the Louisiana Territory. The expedition lasted 2 years, 4 months and 10 days and in this time William Clark and the others with him covered over 8,000 miles.

Clark was a second generation Ulster-Scot whose family emigrated in the mid 18th century to Pennsylvania and then moved on into the Shenandoah Valley of Virginia. He was born in Caroline County and grew up in Charlottesville, Virginia. As a young man, in 1789, he joined the army and served bravely. His brother was General George Rogers Clark a distinguished Revolutionary War soldier but William eventually left the army and returned to run his family's estate.

In 1801 Thomas Jefferson became President of the United States. He negotiated with Napoleon, Emperor of France, to buy the Louisiana Territory which at that time belonged to France. In 1803 he completed the purchase at a cost of \$15 million.

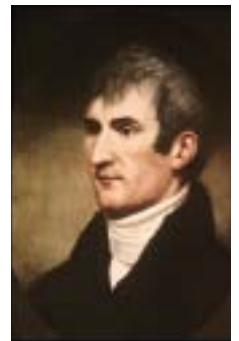
This new territory extended over 800,000 square miles from the Mississippi River to the Rocky Mountains and doubled the size of the United States at that time! However the land was unmapped and so Jefferson wanted to organise an expedition to see how easily (or not) the new land could be crossed from the Atlantic coast to the Pacific. He chose his private secretary Meriwether Lewis who was 24 years old to lead and Lewis chose William Clark, his former captain in the army, to join him.

So began an adventure which not only resulted in Clark providing detailed maps of the route but also establishing contact with native American peoples and drawing wonderful illustrations of plant and animal life. For example, they were the first Europeans to see and describe a grizzly bear.



Today you can still follow the Lewis-Clark Trail and that is what you are going to do now.

William Clark



Meriwether Lewis

Internet Research

As you work through this unit you may wish to do some extra research for yourself. Lewis and Clark are very famous in the USA and there are many, many websites which will give you information to help you.

Here are a few websites to get you started:

A site to give information about their corps of men -

<http://www.pbs.org/lewisandclark/inside/index.html>

A site about the Lewis and Clark Trail -

<http://www.lewisandclark.org/>

Lewis and Clark and the Fort Mandan Foundation -

<http://www.fortmandan.com/links/index.asp>



An interactive trail map -

http://www.pbs.org/lewisandclark/trailmap/index_flash.html

Follow in the footsteps of Lewis and Clark -

<http://www.sierraclub.org/lewisandclark/index.asp>

Includes links to over 200 other websites about this adventure -

<http://lewisandclarkhistory.com>.

University of Virginia website—

http://www.med.virginia.edu/hs-library/historical/lewis_clark/panel1.html

Watch a film following the route taken by the expedition —

<http://www.sierraclub.org/lewisandclark/bicentennial/film.asp>

The Lewis and Clark Expedition Places

You have been given a blank outline map of the United States of America.

You will also need an atlas or map of America.

Below is a list of the places associated with the Lewis and Clark expedition. Mark these places on your map in their correct positions.

IDAHO	IOWA	WEST VIRGINIA
ILLINOIS	INDIANA	KENTUCKY
MONTANA	NORTH DAKOTA	OREGON
SOUTH DAKOTA	VIRGINIA	TENNESSEE
NEBRASKA	KANSAS	MISSOURI
PENNSYLVANIA	WASHINGTON	

OUTLINE MAP OF THE UNITED STATES OF AMERICA



Expedition Timeline

- 1801** Jefferson becomes President
He appoints Meriwether Lewis as his personal secretary
Lewis helps him plan a western exploration
- 1803** Jefferson asks Congress to allow an expedition
Lewis is chosen as commander
Lewis invites his former army comrade, William Clark, to share command
Jefferson makes the Louisiana Purchase from France
Lewis sails a boat down the Ohio River and picks up Clark and the others on the way
They establish Camp Dubois on the east bank of the Mississippi
- 1804** Lewis and Clark attend ceremonies in St Louis transferring the Louisiana Territory to the USA
The expedition—numbering about 50 men—sets out
They travel in a keelboat and 2 smaller boats called pirogues
At the end of May they pass La Charette, the last white settlement
3 August the first official council with western Indians takes place
20 August, Sergeant Charles Floyd dies
September, the expedition moves onto the Great Plains and they become the first white men to see animals like coyotes and antelope
October the expedition reaches the area peopled by the Mandans and Hidsatas. They build Fort Mandan across the river from the Indian village where they spend the winter
- 1805** The expedition members hunt buffalo with the Mandans
Some of the group return down river with artefacts and live animals for Jefferson
33 (including a French-Canadian fur trader, his Shoshone wife and her baby) are left and they head into what is now Montana.
June they come to a fork in the river. They follow the southern fork and reach the Great Falls of the Missouri
August the expedition meets up with the Shoshone tribe and buys horses from them. They then head north towards the mountains.
They miss a shortcut which means a journey which should have taken only 4 days takes 53!
They run out of provisions
On the brink of starvation, they meet Nez Perce Indians , who help them.
They build some new canoes and head down the Clearwater River.
18 October they see Mount Hood in the distance so they know they are approaching the ocean.
They build winter quarters—Fort Clatsop - on the south side of the Columbia River near modern-day Astoria, Oregon.

Expedition Timeline

1806 23 March, the expedition hands over the fort to the Clatsops and leaves. In July, the group splits into smaller units with Clark taking a group down the Yellowstone River.

Lewis meanwhile heads north towards the Canadian border. Here he has a gun battle with some Blackfeet Indians trying to steal their horses.

Two Indians are killed—the only act of bloodshed during the expedition.

August, the small groups reunite and return to the Mandan villages.

HOME AGAIN

Captains Lewis and Clark are heroes. One senator tells Lewis it's as if he had just returned from the moon!

Lewis is named governor of the Louisiana Territory.

Clark is made Indian Agent for the west and Brigadier General of the Territory's militia



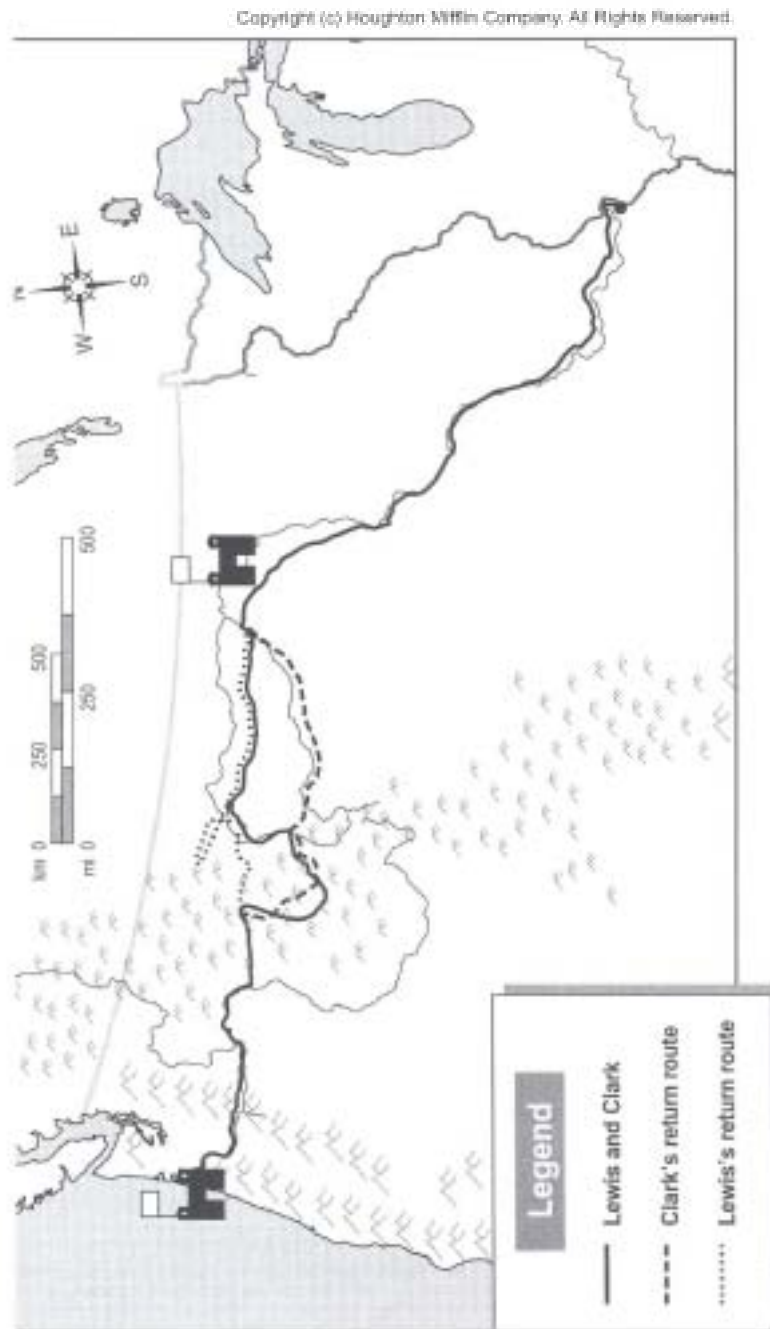
The route of the Lewis and Clark Expedition

You can find this interactive map at <http://www.pbs.org/lewisandclark/trailmap/index.html>

The Lewis and Clark Routes

As you follow the story of the expedition and research about the journey the Corps of Discovery made, fill in the names of the rivers, forts, mountains and the town they set out from which are marked on the map.

THE LEWIS AND CLARK ROUTES



The Lewis and Clark Expedition Resource Sheet A

CIRCA 1803

Woolly mammoths, Peruvian Llamas, blue-eyed, Welsh-speaking Indians. In 1803, such myths defined the uncharted West. The Lewis and Clark expedition later dispelled such speculations, including the most widely held myth and hope: the existence of a “northwest passage”.

Such a passage—a river or series of connected rivers that would cross the western mountains and reach the Pacific Ocean - would have allowed more direct commerce with the orient. Thomas Jefferson believed the discovery of the northwest passage would break open the wealth of North America.

Living in America

When Jefferson took the Oath of Office as the third President of the United States on March 4th, 1801, the nation had 5,308,483 people within its boundaries, which reached the Atlantic Ocean in the east to the Mississippi River in the west, from the Great Lakes in the north to the Gulf of Mexico in the south (roughly 1,000 miles by 1,000 miles). Only a comparably small area was occupied, however, and two-thirds of the population lived within 50 miles of the Atlantic.

Jefferson and many of his contemporaries were plantation owners. He and other “Virginia gentlemen” ascribed to a distinct lifestyle. On their vast estates, they led lives of refinement and enlightenment, hosting balls and dinners or discussing politics, philosophy and religion.

A party at Jefferson’s plantation, for example, often followed a day of riding and hunting. Guests feasted on sweet potatoes, peas, corn, breads, nuts, quail, ham, venison, bear, duck, milk and beer. Jefferson personally selected the best wines from France. For entertainment, he often played the violin while guests danced the Virginia reel and other favourites. Choice guests were men of the Enlightenment who conversed in French, Italian and German. They were well educated and well-read, curious about many topics, especially natural history, geography and the rights of man.

In spite of their interest in personal rights, country gentlemen built their abundant lifestyles with slave labour. Slave life—enforced by the lash—was filled with planting and harvesting. Owners did not perform this manual labour—they managed the details necessary to run the plantation. At this time, plantation owners did not practise crop rotation, so they continually sought more land to cultivate. Thus, as their plantations expanded, the owners’ economic survival hinged on the availability of slaves to work the land.

Other Virginia gentlemen, such as Meriwether Lewis, lacked the higher education and wealth of Jefferson's peers. Public schools did not exist, so planters often were educated by boarding with teachers—usually preachers or parsons—who would school them in grammar, math, natural science and Latin. Thus, a well-balanced education would complement their expertise in planting.

Since the country estates were so far apart, men such as Lewis acquired distinct wilderness skills. Lewis, for example, was a great horseman, hunter and hiker. Gentlemen travelling through the region were presumed to know the social refinements of plantation life, such as dancing, boxing and fiddle-playing.

Virginia gentlemen were expected to be hospitable, generous, courteous and kind to their inferiors. Debauchery, sexual liaisons, heavy drinking and other vices were common but condoned, as long as they did not hinder relations among members of society. Instead, the unpardonable offences were lying and meanness of spirit.

Not all men were content with or pursued the plantation life, and like Lewis, many sought adventure. One means to find it was by enlisting in the Army, where life often was spent on the frontier. It was the army's job to maintain order in the outer U.S. boundaries, usually with small, isolated groups of fewer than 100 officers and men.

The officer corps often struggled with internal conflicts, because it was one of the rare institutions in early America in which citizens from various regional, ethnic, educational and social backgrounds mingled in close quarters.

Rules for the officers were strict and specific. They were allowed at least one soldier from the line as a personal servant. Officers were not allowed to swear, express disrespect for their commanding officer or federal or state officials, be intoxicated on duty or absent without leave, or participate in duels. They were also forbidden to take mistresses. Despite the rules, many officers on the frontier lived flamboyantly, drank heavily and were promiscuous.

Flogging and other harsh punishments were commonly imposed on the enlisted men. Many of them deserted, lured by the chance to run off and lose themselves on the frontier, where they could establish squatters' rights and escape the discipline. Desertion was a serious problem and was severely punished, because the loss of just a few men in the small garrisons would damage fighting capability in the event of an Indian attack.

Most of the soldiers and others who trekked through the frontier ended up in Tennessee or Kentucky. Some traders and trappers went as far as the Missouri River, but the idea of a mass migration further west was still unrealistic.

Navigating Towards Commerce

In 1803, only four roads crossed the Appalachian Mountains. But the United States had the potential to become a powerful nation if it could add the area west of the Mississippi to its territory. At that time, however, people were sceptical that one nation could govern an entire continent. The distance between the Appalachians and the Mississippi, the limited transportation options and the unanswered questions about the western land were barriers to westward expansion. Also, horses were the fastest mode of transportation and the few roads or trails that existed were in poor condition. It was impossible to get anything from the Mississippi to the Atlantic seaboard in fewer than six weeks. These barriers helped quell ideas of spreading national interests further west.

The half-million Americans (one out of every ten) who already lived west of the Appalachian Mountains, however, felt they had found their own “national” interests. Since water routes were viewed as a source of commerce, many people along the Mississippi viewed themselves as the seeds of an independent nation that would tap into the world marketplace, not by going east to the Atlantic seaboard, but by following the Ohio and Mississippi river system down to the Gulf of Mexico.

Jefferson knew the inhabitants of this region posed a risk of secession from the United States. After all, the nation, only 18 years old, was born of rebellion. He was determined to obtain the vital trading port of New Orleans for the United States, in part to prevent the West from breaking away.

Other nations also sought to control the West’s destiny but still knew little about the region. Spanish conquistadors had explored the Southwest, French and Spanish fur traders had ventured part of the way up the Missouri River and the British had visited the Mandan Indians in what is now North Dakota.

The Idea of the West

Like his fellow scholars, Jefferson had many ideas about the unknown areas westward. He was keenly interested in the region and his personal library at Monticello had more books about the subject than did any other library in the world.

Some of Jefferson’s books described a landmass of erupting volcanoes and mountains of undissolved salt. Others readings led him to believe that Virginia’s Blue Ridge Mountains might be the continent’s highest. (The Blue Ridge Mountains peak at around 6,500 feet, while the Rocky Mountains in Colorado top out at over 14,400 feet.)

Depictions of land and creatures in the west often came from the imaginations of men who had never been there. Many reports told of western terrain spotted with wondrous creatures: unicorns, gargantuan woolly mastadons, seven-foot-tall beavers and friendly, slim-waisted buffalo.

Maps of the west proved equally fictitious. European geographers, for example, drew maps depicting California as an island. Other maps showed the Rocky Mountains to be narrow and undaunting.

The lack of detail in maps circa 1803 hinted at the enormous task to be faced by the Lewis and Clark expedition. Before the journey, Meriwether Lewis had map Collector Albert Gallatin make a special map that showed North America from the Pacific coast to the Mississippi.

The map depicted only three points of certainty: the latitude and longitude of the mouth of the Columbia and of the St Louis and details of what was known of the Missouri River up to the Mandan villages in the Great Bend of the river (today's Bismarck, North Dakota.) The map also estimated how the Rockies might look and the course of the Columbia, which no one had charted beyond its mouth.

But the area that lay between the Mandans west was blank until someone had walked the land, taken measurements and described the flora, fauna, rivers, mountains and people. Observations of the commercial and agricultural possibilities of the regions were equally crucial.

Jefferson: Planning a Nation's Destiny

On January 18th, 1803, President Jefferson sent a confidential message to Congress stating in part, "The river Missouri and the Indians inhabiting it, are not as well known as is rendered desirable by their connection with the Mississippi, and consequently with us..."

Jefferson went on to propose that " an intelligent officer with ten or twelve chosen men...might explore the whole line, even to the Western Ocean."

This proposal culminated Jefferson's long-standing but quiet plans to send a trailblazing expedition into the great void beyond the Mississippi. And although the president was a scholar of the sciences, his push for such an expedition was as much for political reasons as it was for advancing botany or topography. He viewed the commercial growth in the west as the key to a United States stronghold in the region.

The political climate in 1803 complicated Jefferson's request. He had asked Congress to authorize a military reconnaissance into unknown lands that already were claimed by the two most powerful nations in the world, France and Britain with a third, Spain, clinging to a hold in the south and far west. Jefferson already had approached Spanish officials administering the region on behalf of France, seeking their approval to pass through the Louisiana Territory for the purposes of exploration. Spanish ambassador Don Carlos Martinez objected, but Jefferson pressed ahead with his request to Congress.

Knowing there would be sceptics, especially among his foes in the federalist party, Jefferson worded his message in a way that minimized military risks and used commercial gains as the bait. He made the temptation cheap, asking only \$2,500 to fund the expedition (although the actual costs reached \$38,722). On February 28th, 1803, Congress approved Jefferson's request.

Jefferson was elated. For nearly two decades he had actively strategized to traverse the west and find the northwest passage to the Pacific. Before becoming President, he had been the force behind at least two other aborted expeditions. Some historians have speculated that when Jefferson was first elected, he already had begun planning for another expedition because he hired rural Virginian Captain Meriwether Lewis as his private secretary, instead of qualified applicants who lived nearby.

Louisiana

Congress' approval of the journey was a big step forward, yet within months it would be eclipsed by an agreement that not only transformed the purpose of the expedition but the very destiny of the United States.

It began with a bid from Jefferson's emissaries in Paris to buy the vital trading port of New Orleans. Negotiations had gone nowhere until Napoleon Bonaparte, preparing for another war with England, suddenly announced that the United States could have New Orleans if it would take the entire 820,000-square mile Louisiana Territory for \$15 million (about three cents an acre).

Bonaparte had his own reasons for the dramatic offer. He held title to Louisiana but had little power to enforce it. The Americans, he believed, were sure to overrun the area long before he could get an army there, if he ever could. Further, the land sale would empower a young nation that shared one of France's common rivals: England.

Amazed by the offer, Jefferson accepted and rushed the treaty through Congress, in spite of doubts about its constitutionality. Federalists attacked the purchase not only as a blatant use of executive power, but as a waste of money. Nevertheless, the treaty was signed on April 30, 1803. In a single stroke, the size of the United States was doubled.

The Louisiana Purchase was not publicly announced until July 3rd, just two days before Meriwether Lewis left Washington, D.C., for Pittsburgh to begin purchasing supplies and hiring men for the expedition. For Lewis, the purchase changed what would have been a semi-covert mission through foreign territory into a bold survey of American owned land.

Jefferson sent Lewis off with several pages of specific instructions about what information to collect during the journey: What were the Indians like? What were their languages, their customs, their medical habits? Jefferson craved details of plant and animal life, the minerals and the mountains. And, of course, he wanted to know the possibilities for trade.

To ensure the expedition's success in obtaining whatever it would need to meet his goals, Jefferson signed and gave Lewis a one-page letter pledging "the faith of the United States" to reimburse anyone for any goods or services that Lewis needed.

So the expedition had a limitless line of credit, and rightly so, in Jefferson's view. He was asking Meriwether Lewis and William Clark not only to chart the new territory of the United States, but the nation's destiny.



The Lewis and Clark Expedition Activity Sheet A

Now that you have read or heard about the United States of America 'Circa 1803' fill in the following details on the sheet below. You may work:

***on your own**

***with a partner**

***in a group**

How people lived	What people knew about America	Myths and Rumours about the West

The Lewis and Clark Expedition Resource Sheet B

In 1803, when our story begins, the western states of America were unmapped. There were many myths and stories which told of woolly mammoths, Peruvian Llamas and blue-eyed, Welsh-speaking Indians! Lewis and Clark's expedition travelled this area and made detailed maps of it, bringing back a true account of what it and its peoples were like.

Living in America

When Jefferson became the third President of the United States of America in 1801, there were 5,308,438 inhabitants. The area of the country was roughly 1000 miles by 1000 miles from the Atlantic Ocean in the east to the Mississippi River in the west; from the Great Lakes in the north to the Gulf of Mexico in the south. Most of the settlers lived within 50 miles of the eastern coast, while the rest of the land was inhabited by animals and Native Americans.

The Idea of the West

Jefferson was very interested in the West. In his library he had many books about it but the maps they contained were full of inaccuracies. In January 1803 Jefferson sent a secret message to Congress. He proposed that a small group of men should travel through the vast, uncharted area and make detailed maps.

Louisiana

Congress gave its permission for this expedition to take place. Within months Jefferson had also bought the Louisiana Purchase—New Orleans and about 820,000 square miles of Louisiana Territory from the French. This doubled the size of the United States!

The Expedition

During the expedition, Lewis and Clark and their men were to meet with the Indians and find out what they were like. They were to record the plant and animal life and, above all, they were to make detailed maps so that the area could be opened up for trade.

The Lewis and Clark Expedition Activity Sheet B

Now you have read and thought about life in America at the time of this expedition, your task is to imagine you have been chosen to be one of the team.

As a member of the Lewis and Clark expedition you know you will be away from home for a long time—perhaps you will never return. You are going out into the unknown.

Now -

- Write a letter to a friend or member of your family.
- In it you should include where you expect to be going; what you hope (or fear!) you might see there and what you will miss while you are away.
- You might want to include some drawings to illustrate your letter e.g. animals you might see on your trip.

Remember -

- You should write as if the expedition is just about to take place.
- Set your letter out properly.



Interactive Trail Map



Go to

http://www.pbs.org/lewisandclark/trailmap/index_flash.html

Here you will find an interactive Trail Map.

You can 'visit' the states which they travelled through.

There are also links from this page to various other sites about their expedition and about the Native Americans with whom they met.

There are also sound files on this site where you can listen to interviews about William Clark and his skill as a map maker.

The Lewis and Clark Expedition Resource Sheet C

Letter from Thomas Jefferson, President of the United States of America to Meriwether Lewis (including Jefferson's original mis-spellings!)

To Meriwether Lewis, esquire, captain of the first regiment of infantry of the United States of America:

Your situation as secretary of the president of the United States, has made you acquainted with the objects of my confidential message of January 18, 1803, to the legislature; you have seen the act they passed, which, though expressed in general terms, was meant to sanction those objects, and you are appointed to carry them to execution.

Instruments for ascertaining, by celestial observations, the geography of the country through which you will pass, have already been provided. Light articles for barter and presents among the Indians, arms for your attendants, say from ten to twelve men, boats, tents, and other traveling apparatus, with ammunition, medicine, surgical instruments and provisions, you will have prepared, with such aids as the secretary at war can yield in his department; and from him also you will receive authority to engage among our troops, by voluntary agreement, the attendants abovementioned; over whom you, as their commanding officer, are invested with all the powers the laws give in such a case.

As your movements, while within the limits of the United States, will be better directed by occasional communications, adapted to circumstances as they arise, they will not be noticed here. What follows will respect your proceedings after your departure from the United States.

Your mission has been communicated to the ministers here from France, Spain and Great Britain, and through them to their governments, and such assurances given them as to its objects, as we trust will satisfy them. The country of Louisiana having been ceded by Spain to France, the passport you have from the minister of France, the representative of the present sovereign of the country, will be a protection with all its subjects; and that from the Minister of England will entitle you to the friendly aid of any traders of that allegiance with whom you happen to meet.

The object of your mission is to explore the Missouri River, and such principal streams of it, as, by its course and communication with the waters of the Pacific Ocean, whether the Columbia, Oregon, Colorado, or any other river, may offer the most direct and practicable water communication across the continent, for the purposes of commerce.

Beginning at the mouth of the Missouri, you will take observations of latitude and longitude, at all remarkable points on the river, and especially at the mouths of rivers, at rapids, at islands, and other places and objects distinguished by such natural marks and characters, of a durable kind, as that they may with certainty be recognised hereafter. The courses of the river between these points of observation may be supplied by the compass, the log-line, and by time, corrected by the observations themselves. The variations of the needle, too, in different places, should be noticed.

The interesting points of the portage between the heads of the Missouri, and of the water offering the best communication with the Pacific ocean, should also be fixed by observation; and the Course of that water to the ocean, in the same manner as that of the Missouri.

Your observations are to be taken with great pains and accuracy; to be entered distinctly and intelligible for others as well as yourself; to comprehend all the elements necessary, with the aid of the usual tales, to fix the latitude and longitude of the places at which they were taken; and are to be rendered to the war-office, for the purpose of having the calculations made concurrently by proper persons within the United States. Several copies of these, as well as your other notes, should be made at leisure times, and put into the care of the most trust worthy of your attendants to guard, by multiplying them against the accidental losses to which they will be exposed. A further guard would be, that one of these copies be on the cuticular membranes of the paper-birch, as less liable to injury from damp than common paper.

The commerce which may be carried on with the people inhabiting the line you will pursue, renders a knowledge of those people important. You will therefore endeavour to make yourself acquainted, as far as a diligent pursuit of your journey shall admit, with the names of the nations and their numbers;

*The extent and limits of their possessions;
Their relations with other tribes or nations;
Their language, traditions, monuments;
Their ordinary occupations in agriculture, fishing
Hunting, war, arts, and the implements for these;
Their food, clothing, and domestic accommodations.*

*The diseases prevalent among them, and the remedies they use;
Moral and physical circumstances which distinguish them from the
tribes we know;
Peculiarities in their laws, customs, and dispositions;
And articles of commerce they may need or furnish, and to what extent.*

*And, considering the interest which every nation has in extending and
strengthening the authority of reason and justice among the people around
them, it will be useful to acquire what knowledge you can of the state of
morality, religion, and information among them; as it may better enable
those who may endeavour to civilize and instruct them, to adapt their
measures to the existing notions and practices of those on whom they are to
operate.*

*Other objects worthy of notice will be;
The soil and face of the country, its growth and vegetable productions,
especially those not of the United States;
The animals of the country generally, and especially those not known
in the United States;
The remains and accounts of any which may be deemed rare or
extinct;
The mineral productions of every kind, but more particularly metals,
limestone, pit-coal and saltpetre;
salines and mineral waters, noting the temperature of the last, and
such circumstances as may indicate their character;
Volcanic appearances;
Climate, as characterized by the thermometer, by the proportion of
rainy, cloudy, and clear days; by lightning, hail, snow, ice; by the
access and recess of frost; by the winds prevailing at different seasons;
the dates at which particular plants put forth, or lose their flower
or leaf;
times of appearance of particular birds, reptiles or insects.*

*Although your route will be along the channel of the Missouri, yet you will
endeavour to inform yourself, by inquiry, of the characters and extent of the
country watered by its branches, and especially on its southern side. The
North river, or Río Bravo, which runs into the gulf of Mexico, and the North
river, or Río Colorado, which runs into the gulf of California, are understood*

to be the principal streams heading opposite to the waters of the Missouri, and running southwardly. Whether the dividing grounds between the Missouri and them are mountains or flatlands, what are their distance from the Missouri, the character of the intermediate country, and the people inhabiting it, are worthy of particular inquiry. The northern waters of the Missouri are less to be inquired after, because they have been ascertained to a considerable degree, and are still in a course of ascertainment by English traders and travellers; but if you can learn any thing certain of the most northern source of the Mississippi, and of its position relatively to the lake of the Woods, it will be interesting to us. Some account too of the path of the Canadian traders from the Missisipi, at the mouth of the Ouisconsing to where it strikes the Missouri, and of the soil and rivers in its course, is desirable.

In all your intercourse with the natives, treat them in the most friendly and conciliatory manner which their own conduct will admit; allay all jealousies as to the object of your journey; satisfy them of its innocence; make them acquainted with the position, extent, character, peaceable and commercial dispositions of the United States; of our wish to be neighbourly; friendly, and useful to them, and of our dispositions to a commercial intercourse with them; confer with them on the points most convenient as mutual emporiums, and the articles of most desirable interchange for them and us. If a few of their influential chiefs, within practicable distance, wish to visit us, arrange such a visit with them, and furnish them with authority to call on our officers on their entering the United States, to have them conveyed to this place at the public expense. If any of them should wish to have some of their young people brought up with us, and taught such arts as may be useful to them, we will receive, instruct, and take care of them. Such a mission, whether of influential chiefs, or of young people, would give some security to your own party. Carry with you some matter of the kine-pox; inform those of them with whom you may be of its efficacy as a preservative from the small-pox, and instruct and encourage them in the use of it. This may be especially done whenever you winter.

As it is impossible for us to foresee in what manner you will be received by those people, whether with hospitality or hostility, so it is impossible to prescribe the exact degree of perseverance with which you are to pursue your journey. We value too much the lives of citizens to offer them to probable destruction. Your numbers will be sufficient to secure you against the unauthorized opposition of individuals, or of small parties; but if a superior,

authorized, or not authorized, by a nation, should be arrayed against your further passage, and inflexibly determined to arrest it, you must decline its further pursuit and return. In the loss of yourselves we should lose also the information you will have acquired. By returning safely with that, you may enable us to renew the essay with better calculated means. To your own discretion, therefore, must be left the degree of danger you may risk, and the point at which you should decline, only saying, we wish you to err on the side of your safety, and to bring back your party safe, even if it be with less information.

As far up the Missouri as the white settlements extend, an intercourse will probably be found to exist between them and the Spanish post of St Louis opposite Cahokia, or St Genevieve opposite Kaskaskia. From still further up the river the traders may furnish a conveyance for letters. Beyond that you may perhaps be able to engage Indians to bring letters for the government to Cahokia, or Kaskaskia, on promising that they shall receive such special compensation as you shall have stipulated with them. Avail yourself of these means to communicate with us, at seasonable intervals, a copy of your journal, notes and observations of every kind, putting into cypher whatever might do injury if betrayed.

Should you reach the Pacific ocean, inform yourself of the circumstances which may decide whether the furs of those parts may not be collected as advantageously at the head of the Missouri (convenient as is supposed to the waters of the Colorado and Oregon or Columbia) as at Nootka Sound, or any other point of that coast; and that trade be consequently conducted throught the Missouri and United States more beneficially than by the circumnavigation now practised.

On your arrival on that coast, endeavour to learn if there be any port within your reach frequented by the sea vessels of any nation, and to send two of your trusty people back by sea, in such way as shall appear practicable, with a copy of your notes; and should you be of opinion that the return of your party by the way they went will be imminently dangerous, then ship the whole, and return by sea, by the way either of Cape Horn, or the Cape of Good Hope, as you shall be able. As you will be without money, clothes, or provisions, you must endeavour to use the credit of the United States to obtain them; for which purpose open letters of credit shall be furnished you, authorizing you to draw on the executive of the United States, or any of its officers, in any part of the world, on which draughts can

be disposed of, and apply with our recommendations to the consuls, agents, merchants, or citizens of any nation with which we have intercourse, assuring them, in our name, that any aids they may furnish you shall be honourably repaid, and on demand. Our consuls, Thomas Hewes, at Batavia, in Java, William Buchanan, in the Isles of France and Bourbon, and John Elmslie, at the Cape of Good Hope, will be able to supply your necessities, by draughts on us.

Should you find it safe to return by the way you go, after sending two of our party round by sea, or with your whole party, if no conveyance by sea can be found, do so; making such observations on your return as may serve to supply, correct, or confirm those made on your outward journey.

On reentering the United States and reaching a place of safety, discharge any of your attendants who may desire and deserve it, procuring for them immediate payment of all arrears of pay and assure them that they shall be recommended to the liberality of the legislature for the grant of a soldier's portion of land each, as proposed in my message to congress, and repair yourself, with your papers, to the seat of government.

To provide, on the accident of your death, against anarchy, dispersion, and the consequent danger to your party, and total failure of the enterprise, you are hereby authorized, by any instrument signed and written in your own hand, to name the person among them who shall succeed to the command on your decease, and by like instruemnts to change the nomination, from time to time, as further experience of the characters accompanying you shall point out superior fitness; and all the powers and authorities given to yourself are, in the event of your death, transferred to, and vested in the successor so named, with further power to him and his successor so named, with further power to him and his successors, inlike manner to name each his successor, who, on death of his predecessor, shall be invested with all the powers and authorities given to yourself. Given under my hand at the city of Washington, this twentieth day of june, 1803.



*Thomas Jefferson
President of the United States of America*

The Lewis and Clark Expedition Resource Sheet D

Extracts from a letter from Thomas Jefferson, President of the United States of America to Meriwether Lewis (including Jefferson's original mis-spellings!)

To Meriwether Lewis, esquire:

Your situation as secretary of the president of the United States, has made you acquainted with the objects of my confidential message of January 18, 1803, to the legislature; you have seen the act they passed.

Instruments for ascertaining, by celestial observations, the geography of the country through which you will pass, have already been provided. Light articles for barter and presents among the Indians, arms for your attendants, say from ten to twelve men, boats, tents, and other traveling apparatus, with ammunition, medicine, surgical instruments and provisions, you will have prepared, with such aids as the secretary at war can yield in his department; and from him also you will receive authority to engage among our troops, by voluntary agreement, attendants..

The object of your mission is to explore the Missouri River, and streams of it, as, by its course and communication with the waters of the Pacific Ocean, may offer the most direct and practible water-communication across the continent, for the purposes of commerce.

Beginning at the mouth of the Missouri, you will take observations of latitude and longitude, at all remarkable points on the river. Your observations are to be taken with great pains and accuracy. Several copies of these, as well as your other notes, should be made at leisure times, and put into the care of the most trust worthy of your attendants to guard, by multiplying them against the accidental losses to which they will be exposed. A further guard would be, that one of these copies be on the cuticular membranes of the paper-birch, as less liable to injury from damp than common paper.

The commerce which may be carried on with the people inhabiting the line you will pursue, renders a knowledge of those people important. You will therefore endeavour to make yourself acquainted with the names of the nations and their numbers.

The extent and limits of their possessions;
Their relations with other tribes or nations;
Their language, traditions, monuments;
Their ordinary occupations in agriculture, fishing

*Hunting, war, arts, and the implements for these;
Their food, clothing, and domestic accommodations.
The diseases prevalent among them, and the remedies they use;
Moral and physical circumstances which distinguish them from
the tribes we know;
Peculiarities in their laws, customs, and dispositions;
And articles of commerce they may need or furnish, and to what extent.*

*Other objects worthy of notice will be;
The soil and face of the country, its growth and vegetable productions,
especially those not of the United States;
The animals of the country generally, and especially those not
known in the United States;
The remains and accounts of any which may be deemed rare or extinct;
The mineral productions of every kind, but more particularly
metals, lime-stone, pit-coal and saltpetre;
Volcanic appearances;
Climate, times of appearance of particular birds, reptiles or insects.*

In all your intercourse with the natives, treat them in the most friendly and conciliatory manner ; allay all jealousies as to the object of your journey; satisfy them of its innocence; make them acquainted with the position, extent, character, peaceable and commercial dispositions of the United States; of our wish to be neighbourly; friendly, and useful to them, and of our dispositions to a commercial intercourse with them; If a few of their influential chiefs wish to visit us, arrange such a visit with them. If any of them should wish to have some of their young people brought up with us, and taught such arts as may be useful to them, we will receive, instruct, and take care of them.

As it is impossible for us to foresee in what manner you will be received by those people, whether with hospitality or hostility, so it is impossible to prescribe the exact degree of perseverance with which you are to pursue your journey. We value too much the lives of citizens to offer them to probable destruction. In the loss of yourselves we should lose also the information you will have acquired. By returning safely with that, you may enable us to renew the essay with better calculated means.

Should you reach the Pacific ocean, inform yourself of the circumstances which may decide whether the furs of those parts may not be collected as advantageously at the head of the Missouri as at Nootka Sound.

On your arrival on that coast, endeavour to learn if there be any port within your reach frequented by the sea vessels of any nation, and to send two of your trusty people back by sea with a copy of your notes; and should you be of opinion that the return of your party by the way they went will be imminently dangerous, then ship the whole, and return by sea.

As you will be without money, clothes, or provisions, you must endeavour to use the credit of the United States to obtain them; for which purpose open letters of credit shall be furnished you, authorizing you to draw on the executive of the United States, or any of its officers, in any part of the world, on which draughts can be disposed of, and apply with our recommendations to the consuls, agents, merchants, or citizens of any nation with which we have intercourse, assuring them, in our name, that any aids they may furnish you shall be honourably repaid, and on demand. Should you find it safe to return by the way you go, after sending two of our party round by sea, or with your whole party, if no conveyance by sea can be found, do so; making such observations on your return as may serve to supply, correct, or confirm those made on your outward journey.

On reentering the United States and reaching a place of safety, discharge any of your attendants who may desire and deserve it, procuring for them immediate payment of all arrears of pay and assure them that they shall be recommended to the liberality of the legislature for the grant of a soldier's portion of land each, as proposed in my message to congress, and repair yourself, with your papers, to the seat of government.

To provide, on the accident of your death, against anarchy, dispersion, and the consequent danger to your party, and total failure of the enterprise, you are hereby authorized, by any instrument signed and written in your own hand, to name the person among them who shall succeed to the command on your decease; and all the powers and authorities given to yourself are, in the event of your death, transferred to, and vested in the successor so named.

Given under my hand at the city of Washington, this twentieth day of June, 1803.

*Thomas Jefferson
President of the United States of America*

Jefferson Letter Task

You have now read the letter which President Thomas Jefferson sent to Meriwether Lewis containing his instructions for the expedition.

Imagine you are Meriwether Lewis. You want to make sure you have understood your orders and what you are expected to do. You will also need to explain them to your friend William Clark so he could take over command if anything happens to you.

STEP 1:

Summarize the instructions you have been given in bullet points.

For this you will need to select the important information and orders.



STEP 2:

Check over your notes with a partner. See if they have included information which you have not. See if you or they have left out anything really important.



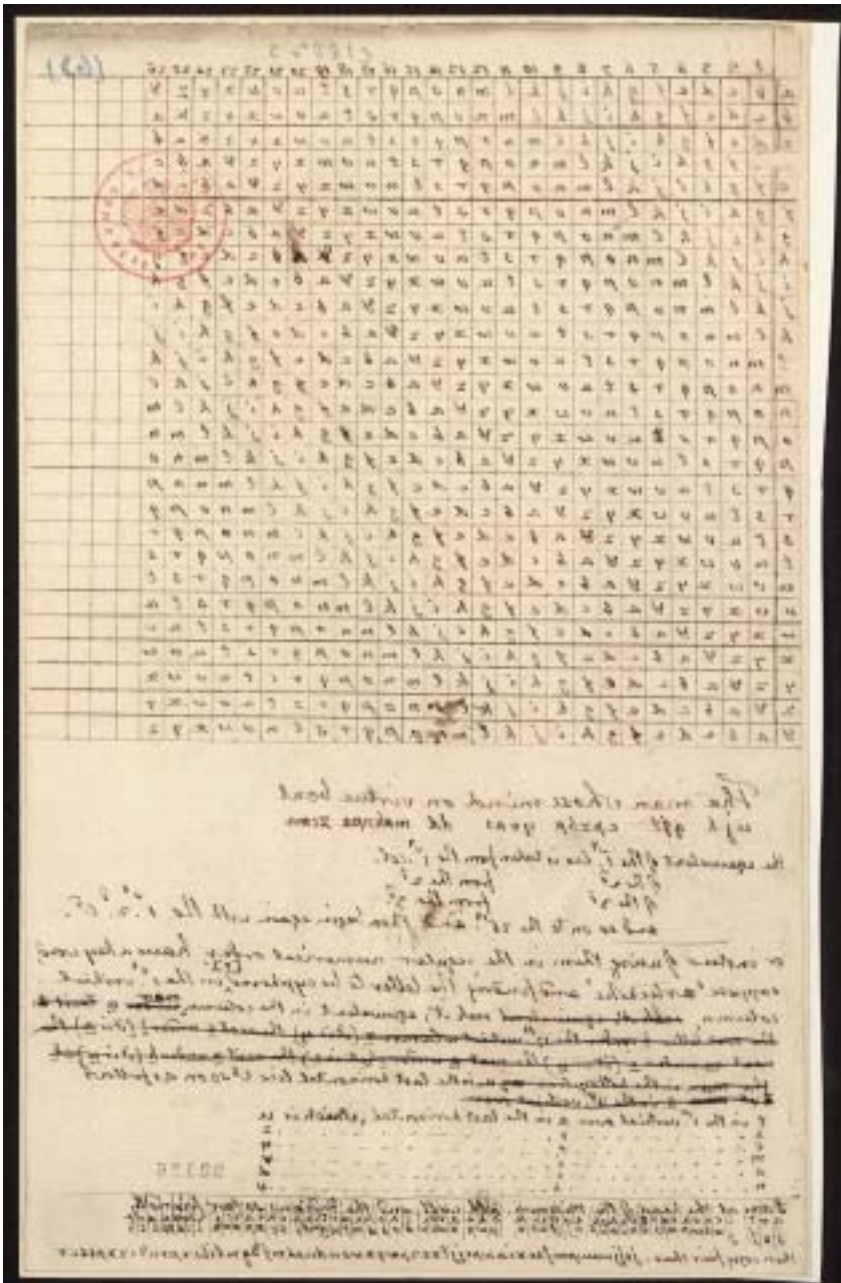
STEP 3:

Now write a letter as Meriwether Lewis to William Clark explaining what you are all going to do before, during and after the expedition and what Jefferson expects you to find out.



secret ciphers

Jefferson gave the Lewis and Clark expedition a secret cipher or code so that they could send secret messages back to Washington. He did not want sensitive information to fall into the hands of other nations.



Task

Jefferson created a cipher using a grid to make letters of the alphabet represent other letters.

His secret message would not make sense to a casual reader but someone with the cipher grid could translate his message.

Your task is to:

- Create your own cipher.
- Write a message to a partner
- Give them the cipher and see if they can 'read' your message

The Journey of Lewis and Clark

Lewis along with eleven others and his Newfoundland dog, Seaman, left Pittsburgh on 30 August 1803 and travelled down the Ohio River. In mid October, Clark with his black manservant, York, joined them at Clarksville, Indiana Territory, opposite Louisville. They recruited some more men there and then moved on to St Louis which they reached in the middle of December. They built their camp opposite the confluence of the Missouri and Mississippi rivers at River Dubois. Clark, who was the more experienced frontiersman, supervised the building of their winter camp.

Over the winter they trained and prepared for their onward expedition. They set out again on 14th May 1804. Clark wrote in his journal: “ *Set out at 4 o'clock pm and proceeded under a jentle brease up the Missouri.*”

At the end of October the party reached the villages of the Mandan and Hidatsa Indians in North Dakota. Here they overwintered in the spot they named Fort Mandan, in honour of the local Indians. They stayed for five months hunting and speaking with both the Indians and the French-Canadian traders in the area. It was while they were here that they picked up an interpreter - a French-Canadian named Toussaint Charbonneau who travelled along with his wife, a Shoshone Indian named Sacagawea.

Clark was the cartographer (or mapmaker) in the group. The first significant map which he prepared was done while at Fort Mandan. As they moved ever westwards Clark continued to take careful measurements and notes of all they saw. This included notes on botanical and zoological specimens. He also marked potential mineral deposits which would be of critical importance to U.S. expansion in the years to come.

In late October 1806, after finishing the expedition and returning to St Louis, Lewis and Clark led a cavalcade eastward that included a party of Indian representatives. Clark and York stopped off in Louisville to visit his family and Julia Hancock, his future wife.

In January 1807, Clark went to Washington to receive his rewards - double pay; a grant of 1600 acres of land and a position as General of Militia and Superintendent of Indian Affairs.

Lewis and Clark Word Search



M	J	D	K	V	Z	Q	B	P	U	C	F	Q	M	Q	E	L	H
G	C	M	M	A	S	S	H	O	S	H	O	N	E	J	B	C	G
J	H	I	U	S	I	C	L	A	R	K	I	I	R	E	L	I	D
P	I	S	T	H	O	M	A	S	M	D	C	W	I	F	A	P	O
U	N	S	G	Y	U	S	P	E	A	F	L	Q	W	F	C	H	M
R	O	I	C	L	X	K	C	T	G	D	O	B	H	E	K	E	A
C	O	S	P	E	A	C	E	U	J	W	U	M	E	R	F	R	N
H	K	S	D	U	B	O	I	S	S	I	I	K	T	S	E	C	D
A	S	I	I	G	I	B	S	A	H	L	S	R	H	O	E	D	A
S	T	P	Z	O	Y	M	E	D	A	L	I	M	E	N	T	H	N
E	I	P	U	G	T	O	O	U	K	I	A	E	R	T	F	K	S
T	V	I	T	K	X	O	J	A	Z	A	N	L	E	W	I	S	Y
L	O	Y	N	I	I	N	S	J	N	M	A	P	D	B	G	M	Q
C	A	M	P	U	L	O	C	H	U	A	E	R	D	X	I	C	N

William	Camp	Blackfeet	Lewis
Meriwether	Peace	Sioux	Clark
Thomas	Cipher	Shoshone	Jefferson
Louisiana	Mandans	Otos	Dubois
Mississippi	Chinooks	Purchase	Medal

Native Americans

During their expedition, Lewis and Clark came into contact with almost 50 different Native American tribes.

These included:

Blackfeet

Chinooks

Sioux

Mandans

Otos

Shoshone



You will find a map showing tribes and their homelands at www.pbs.org/lewisandclark/native/index.html. It is interactive so if you click on a name you will get more information about that tribe.

Divide into groups.

Each group chooses one tribe.

Find out all the information you can about your chosen tribe.

Present this information to the rest of the class either using a written project or an oral presentation.

For your oral presentation you could use PowerPoint. Ask your teacher for the PowerPoint Help Sheet if you need some help.

Meet Sacagawea

Sacagawea was a Shoshone Indian who was the guide, interpreter and negotiator for the Lewis and Clark expedition of discovery. She travelled with them from North Dakota to Oregon on the western coast and back again.

The party met Sacagawea when they were camped for the winter at Fort Mandan in North Dakota. When she was just a young girl, Sacagawea had been kidnapped by the Hidatsa Indians. Later she was sold to a French-Canadian fur trader named Toussaint Charbonneau and eventually she married him. Charbonneau and Sacagawea were hired to help guide the expedition.



Sacagawea was pregnant when she first joined them and so she had to carry her newborn baby boy along on the expedition.

William Clark, in his journal, kept a detailed account of Sacagawea's contributions to the expedition. Her knowledge and language skills proved very useful to the men.

Unfortunately, Sacagawea died at Fort Manuel in South Dakota on December 20, 1812, soon after giving birth to a daughter who was named Lisette. After her death, William Clark adopted her two children, Jean Baptiste and Lisette and brought them up at his home in Missouri.

Alternative Version

There is an alternative version that says Sacagawea lived to be a very old woman on the Wind River Indian Reservation in Wyoming.



A golden Sacagawea dollar coin was introduced in the USA in 2000.

Your Expedition

You are going to undertake and map a journey within your own school or local area. Your teacher will be the leader of the expedition. You will be William Clark, the map -maker and journal-keeper.

On the journey you will need to:-

- Note your starting time and the compass directions you follow
- Whenever you change direction you should work out the distance you have covered so far and the new direction you have taken
- Note locations and points of reference or special interest as you pass them and perhaps think up some good new names for them
- When you reach your destination you will hide a shell which your teacher will give you to represent the Lewis and Clark expedition reaching the Pacific Ocean coast

Back in the classroom you will need to:-

- Draw a detailed map of the route you followed
- Write up a detailed journal for your expedition

ASSESSMENT/EVALUATION

You will be able to assess how successfully you completed this task by giving your map to someone from other class or to another teacher and asking them to find your hidden shell.



Being William Clark: Your Writing Journal

On 20th June 1803, President Jefferson sent Meriwether Lewis detailed instructions about what he and Clark were expected to do during their expedition into the unknown.

Your mission is to explore

YOU now have a mission to carry out. You must:-

- **TAKE NOTES**

“Your observations are to be taken with great pains and accuracy, to be entered distinctly and intelligibly for others as well as yourself.”

- **NAME NEW PLACES**

“...take careful observations of natural marks and characters.... [so] they may with certainty be recognised hereafter.”

- **OBSERVE**

“By compass..... and by time.”

- **WHAT TO OBSERVE**

“..the geography of the country through which you will pass” and “other objects of note”.

- **WRITE UP YOUR NOTES**

“...inform yourself by inquiry.... Making such observations on your return as may serve to supply, correct or confirm those made on your outward journey.”



Jefferson Peace Medal



Front



Reverse

Design An Award

Each year, some people are honoured as 'People of the Year'.

- It might be because they have been brave and done something heroic like rescuing someone from danger.
- It might be because they have faced some major problem themselves e.g. illness or injury.
- It might be because they have helped someone else or their community e.g. raising money for charity or caring for a member of their family who is disabled.

Imagine a new award is to be presented in Northern Ireland this year for the first time.

Task

Design the award.

It could take the form of a medal, a trophy, a shield or any other thing you like. Make sure it reflects what the award is for and when it is presented.



Nomination Form

Each year, some people are honoured as 'People of the Year'.

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- It might be because they have faced some major problem themselves e.g. illness or injury.
- It might be because they have helped someone else or their community e.g. raising money for charity or caring for a member of their family who is disabled.

Imagine a new award is to be presented in Northern Ireland this year for the first time.

Task



In your group think of people who you think deserve such an award. It could be someone you know or someone famous you have never met. It could be someone local or someone from anywhere in the world.

Now each person in the group fills in their own Nomination Form for the person they think deserves an award.



'Person of The Year' Nomination Form

Please complete the first section in block capitals.

SECTION A—About You

Your Name

Your Address

.....

SECTION B—About Your Nominee

Name of person you wish to nominate

In not more than 100 words explain why you think they should receive an award.

.....

.....

.....

.....

.....

.....

.....

.....

Signed Date



Self Assessment Page

If you want to achieve your goals in life - no matter what they are - you have to be prepared to work hard. Take some time to assess your work during this unit.

You need to climb 8 rungs of the ladder to reach success.

Only if you can honestly say you worked to the very best of your ability in each of the following 8 aspects of this unit of work can you assess your work as successful.

Rate yourself under the following 8 headings:

- Keeping on task at all times
- Contributing sensible and helpful ideas in the group discussion and listening carefully to others
- Doing additional research using some internet sites
- Persevering with difficult texts like Jefferson's letter, the resource sheets and creating the map and journal on your expedition
- Using a dictionary or online resource to find out the meanings of words you did not know
- Writing a suitable letter to a friend
- Selecting appropriate details in the Jefferson letter
- Completing the word search
- Creating an interesting Power- Point presentation

