

The American connection  
Unit 5

# The Lewis and Clark Expedition



**TEACHER'S BOOK**

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## TEACHER NOTES

# Unit 5 : The Lewis and Clark Expedition

This unit of work on the Lewis and Clark expedition gives pupils the opportunity to :

- Research and learn about the expedition undertaken by of William Clark and Meriwether Lewis
- Learn how to 'read' a media text
- Take part in a group discussion
- Create their own secret cipher
- Explore the world of the native Americans
- Use their 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 their own work and think about how to improve

### KEY STAGE 3 CURRICULUM

The activities in this unit would fit into work on aspects of the General Learning Areas of English including Media Education ; Environment and Society including Geography and History.

The unit provides opportunities to teach, practise and assess some of the following skills and capabilities:

- Critical and Creative Thinking Skills—creativity; managing information; problem solving/decision making
- Personal and Interpersonal Skills—self management, working with others
- Communication
- ICT

## TEACHER NOTES

# Aim and Objectives of the NI Curriculum

### Aim

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible choices and decisions throughout life.

### Curriculum Objectives

The Northern Ireland Curriculum should provide learning opportunities for each young person to develop as:

1. An individual
2. A contributor to society; and
3. A contributor to the economy and the environment

Work in this unit “The Lewis and Clark Expedition” provides opportunities for pupils to :

### As an individual

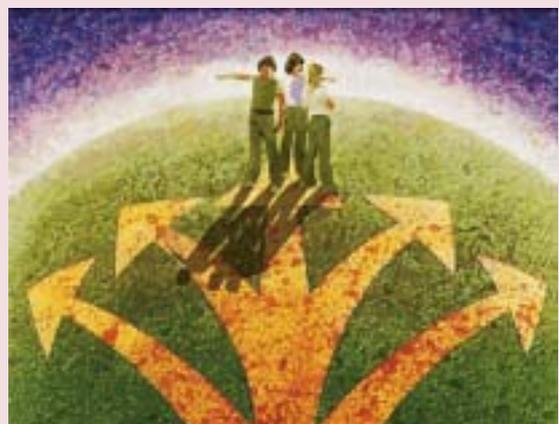
- Be aware of their creative potential (personal understanding)
- Respect and cooperate with others (mutual understanding)
- Be reliable and committed to tasks (moral character)

### As a contributor to society

- Recognise the interdependence of people, communities and the environment
- Recognise the richness and diversity of cultural influences in contemporary society (cultural understanding)
- Be critically aware of the range of print sound, moving image and graphic media (media awareness)

### LEARNING EXPERIENCES

- Challenging and engaging
- Linked to other curriculum areas
- Media rich
- Skills integrated
- Active and hands on
- Offers choice
- Varied to suit learning styles
- On-going reflection



## BACKGROUND NOTES

# Unit 5 : The Lewis and Clark Expedition

**In 1803, Meriwether Lewis and William Clark set out on an amazing adventure. Between 2004-2006, across the USA the bicentennial celebrations of their achievements have been taking place. Yet in N. Ireland they are virtually unheard of. This unit of work allows the pupils to explore what they did; where they journeyed and what they found on their expedition.**

On 28th February 1803, the Congress of the USA approved President Jefferson's plan to send a small expedition to chart the unmapped West to the Pacific coast. Jefferson appointed his private secretary, 24 year old Virginian Meriwether Lewis to lead the party. Once the terms of the Louisiana Purchase were agreed on 30th April 1803, when the US bought the entire Louisiana territory from France for \$15 million , it became clear that the expedition's purpose was not just a scientific one of geographic mapping and also about the commercial development of the new territory but also a diplomatic one. The changeover from French/Spanish rule to that of the United States would need to be explained to all the Native American tribes and all the foreigners in the area. As a result Lewis needed an additional commander and he turned to his old friend William Clark.

Lewis set out with 11 men from Pittsburgh on 30th August 1803. In the middle of October Clark joined them at Clarksville, Indiana Territory. They took on additional men here and it was from here that the 'Corp of Discovery' as they are known proceeded. As well as Clark himself, a number of the other members of the corps had Ulster-Scots roots. William Bratton was born in Virginia in 1778; John Shields of Kentucky and Private Alexander Carson, uncle of the future famous cavalry scout 'Kit' Carson, were also Ulster-Scots. Privates Hugh McNeal and George Shannon , the youngest member of the group at only 18, also shared Ulster-Scots ancestry.

For 4 years the corps of discovery travelled thousands of miles seeing lands, rivers and peoples that no American had ever seen before. William Clark mapped their journey and also used his artistic talent to record the animals and wildlife they encountered.



## William Clark

William was born on 1st August, 1770, one of 10 children. The family were of Ulster-Scots origin with connections to the Clark family of Antrim and Upperlands. William and his 5 brothers all fought in the Revolutionary War. William joined the Kentucky Militia at the age of 19 and rose to the rank of captain. Among the younger men assigned to him was Ensign Meriwether Lewis and the two became firm friends.

Clark was the cartographer of the Corps of Discovery. The first significant map he drafted was at Fort Mandan in the winter of 1804/5. As the party moved further west, Clark continued to keep careful compass records, to measure distances and to produce detailed maps. He also included detailed notes on native botanical and zoological specimens and on potential mineral deposits. All of this information would be crucially important as the US expanded over the following years.

As a reward for all his work on the expedition, Clark received double pay (\$1228), a grant of 1600 acres of land and appointment as Brigadier General of Militia and Superintendent of Indian Affairs for Upper Louisiana. He also served as Governor of Missouri Territory for 7 years. William Clark died in St Louis on 1 September 1838.

There are literally thousands of websites where you and your students can find out more about the Lewis and Clark expedition. Here are a few examples:

<http://www.lewis-clark.org/> - a site with a huge amount of information; details of Clark's role in the expedition; excerpts from the journals; a section on geography and on the Native American tribes the expedition encountered.

<http://www.pbs.org/lewisandclark/> - this is a PBS site linked to a TV documentary about the expedition. It includes lesson plans and ideas for classroom activities; an interactive trail map and recorded interviews with historians.

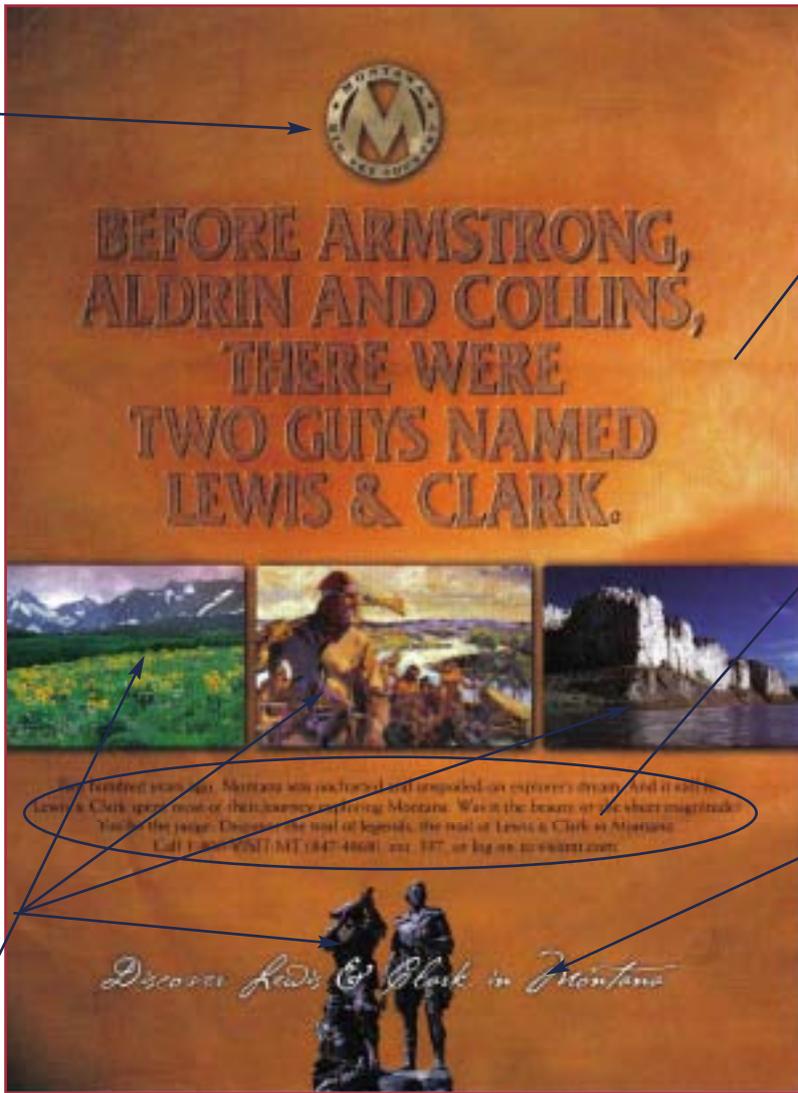
<http://www.nationalgeographic.com/lewisandclark/> - This is a National Geographic site with an interactive journey log; trailer for their Lewis and Clark film; an opportunity for your pupils to engage with students from all over the world by posting a message on the site and at

<http://www.nationalgeographic.com/west/main.html>  
there is a game for the pupils to play

- This poster was issued by Visit Montana, a tourist organisation to encourage visitors to come to the state
- Armstrong, Aldrin & Collins were the American astronauts on the Apollo Moon mission with Armstrong stepping onto the moon's surface on 11 July 1969
- The advertisers hope to communicate the idea of heroic figures going out into the unknown where no one has ever been before

This emblem reminds us of a Marshall or Sheriff's badge making the association with the Wild West/cowboy films

The 'M' not only suggests Montana but also is the shape of mountains



The colour makes us think of the soil colour in this state and also has associations of heat

KEY SELLING WORDS  
UNSPOILED  
AN EXPLORER'S  
DREAM BEAUTY  
MAGNITUDE  
DISCOVER

This is the slogan  
This poster was used during the bicentenary of the expedition when special events were taking place all over America and there was great interest in all things to do with Lewis & Clark

The photographs reflect different aspects of the attractions of Montana. We have greenery with the snow-peaked mountains and also the wide river showing us the beauty of the scenery. The middle picture is a drawing of the original Lewis & Clark expedition and at the bottom of the page is their monument.

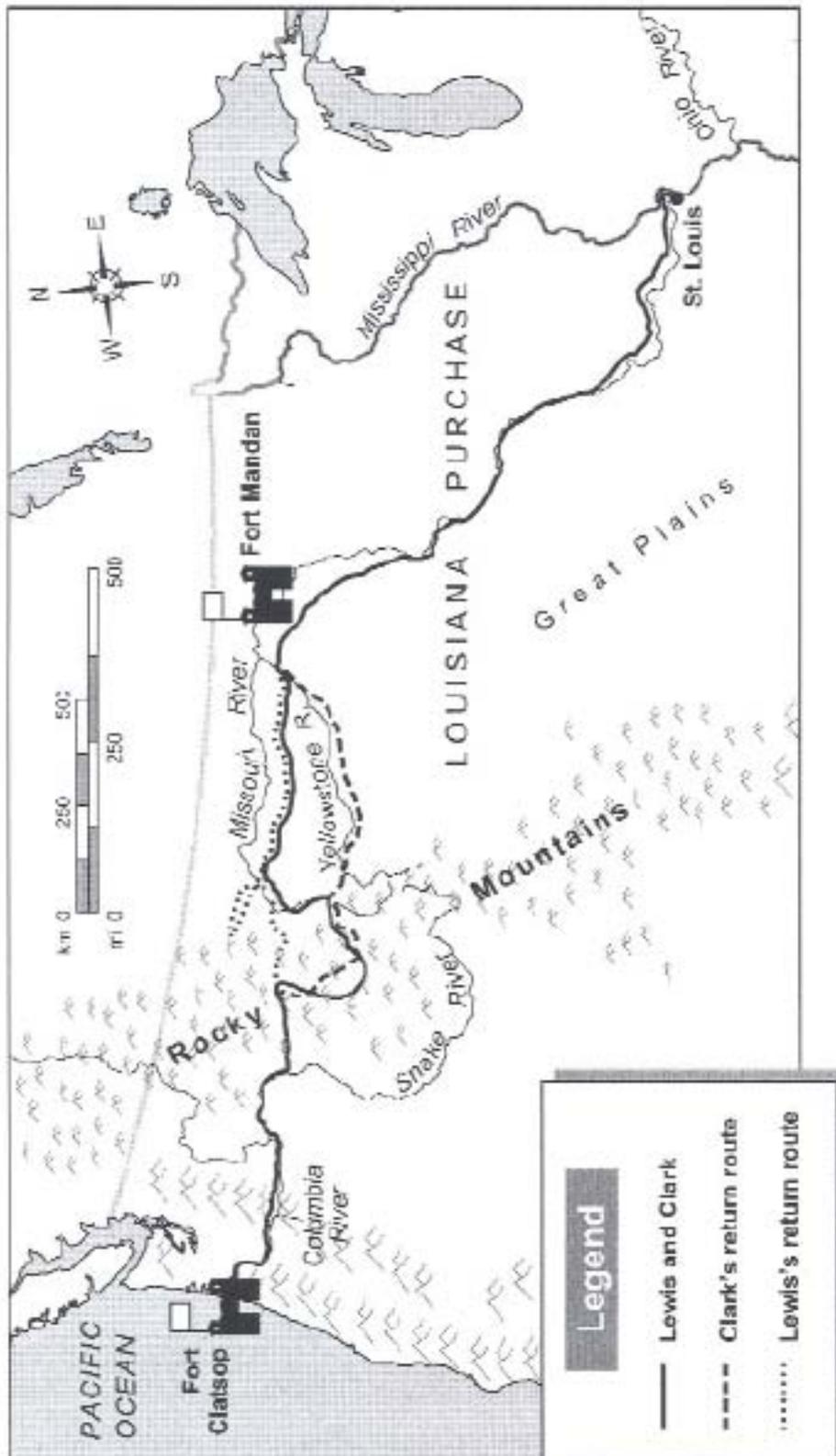
# The Lewis and Clark Expedition Places

## OUTLINE MAP OF THE UNITED STATES OF AMERICA



# The Lewis and Clark Routes

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Education Place: <http://www.eduplace.com>

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
<ul style="list-style-type: none"> <li>• 2/3 lived within 50 miles of the Atlantic</li> <li>• The Plantation owners lived well—hosting balls and grand dinners; hunting; skilled in foreign languages</li> <li>• Slavery existed for others</li> <li>• Gentlemen were expected to be able to dance, box and play a musical instrument (fiddle)</li> <li>• In the army officers could have a personal servant</li> <li>• Discipline for ordinary soldiers was harsh</li> </ul>	<ul style="list-style-type: none"> <li>• Atlantic Ocean was on the eastern seaboard</li> <li>• Pacific Ocean was on the western seaboard</li> <li>• Appalachian Mountains with 4 roads across them</li> <li>• Mississippi River was the western boundary</li> <li>• Mississippi and Ohio rivers flowed into the Gulf of Mexico</li> <li>• The mouth of the Columbia river and St Louis</li> <li>• The Missouri River up to the Great Bend in the river</li> <li>• That the Rockies existed</li> </ul>	<ul style="list-style-type: none"> <li>• Woolly mammoths</li> <li>• Peruvian Llamas</li> <li>• Blue-eyed Welsh speaking Indians</li> <li>• A Northwest passage</li> <li>• Erupting volcanoes</li> <li>• Mountains of undissolved salt</li> <li>• Unicorns</li> <li>• Woolly mastadons</li> <li>• Seven foot tall beavers</li> <li>• Slim-waisted buffalo</li> </ul>

# Jefferson Letter Task

## Summary of Instructions to Meriwether Lewis from President Jefferson in bullet points:

- Explore the Missouri River and the streams emanating from it to ascertain which offer direct and practical means of commercial transport
- Record latitude and longitude of all major points on the river beginning at the mouth of the Missouri
- Several copies should be made and given to different members of the party to look after
- One copy should be made on the cuticular membranes of the paper-birch
- Seek out and introduce yourself to the inhabitants on your route and find out what you can about them [especially their names and number; their possessions; how they get on with others; their language, traditions; how they spend their time; what they eat; how they dress; their diseases and the cures they use; in what ways they differ from other tribes; their laws and customs]
- Also take note of the physical, natural and animal elements you encounter [quality of soil for cultivation; animals especially any new species; minerals; volcanic appearances; climate; birds, reptiles and insects]
- Keep on friendly and peaceable terms with the natives
- If some of the influential chiefs want to visit Washington, arrange this for them
- If some of their young people wish to be educated offer that this can be arranged
- Use your good judgement as to how far you proceed. It is more important that you return with the information you have gathered than that you keep pressing on
- If you reach the Pacific find out if furs can be collected there as advantageously as at Nootka Sound
- Send two of your party back by sea from the Pacific coast, if this is possible
- If the return journey is too dangerous, the whole party should return by sea
- If you return by the same route as your outward journey, recheck your observations on the way back
- When you re-enter the U.S. discharge any of the party who wishes to leave and pay arrears of pay
- Choose a successor in case of your death who can take over leadership of the party

# 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	Q	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	Q	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
G	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

# **ASSESSMENT GRID FOR ORAL ACTIVITY INTO THE UNKNOWN**

**ASSESSMENT CRITERIA GRID  
FOR  
ACTIVITY SHEET B –LETTER +  
JEFFERSON LETTER**

**CRITERIA GRID FOR NATIVE  
AMERICAN PROJECT EITHER  
WRITTEN OR ORAL  
PRESENTATION**