

LEWIS AND CLARK EXPLORE THE WEST

Learning Objectives: The students will

1. Use primary source documents from the Library of Congress pertaining to the Lewis and Clark Expedition.
2. Search various sources to find new information.
3. Use technology to create a product with which to report their information
4. Use map skills to follow the route of Lewis and Clark, as well as their own travels.
5. Analyze the costs and benefits of the expedition.

TEKS: SS 3.1C, 3B, 5A, 17A,B,C&E, 4.6A, 21A,B&C, 22A&D, 5.6A, 13C, 24A,B&C, 25A&D; LA 3.26C, Figure 19D, 4.24C, Figure 19D, 5.24C, Figure 19D

Vocabulary: expedition, landmarks, latitude, longitude, primary document

Teaching Strategies:

1. Ask the class to show on a US map some places they have visited or would like to visit some day. Point out well-known places and major cities.
2. Discuss what it would be like to be asked to make a trip to someplace that no one had ever been before, that wasn't on any map. Would they want to accept that challenge? List the pros and cons of such a venture.
3. Remind students that President Thomas Jefferson once asked Meriwether Lewis to do that. Read and discuss the paraphrased letter from Jefferson to Lewis (attached), stating the purpose of the trip across the yet unknown northwestern United States. Complete documents may be found at www.loc.gov (Library of Congress, The Jefferson Papers http://memory.loc.gov/ammem/collections/jefferson_papers/index.html)
4. After reading the letter, ask students the following questions:
 - Where does Jefferson want the expedition to go?
 - Whom does Jefferson expect the expedition to meet?
 - What information does Jefferson want the expedition to report?
 - Why are all of these things important to Jefferson?
 - What would be the value to our country?
5. Then Lewis invited his friend, William Clark, to join him. What do you think Clark thought when he received that letter? Why do you think they agreed to this expedition?
6. Display the Library of Congress website *Fill Up the Canvas...Rivers of Words: Exploring with Lewis and Clark*

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/lewisandclark> showing the various highlights of the venture. Assign groups of students to learn more about:

- Starting the trip at St. Louis
 - William Clark
 - Meriwether Lewis
 - Nez Perce Indians
 - Fort Mandan
 - Fort Clatsop
 - Big decision – which river to follow?
 - Louisiana Purchase
 - See journals and other great materials at the Library of Congress website: [The Library of Congress > Teachers > Classroom Materials > Themed Resources – The Lewis and Clark Expedition - Presentations and Activities > Fill Up The Canvas](#)
7. Students will take notes from journal entries and other resources and then create a 4-frame cartoon to describe what they learned. Making a human timeline, each group will tell what they learned, showing the cartoon that was designed by the group. They will also locate their topic on the classroom map.
8. Ask each group to ascertain four key words that are important in describing their part of the trip. Make a collective list, adding other general words that would apply to all groups. Possibilities include:
- Lewis
 - Clark
 - Northwest
 - Mississippi
 - Rockies
 - Pacific Ocean
9. Create a word cloud of the key words from each group plus the general words, using www.wordle.net or www.tagxedo.com following the instructions on the free website. Ask class for their preferences on color, orientation, and appearance of work cloud. (See attached example)
10. Alternate Activity: If multiple computers are available, allow each group to make a word cloud of key words, using the word cloud graphic to tell the story about their topic.

Extension for G/T

Students will read journal entries of Lewis and Clark found at www.loc.gov for each of the topics discussed with the whole class.

Jeanne Wray
LRE Consultant

Purpose of the Expedition
From Thomas Jefferson to Meriwether Lewis`
(Paraphrased)

20 June 1803 To Meriwether Lewis esq. Capt. of the 1st regimt. of infantry of the U. S. of A.

The object of your mission is to explore the Missouri River and other rivers to find a water route to the Pacific Ocean for the purpose of trade. You should make detailed notes throughout your journey, and make several copies of the notes. Choose the most trustworthy individuals to care for them. Make careful observations of latitude and longitude at all points on the river, especially at the mouths of rivers and other important places. We want to make new maps of the area.

Plan to meet the Indian tribes and to begin trade with them. We want to know many things about the people you meet, including their tribe names, how many people are in each tribe, their languages and traditions, their occupations, any diseases they have and remedies they use, and the things they might need or offer in trade. Be sure to treat the natives in the friendliest manner that you are able.

You should also notice and record information about new plants and animals that you observe and the minerals you find.

Also record what the climate and landscape are like. Return the way you came and confirm the observations that you made on the way out.

The full original transcript of this letter can be found at
[http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field\(DOCID+@lit\(je00048\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field(DOCID+@lit(je00048)))
including a copy in Jefferson's own handwriting (difficult to read)



This example was created with www.tagxedo.com, which not only allows for scrambling words in many directions, colors, and fonts, but also has some pre-programmed shapes, like this one of the US.