

- As a result of contact with Europeans, thousands of Native Americans died from diseases like smallpox. Students can develop reports on smallpox including what was known in the early 1800s versus what is known now about this terrible disease. Students can also research modern diseases that are crossing international borders and causing death and destruction of people, animals and plants, like the West Nile Virus. Discuss with students how the spread of disease has played and will continue to play an important role in history.
- Share selections from the actual journals of Lewis and Clark with your students. (See xroads.virginia.edu/~HYPER/JOURNALS/toc.html for a version of the journals.) Students can then imagine they are members of the Corps of Discovery and write journal entries describing a day on the trail of the Lewis and Clark expedition.
- York, William Clark's slave, accompanied the Corps of Discovery on their trip across the West. However, York is often not recognized for his achievements as an integral member of the Corps, negotiating with native groups and voting on important Corps decisions. York is believed to be the first African American to have journeyed across the West, yet is barely known as a historical figure. Encourage students to write a commendation for York to honor him for his accomplishments. Students could also design coins, monuments or postage stamps to recognize his important contributions. See *In Search of York: The Slave Who Went to the Pacific With Lewis and Clark* by Robert B. Betts (University Press of Colorado, 2000) or www.detnews.com/2000/nation/0003/02/a06-8074.htm for more information about York.
- Students can conduct a class research project on the different Native American groups that Lewis and Clark met on their journey to the Pacific Ocean, including the Shoshoni, Mandan, Nez Percé and Clatsop. Students should seek information about the traditions, language, economy, myths, government and religion of these native people. Students can then create a class chart that compares the different groups in these areas.
- There is no written record of Lewis's first meeting with Jefferson after returning from the Louisiana Territory. Pair up students and have them role-play a possible conversation Lewis and Jefferson might have had after the historic expedition.

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.libraryvideo.com

• www.lewis-clark.org/index.htm

"Discovering Lewis and Clark" is an interactive web site that provides a wealth of information about the journey of these brave explorers. Students can see authentic journal entries, in addition to a detailed map of the expedition.

(Continued)

• www.lewisandclark.org/index.htm

The Lewis and Clark Trail Heritage Foundation sponsors this web site offering information about this historic journey across the West. The "History of the Lewis and Clark Expedition" link offers a clear and concise summary of the key points of the journey. Links are also available to learn about the accurate spelling of Sacagawea and the creative spellings used in the journals of Lewis and Clark.

Suggested Print Resources

- Ambrose, Stephen E. *Undaunted Courage*. Simon and Schuster, New York, NY; 1996.
- Blumberg, Rhoda. *York's Adventure with Lewis and Clark: an African-American's Part in the Great Expedition*. HarperCollins Publishers, New York, NY; 2004.
- Moulton, Gary E., ed. *The Lewis and Clark Journals: an American Epic of Discovery*. University of Nebraska Press, Lincoln, NE; 2003.
- Staeger, Rob. *Journey of Lewis and Clark: How the Corps of Discovery Explored the Louisiana Purchase, Reached the Pacific Ocean and Returned Safely*. Mason Crest, Philadelphia, PA; 2003.

TEACHER'S GUIDE CONSULTANT

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LEWIS & CLARK

Grades 5–8

This guide is a supplement designed for teachers to use when presenting programs in the video series *Explorers of the World*.

Before Viewing: Give students an introduction to the program by relating aspects of the historical overview to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

After Viewing: Review the program and vocabulary, and use the follow-up questions and activities to inspire continued discussion. Encourage students to research the topic further with the Internet and print resources provided.



Historical Overview

Inspired by the belief that the land of the United States should extend from the Atlantic to the Pacific Ocean, President Thomas Jefferson selected Meriwether Lewis and William Clark to explore the Louisiana Territory, purchased from France in 1803. No clear evidence existed about the vast expanse of land west of the Mississippi River. The journey of Lewis and Clark, stretching across more than 8,000 miles, revealed much about this previously uncharted area, including the disappointing news that a Northwest Passage did not exist. Lewis and Clark were the first American citizens to view the wonder and beauty of the American continent and, in the process, these explorers opened relations with Native American people along the route and provided detailed scientific observations of the living things they had encountered.

Time Line

1770 — William Clark is born in Caroline County, Virginia.

1774 — Meriwether Lewis is born in western Virginia.

1801 — Meriwether Lewis is appointed personal secretary to President Thomas Jefferson.

1803 — France sells the Louisiana Territory, including New Orleans, to the United States in what became known as the Louisiana Purchase.

1804 — Lewis and Clark begin their journey of exploration from Camp Wood in Illinois.

1805 — The Corps of Discovery reaches the Pacific Ocean.

1806 — The expedition returns to St. Louis, successfully completing its mission.

1809 — Lewis dies along the Natchez Trace en route to Washington.

1838 — Clark dies at the home of his son in Missouri.

Vocabulary

Thomas Jefferson — (1743–1826) President of the United States from 1801 to 1809, Jefferson was instrumental in the Louisiana Purchase and the Lewis and Clark expedition.

expedition — A journey that is undertaken for a specific purpose such as exploration.

Northwest Passage — A water passage that would permit Europeans to make the journey from Europe to Asia westward through the Americas, providing easy access to the Pacific Ocean.

Revolutionary War — The war fought by the American colonists for independence from England, which lasted from 1775 to 1783.

buckskin — Specially prepared clothing made of treated deer hides that was rugged enough to protect the wearer from the rigors of life in the outdoors.

Napoleon — (1769–1821) Emperor of France from 1804 to 1815, Napoleon was responsible for selling the Louisiana Territory to the United States in the Louisiana Purchase. He sold the land to raise money for a potential war with Britain and to strengthen America, also a rival of Britain. *(Continued)*

New Orleans — A city in the modern-day state of Louisiana, located at the mouth of the Mississippi River. The port city of New Orleans was sold by the French to the United States in 1803.

Louisiana Purchase — The acquisition of land in the middle and northwestern part of the United States that was purchased from France in 1803. This land purchase doubled the size of the United States, gave America control over the valuable Mississippi River trade and provided rich mineral sources, forests and wildlife.

Corps of Discovery — The group that accompanied Lewis and Clark on their expedition from 1804 to 1806. The word “corps” is a military term used to designate a special unit or group of soldiers selected for a specific purpose.

swivel cannon — A light cannon mounted on a pod that permitted the weapon to be turned from one side to the other. This cannon could therefore be aimed at enemies coming from any side.

keelboat — A small, flat-bottomed boat able to travel through shallow water.

smallpox — An infectious disease characterized by fever, sores on the skin and often death. This disease was responsible for the deaths of many Native Americans in North America after encounters with European explorers and colonists.

Pre-viewing Discussion

- Obtain detailed maps of the United States that show geographic, topographic, climatic or other features of the continent. Share these maps with students and trace the path taken by Lewis and Clark on their expedition. Discuss their route and the obstacles Lewis and Clark may have faced on their journey.
- Along their journey, Lewis and Clark needed to communicate with many native groups living in the Western regions of North America. Have students brainstorm different strategies that Lewis and Clark could have used to develop relationships with these Native Americans. Encourage students to put themselves in the position of Lewis and Clark, and discuss how they would have explained complicated ideas such as trade and commerce, friendly relations or shared use of land to the native people they encountered.
- Lewis and Clark prepared very carefully for their two-year expedition to the Pacific Ocean, gathering supplies like food, clothing and a cannon, as well as building boats for transportation. Have students compare a voyage of more than 8,000 miles today versus the early 1800s. Students can generate a list of supplies that Lewis and Clark might have needed that would not be necessary for a modern-day trip. Encourage students to reflect on the changes in travel that have occurred over the past 200 years.
- Obtain population statistics for the United States in 1800. How many people lived in America at this time? Where did most people live? Students can brainstorm factors that may have prevented people from moving west.

Focus Questions

1. What were Lewis and Clark supposed to accomplish on their journey?
2. How were Lewis and Clark selected to lead the expedition?
3. How was Lewis prepared by President Jefferson to make this special trip of exploration?
4. Why was the search for a water route to the Pacific Ocean considered to be such an important goal in the early 1800s?
5. Why did Napoleon sell the Louisiana Territory to the United States?
6. What type of boats did the Corps of Discovery use on their journey? Why were these boats chosen over other types?
7. What were some of the principal difficulties encountered by the Corps of Discovery when they met various Native American groups along their march? How did they overcome these difficulties?
8. What role did Sacagawea play in the exploration of Lewis and Clark?
9. How did Native American groups provide help to Lewis and Clark in making their trip across the West?

Follow-up Discussion

- Review with students the main goals of Lewis and Clark’s voyage to the West. Based on this discussion, students can give the expedition a report card. Students should grade the two explorers on how well they succeeded in their mission and justify their grading system.
- Sacagawea was an integral member of the Corps of Discovery, and she ensured the success of the Lewis and Clark mission with her skills as an interpreter and guide. Discuss with students Sacagawea’s possible motivations for helping Lewis and Clark.
- Have students predict what might have happened if the United States had not purchased the Louisiana Territory from the French in 1803. Would the United States still consist of the land east of the Mississippi River? Why or why not?
- Students can compare and contrast Lewis and Clark’s journey in the early 1800s to modern astronauts and their travels in outer space. Concentrate on the trip objectives, technologies used, successes and disappointments, gains in knowledge, potential dangers and the character of the adventurers who embarked on these historic journeys.

Follow-up Activities

- Obtain maps of North America dating from before and after the travels of Lewis and Clark, and encourage students to compare them. (See www.lib.virginia.edu/exhibits/lewis_clark/1maps/map24.jpg for an earlier map and www.lewisclark.net/images/bigmap.jpg for a map of the expedition.) How do these maps differ? What did the Corps of Discovery know before they left on their journey? What did they learn about the West? *(Continued)*