

National Park Service
U.S. Department of the Interior

Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102



Lewis and Clark Expedition

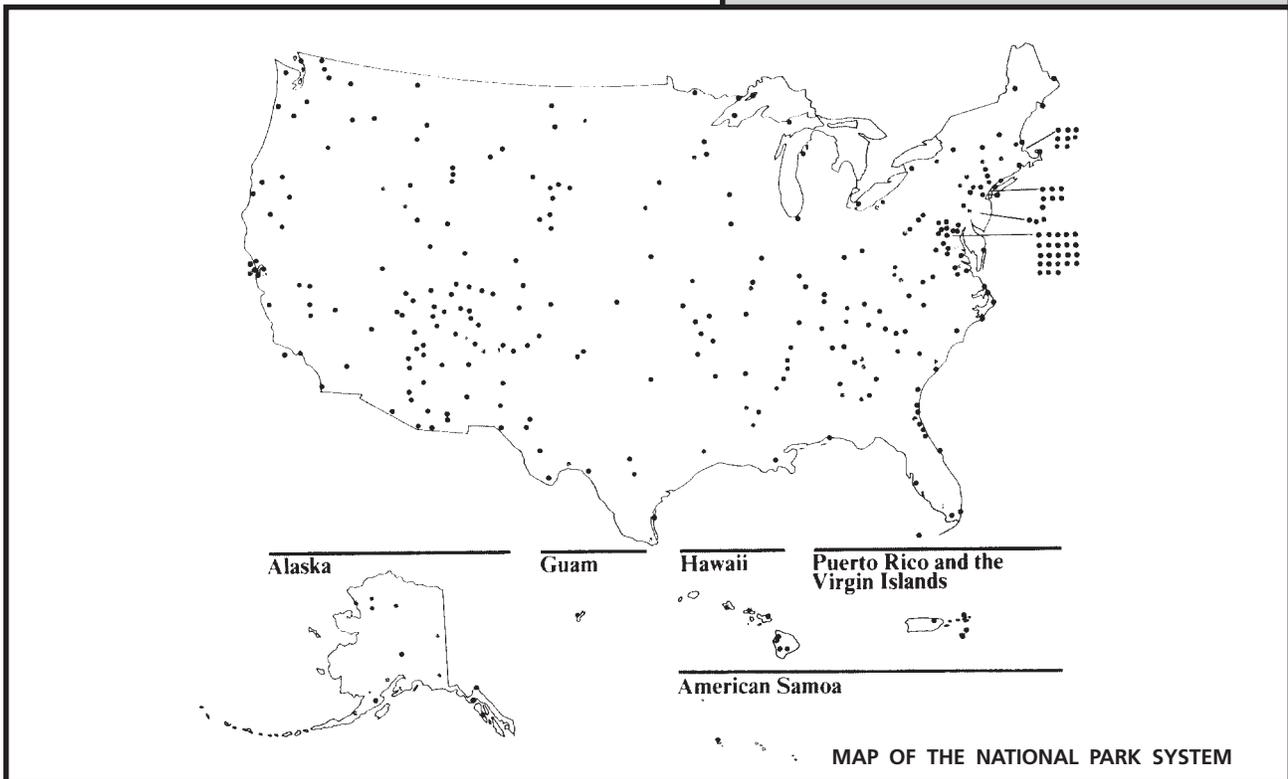
Introduction



The National Park Service is “the largest university in the world, with 367 branch campuses.”

Robin Winks
Yale Historian, 1993

As of 2003, the number of National Park units extended to 388, all of which are here for you.



Any questions or comments on this Teacher Activity Guide are welcome. Contact the Director of Education at:

Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102
(314) 655-1600

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Dear Teacher:

Thank you for your valuable suggestions. You requested activities specific to each program topic that can be used before and after your museum visit. We listened and have designed this Teacher Activity Guide (TAG) especially for you. It is an investigative, hands-on approach to history.

The activities are based on curriculum guidelines for the states of Missouri and Illinois; they integrate cooperative learning, conflict resolution, and are relevant to real world experiences. In addition, suggested activities extend across the curriculum, providing an interdisciplinary approach, thereby enhancing the learning process.

We are also excited to introduce you to the National Park Service through an integrated theme concept. In addition to our basic program format, sections on career education and enrichment activities provide a multifaceted guide that can be used for a variety of student levels and subject areas.

We hope you find this guide “user-friendly” and look forward to hearing from you again. We appreciate your feedback and ask that you complete the enclosed Program Evaluation. If you have any questions or need further information, please call us at (314) 655-1600.

Sincerely,

Gary W. Easton
Superintendent



"USER FRIENDLY" FORMAT

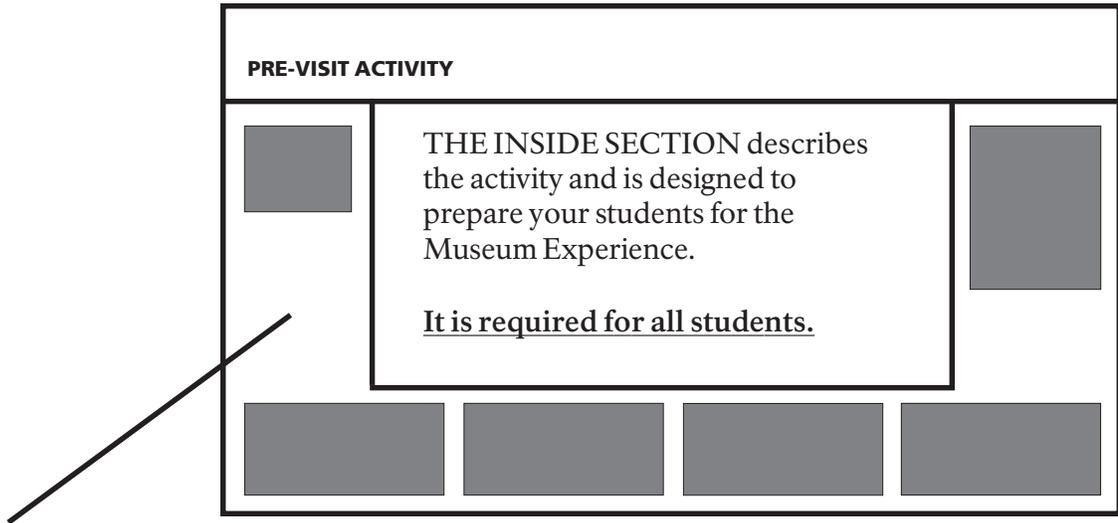
The activities in the TAG follow a simple format.

- Three PRE-VISIT ACTIVITIES prepare your students before the MUSEUM EXPERIENCE. We suggest you use all three activities in sequence as access strategies. Depending on the performance level of your students, however, you may wish to move ahead to the REQUIRED activity.
- The MUSEUM EXPERIENCE briefly summarizes the program in which your students will participate at the Museum of Westward Expansion or the Old Courthouse.
- Three POST-VISIT ACTIVITIES complement each of the three PRE-VISIT ACTIVITIES and are designed for you to use after the MUSEUM EXPERIENCE. They are designed in sequence, yet also provide the flexibility to accommodate the specific needs of your students.



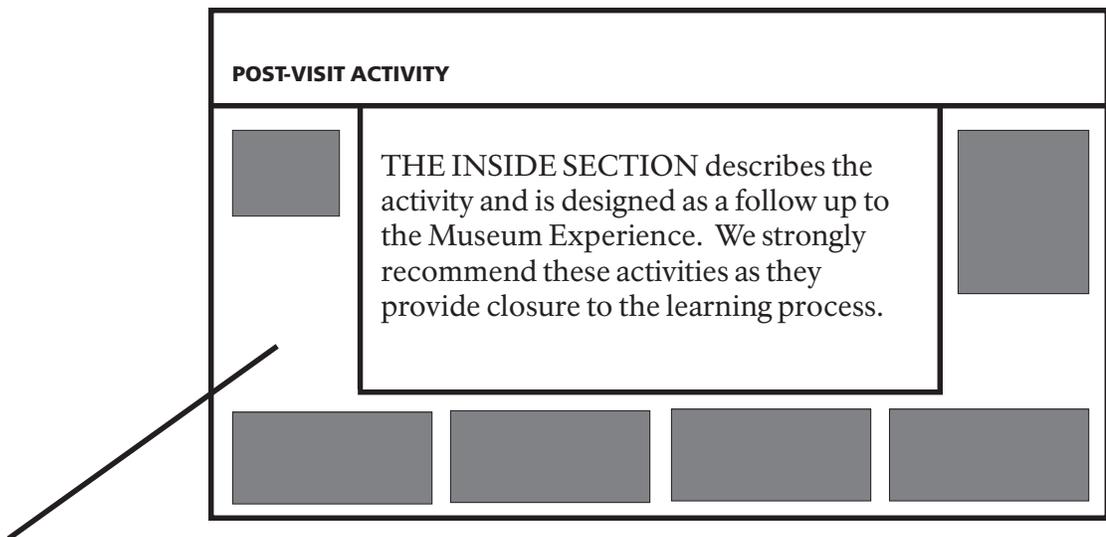
Each activity is designed in a wrap-around format to provide flexibility in your lessons and provide enrichment for a variety of student abilities.

PRE-VISIT ACTIVITY



THE WRAP-AROUND MARGIN conveys a relevant real world connection with extension activities in Language Arts, Math, Science, Art and Music. Related site information provides an enrichment opportunity that encourages internet exploration and a greater sense of the National Park Service. This sectional is optional; however, it can reinforce the lessons in the main activity.

POST-VISIT ACTIVITY



THE WRAP-AROUND MARGIN enhances the carry-over of real world connections by extending the lesson across the curriculum into Language Arts, Math, Science, Art and Music.



INTRODUCTION

The year was 1804. The United States of America, entering its 28th year, was feeling constricted. Since gaining their independence from Great Britain, the western boundary of the country rested along the Mississippi River. The Spanish controlled Florida, the Gulf Coast, and the Louisiana Territory, which stretched from the Mississippi River west to the Rocky Mountains and from Canada to the Gulf of Mexico. The British claimed the northern country of Canada, and Native Americans were struggling against waves of settlers to protect their homelands.

Thomas Jefferson, elected as the third president in 1800, dreamed of the westward expansion of the United States. He envisioned a country stretching from the Atlantic Coast to the Pacific Ocean. The Mississippi River and its many tributaries provided transportation and commercial routes to the inner part of the continent. President Jefferson believed those upper tributaries fell near sources of rivers which flowed westward to the Pacific, and that travel from the headwaters of an eastern flowing river to the headwaters of a western flowing river might constitute a Northwest Passage, a water route across the interior of the country. Mapping the area would prove the centuries old rumor true or false.

The truth was that the eastern people of the United States had inadequate knowledge of the vast middle of the continent. Although the Native Americans of the Great Plains knew the resources and geography of the land, they had little or no contact with the Europeans. Thomas Jefferson realized that knowledge of the continent's midsection was crucial to the development and expansion of the United States, and planned an expedition across the vast western territory led by his personal secretary Meriwether Lewis.

When President Jefferson was planning this exploration in 1803, Spain controlled the mighty Mississippi and Louisiana, specifically the port of New Orleans, and limited U.S. access to it. Spain and France, through European diplomatic ties, exchanged ownership of the Louisiana territory in 1762. In 1800, France reclaimed this extensive land holding. Diplomats from the United States offered to buy New Orleans from France. Napoleon, the leader of the French nation, needed money and counteroffered to sell the 828,000 square mile Louisiana Territory to the United States for approximately \$15 million dollars—less than five cents an acre! The diplomats thought this a bargain and quickly agreed to the deal.

Jefferson's expedition would now be traveling for the most part through territory owned by the United States. Meriwether Lewis chose his former commanding officer, William Clark, as his co-leader, and the two men selected a crew to journey up the Missouri River, beginning at its confluence with the Mississippi. The "Corps of Discovery for North Western Exploration" was now officially formed.

Jefferson wrote complex instructions for the Corps of Discovery, reflecting his diverse interests, and those of his country. The expedition was instructed to map the area, compute latitude and longitude, look for commercial trade routes, identify flora and fauna unfamiliar to Western science, note possible resources which would support future settlement, and interact positively with American Indian tribes. The most important task these men had was the recording of all their findings in daily journals.

With these instructions, Thomas Jefferson's calculating mind, and Lewis and Clark's military backgrounds, it is no wonder the preparations were extensive. About five months before their departure, the expedition established Camp River DuBois, Illinois as a training site and winter

quarters. Located 18 miles upstream from St. Louis near the confluence of the Mississippi and Missouri Rivers, this site served as the starting point for the journey. The group set out for the relatively unexplored West on May 14, 1804 at four o'clock in the afternoon, beginning their two and a half year odyssey.

Throughout the trek, the Expedition encountered new places, new people, new plants, and new animals. The first winter was spent near the Mandan and Hidatsa tribes in what is now North Dakota. The Corps built Fort Mandan and endured cold like they had never known before. In April, a small group returned to St. Louis with the keelboat and several specimens. Sacagawea, a Shoshone Indian woman, her husband Charbonneau, and her young son joined the expedition as interpreters. The next spring, summer and fall, they made their way over the Great Plains and the Rocky Mountains, with great assistance from the various tribes along the way. The party reached the Pacific Ocean in November 1805. Lewis and Clark built a shelter for the winter named Fort Clatsop, after the local American Indian tribe. During the dreary winter, they spent their time hunting and making clothes of animal skins for their return journey. In the spring of 1806, they started their journey home, exploring more of the Upper Missouri and the Bitterroot Range. Although the return trip was difficult, the Corps of Discovery arrived in St. Louis on September 23, 1806. Success! Word of their return and their discoveries spread quickly, first among the citizens of St. Louis and then across the country.

Not much information exists on the lives of the Corps of Discovery members after the journey. Once they received payment for their services in money and land, they went their own ways. William Clark was appointed brigadier general of militia, superintendent of Indian Affairs for the West, and eventually governor of the Missouri Territory. St. Louis became his home until his death in 1838. Meriwether Lewis was appointed governor of the Louisiana Territory. In 1809, on a trip to Washington, he died at an inn in Tennessee under suspicious circumstances. John Colter left the group on the return trip and ended up as a well-known fur trapper. George Shannon became active in Kentucky and Missouri politics. Sacagawea, her husband and son returned to live with the Indians of the middle Missouri. Her son was later educated under the guidance of William Clark in St. Louis. York, Clark's slave and the only African American to make the trip, eventually was granted his freedom.

The Louisiana Purchase doubled the size of the nation, and Lewis and Clark's Expedition chronicled the new lands. The journals contained detailed information gathered on the trek to the Pacific Ocean and back. People learned about the various American Indian tribes and the differences among their cultures. The flora and fauna that were described enriched science and sparked further interest in beaver trapping and buffalo hunting. Mapping encouraged exploration and destroyed any hope of finding a Northwest Passage. The United States government had only begun to connect with the incredible resource they now claimed.

Many Native Americans inhabited these lands which were new to the United States but old to them. Tribes traded with one another and established loyalties. The idea of someone having domain over them was strange. They valued the natural world and maintained a proud relationship with their history. The Corps of Discovery was greeted pleasantly and assisted by many of these tribes. Indeed, there was only one unfortunate incident with a tribe along the way. The expedition would not have survived without the assistance of the Native Americans.

The Corps of Discovery successfully accomplished the goals set out for them by Thomas Jefferson. How do you feel these goals affected Native Americans?



THE CORPS OF DISCOVERY*

Leaders:

Captain Meriwether Lewis *
Captain William Clark *

Enlisted Men:

Sergeant Charles Floyd (only member who died)
Sergeant Patrick Gass *
Sergeant John Ordway *
Sergeant Nathaniel Hale Pryor *
Corporal Richard Warfington
Private John Boley
Private William E. Bratton *
Private John Collins *
Private John Colter *
Private Pierre Cruzatte *
Private John Dame
Private Joseph Field *
Private Reubin Field *
Private Robert Frazer *
Private George Gibson *
Private Silas Goodrich *
Private Hugh Hall *
Private Thomas Proctor Howard *
Private Francois Labiche *
Private Jean Baptiste Lepage *
Private Hugh McNeal *
Private John Newman
Private John Potts *
Private Moses B. Reed
Private John Robertson
Private George Shannon *
Private John Shields *
Private John B. Thompson *
Private Ebenezer Tuttle
Private Peter Weiser *
Private William Werner *
Private Issac White
Private Joseph Whitehouse *
Private Alexander Hamilton Willard *
Private Richard Windsor *

Civilians:

Toussaint Charbonneau, Interpreter *
Sacagawea, Interpreter *
Jean Baptiste Charbonneau,
Toussaint's and Sacagawea's son *
Pierre Dorion, Interpreter
George Drouillard, Interpreter *
Joseph Gravelines, Interpreter
York, Slave of William Clark *

Engages (Hired Boatmen):

E. Cann
Charles Caugee
Joseph Collin
Jean Baptiste Deschamps
Charles Hebert
Jean Baptiste La Jeunesse
La Liberte
Etienne Malboeuf
Peter Pinuat
Paul Primeau
Francois Rivet
Peter Roi

Lewis' Newfoundland Dog:

Seaman *

NOTE: This list of expedition members includes some individuals who **did not** travel to the Pacific Ocean and back. Only 33 went to the Pacific Ocean, and those individuals have an asterisk "*" by their name.