

Educator's Guide

LEWIS & CLARK

GREAT JOURNEY WEST

Produced by National Geographic

Adapted from materials on the National
Geography web site

 **ScienceCenter**

1875 El Prado, San Diego CA 92101
(619) 238-1233
www.rhfleet.org

PRE-ACTIVITY

Lewis & Clark: Facing Challenges Real and Imagined

Teachers, An electronic version of this lesson is available on the following web site:
<http://www.nationalgeographic.com/ Expeditions/lessons/06/g35/challenges.html>

NOTE:

Maps and photos on the web site may be helpful with this lesson.

Objective:

Students will use mental maps to describe and draw their perceptions of geographic features.

In The Film:

Before the Lewis and Clark Expedition, Europeans knew little about what lay west of the Mississippi River. They only had "mental maps" of what may be on the unexplored frontier. Mental maps are collections of information and ideas we have that help us identify and recall characteristics of people, animals and geographic features on Earth. For instance, if you want to predict how long a first-time trip would take to drive, you could use your knowledge of previous driving experiences and calculate the driving speed, type of road, amount of traffic, etc. to create a more accurate estimate. Also, you can recall images of a type of animal to help recognize it for the first time in person. (This skill helped Lewis and Clark a few times!)

The mental maps of expedition members could not fully prepare them for all they would encounter on their journey; nonetheless, some mental maps helped them meet and overcome numerous challenges.

In this lesson, students will use their own mental maps to see how they perceive geographic features, and get a better understanding of how expedition members might have done so.

If possible, begin the lesson before your students see the large-format film *LEWIS & CLARK, GREAT JOURNEY WEST*, and finish it after they have seen the film.



Materials:

- Internet access to, or photocopies of the map "Lewis and Clark Expedition Routes"
- Blank white paper (8.5 x 11 in or 22 x 28 cm)
- Notebook paper
- Pencil or pen
- Colored pencils
- Whiteboard markers



To Do:

1. Briefly tell the students about mental maps. Give examples of when they use their own mental maps such as remembering the fastest way to the mall or recalling how big or small a friend is when buying them a shirt or pants for a present.

Using their mental maps, ask students to verbally describe the following words: mountain, river, prairie, desert, ocean. Write their words and descriptions on the whiteboard. Ask the students if they have ever seen the features in person, watched movies with them or read stories about places with these features.

Using blank pieces of paper and colored pencils, have students draw each of the features they described. On a blank piece of notebook paper, have them use a pen or pencil to write brief explanations telling why they “see” these features the way they do. They should explain how they came up with the mental pictures of the features before they put them in writing or drew them. Again, they should be using information from their mental maps to describe the features.



2. Show students the map “Lewis and Clark Expedition Routes.”

Before Lewis and Clark began their journey, most of the West was unmapped, and Europeans had no idea what the West was like. Lewis and Clark’s men believed they would face challenges such as mountains and wild animals. Write the following terms on the board or an overhead and ask the students to give examples of each:

- Physical Features
- Native Groups
- Wild Animals

3. Below are some of the beliefs people had about western North America in the early 1800s. Using the blank white paper and colored pencils, have students draw or map how Lewis and Clark might have pictured these things:

- A “Northwest Passage” existed—a river or series of closely connected rivers that crossed the continent all the way to the Pacific Ocean.
- Western mountains consisted of only a single ridge.
- There were mountains of pure salt, and erupting volcanoes.
- The Indians were blue-eyed people who spoke Welsh.
- Prehistoric animals such as woolly mammoth elephants roamed the land.



What’s Going On and Why?

Most of us use our prior experiences from different situations to help create a mental map of the world around us. These memory banks of what we know about locations and the characteristics of places help us access information we have already learned. If you have been to a place one time and you use your memory of getting to that place to find it again, you have used your mental map to find it. Everyone uses their different maps to recall information. “Maps of the mind” are one way we make sense of the world, and how we store and recover information about the patterns and shapes of physical and human characteristics on Earth.

We create mental maps based on what we experience, read, or hear. The first time a dog bites us when we are children, we remember to be more careful around dogs. The more we read about a certain topic, the more we learn about it and the larger our mental map becomes. When we see an image of Yosemite National Park for the first time, that becomes the basis for how we picture it until we see it in person. Whether we realize it or not, everything we experience is combined in a mental storage tank that we can usually access when necessary. Lewis and Clark used their mental maps to guide their historic journey.

Taking It Further:

At this point in the lesson, have students see the large-format film **LEWIS & CLARK, GREAT JOURNEY WEST**. Have students pay particularly close attention to the trek through the Bitterroot Mountains, an encounter with the Teton Sioux, the herds of buffalo, and the grizzly bear encounter.

After watching the film, ask students the following questions:

- How were their original ideas similar to or different from the actual encounters in the film?
- Were the actual obstacles anything like Lewis and Clark might have imagined?
- Were they more or less dangerous than Lewis and Clark had expected?
- Do students think Lewis and Clark were adequately prepared to meet the challenges they faced and how were they able to overcome the obstacles?
- Were encounters with Native Americans “challenges”? Why or why not?
- Ask students to think about obstacles they have faced in their own lives. Were they prepared to overcome them? If so, how? Remind students that every experience they have helps prepare them for whatever “obstacles” may lie ahead.



Post Activity

THE LOUISIANA PURCHASE: A LIVING TIME LINE

Objective:

Students will create a timeline to learn about the importance of the Louisiana Purchase to the Lewis and Clark Expedition.

Materials

- Wall map of the United States with the Louisiana Territory outlined
- Copy of Principal Characters sheet
- Bowl or hat
- 9 x 12 inch (23 x 31 cm) white poster board
- Color markers
- U.S. History Books with Lewis and Clark Expedition and/or Louisiana Purchase events
- Notebook paper
- Black or blue pens
- Access to a library
- Access to the Internet

Background:

What is a living time line? A time line is a series of events listed in the order in which they happened. Time lines are usually drawn on paper or written on the chalkboard. A living time line, however, is made up of people who represent the characters and events being studied. It is like a pageant or play. Each group stands and tells their story in sequence until all have finished, creating a living time line. To make it more interesting, those playing the parts may use a variety of ways to help tell their story-costumes, props, posters, etc. In this activity, students will take part in a living time line about the Louisiana Purchase.

To Do:

- Review the basic facts about the Louisiana Purchase with your students, using the map as you proceed. (For useful information on the subject go to <http://www.nps.gov/jeff>.)
- Cut the "Principal Characters" sheet into strips so each character is a separate strip. Place the strips in a bowl or hat.
- Tell the students they will be creating a "living time line" about the Louisiana Purchase. Divide the class into 11 groups of two or three people. (There are 11 characters that need to be represented on the timeline, so group size will depend on the amount of students you have.) Each group will represent a major character in the Louisiana Purchase story. After the groups are divided, have one member from each group draw one of the Principal Characters slips from a bowl or hat. The name they draw will be the subject of their presentation. The slips also contain research questions about that character's part in the Louisiana Purchase.
- Instruct the students to meet with their groups and divide the research questions about the person whose name they have drawn. The questions are printed on the Principal Characters slips. Using notebook paper and pens, instruct the students to find the answers to their questions using the Principal Characters slips. If they wish, they can add more information using textbooks, library books and web sites.
- Once they have found the answers to the questions, they should write a brief first-person script about their character's part in the Louisiana Purchase. If you feel it is necessary, give the students a sample script to work from.
- Have groups make a 9 x 12 poster with the name of the person their group represents printed in large letters. Since this is a time line, also have them print an important date (or dates) on which their character did something related to the Louisiana Purchase.
- Have the groups choose one group member to take part in the oral presentation. However, each member should be ready to play the part in case someone is absent or several presentations are made.

PRESENTATION

A narrator, selected by the teacher, introduces the presentation. Groups select one of their members to represent their character. Those students come to the front of the room (or stage) one at a time in chronological order to present their information. Students carry placards with their characters' names and titles printed on them. Since this is a time line, the placard must also display an important date or dates associated with that person. Using first person point of view, each participant briefly relates what his or her group learned about its character. After students finish speaking, they remain on stage so that at the end of the presentation, they form a "living time line."

The narrator concludes the presentation with a brief statement to this effect: "There were many joyous celebrations across America when the news about the Louisiana Purchase spread westward. However, the story does not end there. In the years that followed, the addition of the Louisiana Territory was good for some, but not for others." A student with a placard reading AMERICAN INDIANS OF THE WEST, 1803-2003 comes on stage. This student explains how westward expansion after the Louisiana Purchase was an unhappy time for Western Indian tribes. However, since that time, America has become a united and strong country. Many American Indian tribes have willingly joined with non-Indian groups to commemorate the Lewis and Clark and Louisiana Purchase Bicentennial Commemorations beginning in 2003.

TIME SAVER FOR TEACHERS:

Brief summaries about the principal characters of the Louisiana Purchase are given below in chronological order. The research questions for this activity (printed on the Principal Character slips) are based on these summaries.

French explorer La Salle and his crew explored much of the Mississippi River. In 1682, at the mouth of the river, La Salle claimed all the territory drained by the Mississippi River for France. The boundaries were vague, but roughly the territory reached from the Appalachian Mountains on the east to the Rocky Mountains on the west, and from Canada on the North to the Gulf of Mexico on the south. La Salle named the territory Louisiana for King Louis XIV of France.

King Louis XIV was an absolute monarch who believed God had chosen him to be king. King Louis had mixed feelings when French explorer La Salle claimed Louisiana for France and named it for him. He realized the addition of the Louisiana Territory would greatly enhance France's colonial empire. On the other hand, he knew defending and colonizing it would cost a lot of money. The French treasury was already in bad shape due to the many wars in which France was involved. Of course, that didn't stop King Louis from spending money on other things. For instance, he built an enormous Palace at Versailles near Paris and lived the good life there for many years before his death in 1715.

King Louis XV, the great-grandson of Louis XIV, came to the throne in 1715 at the age of five. During his reign, France lost most of its colonial possessions in North America to the British. In the peace treaty of 1763, Britain was awarded the Louisiana Territory east of the Mississippi River. A year earlier, to keep Britain from getting the western part, King Louis XV gave it to his cousin, King Charles III of Spain.

King Charles III of Spain came to France's aid in wars against the British. Unfortunately, Spain lost some of its own valuable colonial territories when Britain won. To keep the British from getting West Louisiana (and to compensate King Charles for his losses), King Louis XV secretly gave the territory to Spain in 1762. King Charles was not too thrilled about the deal because he was already having problems defending and maintaining Spain's far-flung colonial possessions in North America. Later he decided it was a good deal because it provided a buffer zone between Spain's colonies and those of the British.

Napoleon Bonaparte, a young military genius, restored order of a sort in France after the chaos of the French Revolution. He was only twenty-eight years old when he forcibly took over the government in 1799. During the next few years, he brought a great deal of Europe under his rule. As his power grew, so did his ambitions, and he began to dream about regaining France's colonial possessions in North America. In 1800, he made a secret deal with Spain (the Treaty of San Ildefonso) to take back the Louisiana Territory. He also began sending troops to the French West Indies in the Caribbean Sea.

Thomas Jefferson became president of the United States in 1801. He wanted to know what lay out in the west not only because he was a curious intellectual, but also because he believed it would someday become part of the United States. In a secret message to Congress in January, 1803 he asked that body to fund a western expedition to be led by his secretary, Meriwether Lewis. He didn't want Spain to know about it because they controlled West Louisiana where the expedition would be traveling. Congress agreed and Lewis began planning the expedition.

By 1802, the secret had leaked out that France had regained the Louisiana Territory. To make matters worse, Spain closed the Port of New Orleans so that frontier farmers and traders could not store their products there before shipping them to market. Even though Napoleon had nothing to do with this act, many Americans blamed him and wanted to go to war with France. To avoid war Jefferson sent a message to Ambassador Robert Livingston in Paris. He wanted Livingston to discourage France from taking over Louisiana, but if that didn't work, to try to buy New Orleans and Florida. A short time later he sent another ambassador, James Monroe, to help Livingston.

Robert Livingston tried to carry out his instructions, but the French foreign minister, Talleyrand, made the task very difficult. Talleyrand, a wealthy aristocrat, was vain and corrupt. He was often very discourteous but Ambassador Livingston continued to do his duty. At a meeting with Talleyrand on April 11, 1803, Talleyrand asked Livingston if the United States would consider buying the entire Louisiana territory as well as New Orleans and Florida-and if so, what would they be willing to pay for it? Livingston was astonished. He said he had not thought of such a thing, but he would discuss it with Ambassador James Monroe, who had just arrived from America.

James Monroe was also astonished when he heard the news. He and Livingston thought Talleyrand might be bluffing until they learned from a reliable source that Napoleon might decide to sell Louisiana at any moment. Even though the two ambassadors were not authorized to buy the entire Louisiana Territory, there wasn't time to consult President Jefferson back in Washington. Monroe talked it over with Livingston and together they decided to buy Louisiana if Napoleon offered to sell it.

Barbe-Marbois was the French Minister of Finance in 1803. He was also one of Napoleon's closest advisors. He convinced Napoleon that selling Louisiana was a good thing because the cost of defending and maintaining it was more than the profit to be made from it. Besides, Napoleon was preparing for war against England and a great deal of money would be needed for the military operations. On April 10, 1803 Napoleon decided to sell Louisiana. He put Barbe-Marbois in charge of negotiations instead of Talleyrand. After many weary days of bargaining, a deal was finally made in which the United States agreed to pay fifteen million dollars for the Louisiana Territory including New Orleans. The contract was dated April 30, 1803 but it was not signed officially until May 2. (Livingston immediately sent the sensational news across the Atlantic to Jefferson. To make sure the news and documents arrived safely, three messengers were sent on three different ships. Jefferson received the news on July 3, 1803.)

Meriwether Lewis was in Washington when the news about the Louisiana Purchase arrived. Lewis was delighted with the news for it meant much of his exploring would be done in his own country. It was now his duty to tell the Western Indian tribes that the United States controlled the Louisiana Territory and that the Great Chief resided in Washington D. C. In the fall of 1803, he sailed down the Ohio River and picked up his friend, William Clark, in Indiana. From there they traveled to St. Louis to spend the winter. On March 10, 1804 Lewis witnessed the ceremony in St. Louis that transferred Upper Louisiana to the United States of America.

What's Going On And Why?

In the study of American history, the Louisiana Purchase is very significant and had a major impact on the Lewis and Clark Expedition. In 1803 during Thomas Jefferson's presidency, the United States purchased the Louisiana Territory west of the Mississippi River from France. President Jefferson had long been curious to know exactly what lay west of the Mississippi. He wanted information about the newly acquired land. In order to satisfy this need, Jefferson sent Lewis and Clark on their expedition to make records of the geography as well as plant and animal life. Starting with this expedition in 1804, the addition of the Louisiana Territory accelerated the westward expansion of the United States. More than half of the expedition went across the lands acquired. Without acquisition of this land, the expedition would have been significantly tougher than it already was to start.

PRINCIPAL CHARACTERS OF THE LOUISIANA PURCHASE

LA SALLE, French Explorer in North America

1. What huge tract of land in North America did La Salle claim for France? On what date did he do this?
2. Where was La Salle when he claimed it?
3. What did he name the land he claimed? In whose honor did he name it?

KING LOUIS XIV, King of France

1. How did King Louis XIV feel about the territory French explorer La Salle claimed for France in 1682?
2. King Louis XIV was not willing to spend a lot of money for building colonies in North America, but he spent enormous amounts of money on his palace outside of Paris. What was the name of the palace? How many rooms did it have? How much did it cost to build?
3. In what year did King Louis XIV die?

KING LOUIS XV, King of France

1. What relation was King Louis XV to King Louis XIV?
2. During King Louis XV's reign, France fought the British in North America. What did France lose to the British in the Treaty of Paris in 1763?
3. What "gift" did Louis XV give to Spain in the secret Treaty of Fontainebleau? For what reasons? In what year did this happen?

KING CHARLES III, King of Spain

1. What was the family relationship between King Charles III of Spain and King Louis XV of France?
2. What "gift" did King Charles receive from King Louis in the secret Treaty of Fontainebleau?
3. Why was King Charles not happy about the gift at first? Why did he later change his mind?
4. In what year did King Charles III die?

NAPOLEON BONAPARTE, French Ruler

1. When did Napoleon take over the French government?
2. What happened to France's king before Napoleon became the leader of France?
3. What "gift" did Spain return to Napoleon in the secret Treaty of San Ildefonso? Why did Napoleon want it back? In what year did he receive it?

THOMAS JEFFERSON, President of the United States

1. Why did Jefferson want to send an expedition to explore the Louisiana Territory?
2. On what date did he secretly ask Congress to fund a western expedition? From whom did he want to keep it a secret and for what reason? Did Congress agree? Who did Jefferson choose to lead the expedition?
3. Jefferson faced a crisis when Spain revoked the right of deposit at the Port of New Orleans. What did that mean and why was it a problem? On what date did this happen?
4. What did the farmers want to do about it? What did Jefferson do about it?

ROBERT LIVINGSTON, American Ambassador to France

1. What did Jefferson instruct Robert Livingston to buy from France? How much was he allowed to offer for it?
2. On what date did he receive these instructions?
3. What was name of the French Minister of Foreign Affairs with whom Livingston negotiated? How did he treat Livingston?

TALLEYRAND, French Minister of Foreign Affairs

1. What sort of a person was Talleyrand?
2. Why did American Ambassador Robert Livingston not like him?
3. On what date did Talleyrand ask Livingston if the United States would be interested in buying the entire Louisiana Territory?

JAMES MONROE, American Ambassador to France

1. Before becoming ambassador to France, what other positions did Monroe hold in the American government?
2. What high position did he hold afterward?
3. Why did Jefferson send Monroe to Paris? On what date did he arrive?

BARBE-MARBOIS, French Minister of Finance

1. Napoleon told Barbe-Marbois that he intended to sell Louisiana to the Americans and that Barbe-Marbois would be the chief negotiator to make the deal. On what date did this happen?
2. Who did Barbe-Marbois replace as chief negotiator?
3. How did Barbe-Marbois feel about Napoleon's decision to sell Louisiana?

MERIWETHER LEWIS, Jefferson's Secretary and Leader of the Western Expedition

1. Where was Lewis when he learned the news about the Louisiana Purchase?
2. Why was Lewis so pleased when he heard the news?
3. What important ceremony about the Louisiana Purchase did Lewis attend in St. Louis? On what date did it take place?

