

## Journal Writing

### Objectives:

1. Participants will make their own journals.
2. Participants will write or draw in their journals with a quill pen
3. Participants will explain the significance of the Lewis & Clark Journals to themselves.

### Materials:

Ink

Feathers

Journal paper

### Procedure:

#### 1. Intro

Introduce the idea of journaling. Discuss why people in different walks of life might have kept journals. Pioneer women write about their lives, farmers kept track of their fields, crops, or animals from year to year, teachers record student progress and lessons covered. Artists describe beautiful features and authors portray and characterize the world around them. We know a lot about history because of journals. How many of you have ever kept a journal? Did you do it because you wanted to or was it an assignment? Have you ever gone back and read any of your journal entries? Did they help you to remember things? Journals function kind of like a computer when you hit the save button. As long as that file or journal remains intact, we will always have a record of that moment in time. Why did Lewis and Clark keep journals? What do we know about their journals? [we need to pick something COOL to read to the students!] Journals are not usually about the exciting stuff, they record day-to-day happenings.

#### 2. Activity:

Show pen & ink set we have in the trunk. Discuss what is different about it, how it works, etc. Show feather, why is it called a quill? How is it used? What types of birds were used? Demonstrate use [show pictures of old writings?]. Tell students that they are going to use a quill pen and after making a journal, they are going to have to write about something they might not have ever seen before [I think a picture of a plant of extinct species would be cool here. The students would have to describe what they are looking at in great detail so that perhaps their teacher/other person could pick it out of a pile of pictures of weird plants/animals]

#### 3. Wrap-up/Conclusion:

Check that participants have made their own journals & written or drawn something of significance in them.

Ask participants to explain the significance of the Lewis & Clark Journals in their lives. Could they have kept a journal for 3 years? Even when they were cold and hungry? What do you think would have happened if L&C didn't keep their journals? What might we know about their journey?

## Map Making and Reading

### Objectives:

1. Participants will demonstrate that they can correctly read a map.
2. Participants will list 2 difficulties when making accurate maps
3. Participants will list 2 ways in which Lewis and Clark overcame map making difficulties.

[time permitting: 4. Participants will create a map for use by someone else.]

### Materials:

Present day maps

L&C maps

Blank paper

Pen/pencils

### Procedure:

#### 1. Intro

Read the following letter from President Jefferson aloud:

*“Beginning at the mouth of the Missouri, you will take [careful] observations of latitude longitude, at all remarkable points on the river, & especially at the mouths of rivers, at rapids, at islands, & other places & objects distinguished by such natural marks & characters of a durable kind, as that they may with certainty be recognised hereafter. The courses of the river between these points of observation may be supplied by the compass the log-line & by time, corrected by the observations themselves. The variations of the compass too, in different places, should be noted.*

*The interesting points of the portage between the heads of the Missouri, & of the water offering the best communication with the Pacific ocean, should also be fixed by observation, & the course of that water to the ocean, in the same manner as that of the Missouri.*

*Your observations are to be taken with great pains & accuracy, to be entered distinctly & intelligibly for others as well as yourself to comprehend all the elements necessary, with the aid of the usual tables, to fix the latitude and longitude of the places at which they were taken . . .”*

— Thomas Jefferson, Instructions to Meriwether Lewis, 20 June 1803

Mapping is the human equivalent of an animal marking its territory by leaving scent or other traces. Jefferson's instructions to fix the trading route to the Pacific by observation meant that Lewis and Clark should mark territory—measure and map it by making marks on paper like a bear makes claw marks on trees. These marks would allow those who followed the Expedition to understand new American territory by using concepts they could readily comprehend, just like bears immediately know when they encroach on another's territory. That is what Jefferson was conveying in his instructions to Lewis.

More than anything else, the objective of the Lewis and Clark Expedition was to claim territory and map it.

There are 2 ways to make maps:

1. *The view from the ground.* Most people tend to imagine the world "horizontally," visualizing distance and direction from a ground-level perspective and locating themselves in terms of personal space—left, right, front and back, up or down. These people give and understand directions in terms of landmarks that can be seen from the traditional vantage point

2. *The view from above.* Other people (a minority) tend to imagine the world "vertically." They visualize distance and area in terms of the north-south (x) and east-west (y) coordinates of a two dimensional geographic grid system that they view from above. It is important to remember that the vertical perspective can be learned. William Clark, almost always knew where he was and was a superb maker of maps, was probably one of those people for whom the vertical view of the world came naturally. Meriwether Lewis, every bit as competent in the field, but was probably among those people who see the world horizontally. He had to learn to convert his habitual perspective into a vertical one for purposes of navigation and mapmaking.

## 2. Activity

Briefly review where the Expedition was going, and why. Explain that Lewis and Clark faced many obstacles on their journey that related to the geography of the land. Based on very few facts, the expedition had to make critical choices that would influence not only whether or not they succeeded, but whether they lived or died! How would students feel if they had to make a life-or-death decision? Students are going to examine three decisions that the expedition faced—and just for today, the course the expedition takes will be in their hands.

Briefly discuss the three decisions. (Optional: Make an overhead transparency or write on the chalkboard of the list below.) Discuss the geographic aspects of each place, which you can locate on the map "Lewis and Clark Expedition: Westward Route, Native Americans, and Forts." Important: Do not show students this map, or any map of the expedition's route, before they make their decisions—because a map will reveal the answers!

### A. Fork in the River: Which Way is the Missouri?

Lewis and Clark reach an unexpected fork in the Missouri River. Which branch should they take?

### B. Winter Camp: Location, Location, Location . . .

The expedition has reached the Pacific Ocean and must build winter quarters. Should they build a fort at one of two sites closer to the Pacific Ocean, or further inland?

Divide the class into four groups. Give two groups the "Fork in the River" scenario and two groups the "Winter Camp" scenario (the first two pages of the five-page handout, Obstacles and Decisions)

Each group should examine the choices, then review the facts, add other relevant factors, and determine what is at stake. Groups should list any other factors that may influence the decision (center column), and list the pros and cons of the choices (right-hand column). Finally, the group must vote: How will the expedition proceed?

Give each group the envelopes you prepared that correspond to the decisions they made. Have each group open the envelope with "their" decision. Give the groups a minute or two to reflect on the consequences. (Students can open the other envelopes.) How did each group's choice compare to the choices that were actually made? How did students go about the decision-making process? How did geography factor in their deliberations?

Give students copies of the map "Lewis and Clark Expedition: Westward Route, Native Americans, and Forts." Have them locate where the decisions took place. Would their decision have been easier if they could have referred to a map? ("A Fork in the River" occurred where the Marias River flows into the Missouri River, just east of the Great Falls. "Winter Camp" took place at Fort Clatsop, number 10 on the map.)

### 3. Wrap-up/Conclusion

As co-captains, Lewis and Clark determined the course of the expedition. They were two very different men, who nonetheless seemed to command as one. There is no record the two friends ever argued or disagreed on an important decision. How did working in a group affect the decision-making process?

[Note: Lewis and Clark let all members of the expedition vote on where to site their camp during the winter they spent near the Pacific Ocean. This was believed to be the first time in recorded U.S. history that a slave (York, Clark's slave) or woman (Sacagawea, a Shoshone Indian) was allowed to vote.]

Did participants demonstrate that they can correctly read a map?

What are 2 difficulties when making accurate maps?

What are 2 ways in which Lewis and Clark overcame map-making difficulties?

[Time permitting: Check if participants will create a map for use by someone else]

## **Venturing Out & Working as a Team: Stories of York, Sacagewa, & Native American Tribes**

### Objectives:

1. Participants will define “teamwork” and “cooperation” in their own words.
2. Participants will discuss three hardships encountered by the Lewis and Clark Expedition.
3. Participants will explain three ways the Lewis and Clark Expedition overcame hardships.
4. Participants will identify two ways in which the Lewis and Clark Expedition received help on their journey from expedition non-members.

### Materials:

- 4-5 stuffed objects or soft balls.
- 1 Carpet or cardboard squares per 4 students

### Procedure:

#### 1. Intro:

Ask students what hardships they’re aware of that the Lewis and Clark Expedition encountered. What sort of courage would it take to venture out of civilization and into the frontier? Stress loneliness, the need for family to stay together, the ability to rely on each other, etc.

Do we have any kind of challenges today that compare to what the Corp of Discovery faced? In Venturing Out, you’ll be working as the Corps of Discovery unit had to work to make it safely across the Louisiana Territory and back home again. How you meet these challenges and solve your problems determines how safely all of you make it.

Do as many of the following as you have time for, setting the students up for success as much as possible without compromising the challenge. And making sure you have time at the end of the activity to process the task and complete the concluding activities.

#### 2. Games:

##### Roll Call

Before they could depart, Lewis & Clark conducted a roll call of all their Corps members. They decided to have the Expedition members get into a line in order of their birthdays, but because they didn’t want to be found, the Corp CANNOT TALK as they find their order. NO TALKING OR NOISE OF ANY KIND IS PERMITTED, but they must move QUICKLY. Students can figure out multiple ways of getting into birthday order. When they think they are in order, ask which end is the beginning (Jan) and let each of them state their birthday in order. Congratulate successes. Ask: why were L&C concerned about their crew? Why might it be necessary to move quickly and quietly on their journey? [If they fail, ask if they would like to try again...but give them a different no-

talking task, such as in order of their shoe size, number of siblings, etc. then ask debrief questions]

### All Aboard

Uh-oh! You've surprised a mother bear and her cubs during roll call and she is upset! If you can get everyone up this BIG tree and hang on for five seconds, the bears will go away and you can resume travel safely. [you make the 'tree' out of the squares for stepping stones. Make the square smaller than the group so they have to hang on to everyone and figure out a way to get all of them off the ground onto the 'tree']. Ask: do you think that the Expedition members were ever scared? Tired? Frustrated? Mad? How do you think they dealt with these feelings? Have you ever felt any of these things?

### Stepping Stones

The Corps of Discovery has reached the Falls of the Ohio and must portage all their gear and personal belongings (X distance). At one point, they must cross a tributary. The water is high because of heavy rains, the current is very swift, and there are many rocks, floating trees, and branches that could cause great harm to anyone falling in the water. If anyone so much as touches the water (ground) s/he will be swept away. It could take you all day to find them downriver if they're even alive by then. You're able to build some small rafts with your dugout canoes (the squares) but obviously, you must be touching them at all times, or they too will be swept away. Your task is to get everyone in your group and all the rafts across the river. [the width of the river is determined by size of the group...larger group, wider width. Smaller group, smaller river]. After finished: How did you decide what to do here? How did it work for you all? Did your group work well together? What were some of the problems you had? Were things ever disorganized or confused? How could you handle that differently? How did it make you feel when you were muted? How do you think members of the expedition felt when their opinions were not listened to? What did you do? What did they do?

### Mutations

The Corps of Discovery has just come over the Rocky Mountains and the pass was brutal! Everyone has suffered injuries and you're in bad shape. There is a wonderfully FLAT meadow to cross before you reach water and a place to camp for the night, where you can care for your wounded. You must get from your starting point where you are standing to here (Draw a line or place a rope, etc to mark the spot). Because there are a lot of Grizzly Bears in the area, to make it safely you must stay in a line with physical contact between everyone in your group at all times (or you return to the starting point and try again). Now I'll tell you what your injuries are and you'll decide how to get everyone across the meadow without breaking contact. Blind, mute, broken arm(s), leg(s), etc. Ask: was communication difficult for your group? Why? Do you think the Corps of Discovery had communication problems? Why or why not? What is teamwork? Why do you think it was important for the Corps to work together? Did your group have one leader? Which of these challenges were the hardest? Easiest? Why?

Clean up and have a seat together on the ground.

### 3. Wrap-Up/Conclusion:

Read Joe's "Help Wanted" ad to participants. Knowing all this, would they still want to be a member of the Corps of Discovery? Why or why not?

Ask students:

What does "teamwork" mean?

What does "cooperation" mean?

Can you name three hardships encountered by the Lewis and Clark Expedition?

What are three ways the Lewis and Clark Expedition overcame hardships?

What are two ways in which the Lewis and Clark Expedition received help on their journey from expedition non-members?