

# Be Specific, Go West To The Pacific

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## Overview:

Follow Lewis and Clark from St. Louis to the Pacific and back again. Read online journal entries made by Lewis and Clark to gather information pertaining to this historic journal. Students will use the Internet to answer questions to create their own journals.

## Grade Level:

5/6

## Time Allotment:

Three 45-minute classes

**Subject Matter:** Social Studies, English  
(Written Language)

## Learning Objectives

Students will be able to:

- Explain the purpose of the Lewis and Clark expedition.
- Describe different aspects of their journey.
- Use the Internet to answer questions pertaining to the Lewis and Clark expedition.

## Standards:

An Index of Virginia SOLs can be found at:  
<http://www.pen.k12.va.us/go/Sols>

### VA SOL History/Social Science

5.6 The student will describe growth and change in America from 1801 to 1861.

English

5.7 The student will write for a variety of purposes to describe, to inform, to entertain, and to explain.

5.8 The student will synthesize information from a variety of resources.

### Technology

C/T5.3 The student will process, store, retrieve, and transmit electronic information.

C/T5.4 The student will communicate through application software.

## Media Components

### Video:

*Landmarks of Westward Expansion: Lewis and Clark #103*

### Web Sites:

<http://www.lewis-clark.org/index.htm>

The Lewis & Clark Expedition A Western Adventure – A National Epic

This site provides an interactive map that details the route that Lewis & Clark took to the Pacific.

<http://oncampus.richmond.edu/academics/education/projects/webquests/lewisclark/>

A Webquest on the Lewis & Clark Expedition

### Materials:

Materials needed for each student or each group of two.

- Computer with access to the Internet.
- Computer that can project image to screen or television
- Copy of journal outline (see attachments)
- URLs for the Internet
- Pencil
- Two pieces of unlined paper for each student

## Prep for Teachers

The teacher should preview and cue the video as indicated in the Learning Activities section. Have a route planned out for the

students to take that will get them to a room or another part of the building. This will be used in the Introductory Activity. The teacher should have the Internet sites bookmarked for easier access. The teacher should make copies of the journal outline for each student before they go to the Internet. Students should have a working knowledge of how to use the Internet for research purposes. The class will go as far as they can each day before they stop. They will pick up where they leave off during the next class.

### Introductory Activity

1. Ask the students if they like to explore? Ask for examples of their explorations. (they may explore in the woods, park, at the beach etc) Allow time for students to tell of their explorations. Say, Today we are going to explore a new way to get to the gym (pick a room that is some distance from your room and has several ways of getting there. Down the hall, outside and back in, through another room etc).
2. Say, On this new journey to the gym (or room you have selected) you will have a partner. One of you will be responsible for taking notes of everything you see or hear and the other one will have to draw a map so we can use this path again if we like it. We will divide the class into groups of two by counting. (Have the students count 1, 2, 1, 2 until everyone has a number. If there is an odd number have that student join another group). All of the ones will be the mapmakers and all of the twos will be the note takers. Pass out the unlined paper to each student.
3. Say to the class that their mission is to make an accurate map and detailed observations on their journey.
4. Start your journey and have the partners walk together. Stop at least twice for the partners to take notes, draw etc. When you get to your

designation give them some time to write down their observation and draw the map. Say: Now we must return using the map to our room. After they are back in their room have them share their feelings. Was it hard to draw a map, write down what they saw? Did they write down everything or did they select things to write down and leave other things out. Discuss for about 8 – 10 minutes.

### Learning Activities:

Say: There are many people who had to explore new areas and make maps and keep records of what they saw. We are going to study two explorers who kept wonderful journals of their travels, Meriwether Lewis and William Clark. Both of these explores were born in Virginia but had a long journey to make.

To set a **Focus for Media Interaction** say to the class: I am going to show you a video clip that will tell us how many people went on the expedition, what they called their expedition and where they started the journey. I want you to listen carefully to see if you can find the answer to those three questions: (Repeat questions)

**START:** Fast forward tape until you see the American Flag. **PAUSE:** when the narrator says; “to the coastal waters of the Pacific Ocean.” You will also see a map of the United States.

Ask, how many people were on the expedition? (31) What did they call their expedition? (Corps of Discovery) Where did they start their journey? (St Louis)

Provide a **Focus for Media Interaction** by saying to the class, most expeditions are made because someone wants to find out something or they need something. I wonder who sent Lewis and Clark on their expedition and what they wanted? Let’s watch this clip and see if we can find the answer to those questions, who sent Lewis and Clark and what did they want?

## RESUME PLAY

**STOP:** when you hear the narrator say; “map their route in careful detail and establish friendly relations with the Indians.”

Ask: Who sent Lewis and Clark on their expedition?

(President Jefferson wanted them to go to the Pacific Ocean by the Missouri river and the mouth of the Columbia River.)

What did President Jefferson want them to do? (Map their route in careful detail and establish friendly relations with the Indians.)

Provide a **Focus for Media Interaction** by saying to the class: One way of keeping records is to keep a journal. Lewis and Clark kept a journal but each one focused on something different. Let’s look at this clip and see what each one focused on.

**START:** Fast-forward until you see a cradleboard followed by a painting of Sacagawea and a woman talking. Start this section when she says “...assure Native Tribes that they had nothing to fear from these strange intruders.”

**STOP:** when you hear music and see a table with two candles.

What was the focus for Lewis in his journal? (He collected descriptions of local plants and animals) What was the focus for Clark? (He made a complete map to the Pacific and planned their return trip)

### Culminating Activity

Take class to the computer lab. The URLs should be book marked or provided as a hyperlink in a document for each student. Each student should have a pencil and copy of the journal outline.

Say to class: We are going to take the same journey that Lewis and Clark took by using the Internet. You will keep a journal of your trip but instead of writing down everything you see you will be given questions that you will answer along the way. You will also be drawing pictures and writing your reflections on what you see and hear.

Provide the students a copy of the journal outline that is attached.

Say to the class, I want you to look at the cover of your journal. What do you see? (Map of the United States with the Lewis and Clark Expedition outlined). Put your name on the cover of the journal in the right top corner.

I want you to open Microsoft Explorer (or Netscape or any browser you are using) and go to the menu bar and Click on Favorites, select Discovering Lewis and Clark.

Scroll to the bottom of the page and select: A Map Of The Trail. You will have to use your scroll bars to move to the right and left to see the entire screen.

Provide a **Focus for Media Interaction** by asking, What do you see? (The Lewis and Clark Trail 1803 - 1806) What does the map key tell us about this map? (It shows Preparation, recruitment and exploration)

### NOTE TO TEACHER:

**The following journal activities are not to be done as an independent activity. There is discussion along the way so the class should not work ahead.**

Take out your journals and read the first Focus for Media Interaction. **The Focus of Media Interaction is provided as questions throughout this section with the answers following.** What was the year of Lewis and Clark’s Expedition? We can find that answer by looking at the map that is on the screen right now. Where do we need to look? (map key) Yes, the map key. What is the year of Lewis and Clark’s expedition? (1803-1806.) Write that answer in your journal.

Look at the second question. Click on the first button on the map to answer the following questions:

- Who gave Lewis and Clark the orders to go on their journey? (President Jefferson)
- What was the expedition called? (Corps of Discovery)

Write you answers in your journal.

When you have finished click on the back button to go back to the map.

Go to the second button to find the answers to the following questions: (the answers are in paragraph 2, 4 and 5, you may want to tell students which paragraph they need to read)

- In 1803 Lewis took crash courses in what areas? (Lewis took crash courses in medicine, botany, zoology, and celestial observation.)
- What skills did Clark have? (Clark was a skilled river man, a superlative geographer, and a first-rate mapmaker.
- When and why did they go to Harper's Ferry? (On Independence Day, 1803. They picked up arms at the government arsenal at Harper's Ferry.)

Write you answers in your journal.

Why would it be important for Lewis to take those classes? (Allow time for discussion)

When you have finished click on the back button to go back to the map.

Go to the fourth button and then scroll down and click on the **MORE** button. Go down to the fourth paragraph to find the answers to the following questions:

Describe their first winter in North Dakota. (It was cold in North Dakota that winter, sometimes more than 40 degrees below zero. Hunting expeditions courted danger, especially if they stayed out overnight. The Indians amazed Lewis and Clark; they dressed lightly and carried only one buffalo skin for a blanket. Members of the Expedition helped the natives hunt for food, repaired tools, and treated frostbite and illnesses.

Read to the class as they read along paragraphs 6, and 7 then have them answer the following questions in their journal:

- Who volunteered to be an interpretator for Lewis and Clark? (Toussaint Charbonneau)
- What was Charbonneau's principal asset and why? (Charbonneau's principal asset was the wife he proposed to bring along, Sacagawea. (Her name is also sometimes spelled, and pronounced, Sakakawea or Sacajawea.) She was a young Shoshoni who had been abducted from her tribe by enemy raiders near the Three Forks of the Missouri about four years before. It has been a persistent American legend that she was the expedition's indispensable guide, and as such she has been the subject of more commemorative sculptures and paintings than any other woman in American history.

Write you answers in your journal.

When you have finished click on the back button twice to go back to the map.

Go to the fifth button to find the answers to the following questions:

- Who was born at Fort Mandon in February 1805? (first paragraph) (Jean Baptiste Charbonneau, Sacagawea's son.
- What was sent back to St Louis? (paragraph 2) (Zoological, botanical, geological, and ethnological specimens and artifacts collected up to that point. Letters, maps, and other reports went to President Jefferson, and Secretary of War Henry Dearborn.)
- Write a letter to President Jefferson. What would you tell him of your journey so far? (Letters will vary.)

Call on students to share some of the letters that they wrote to the President. After they have read some of the letters have the students go to the Favorites and go to Adventure Into the Unknown: A Webquest on the Lewis & Clark Expedition

<http://www.richmond.edu/~ed344/webquests/lewisclark/>

Go to the conclusion button on the left and click on typed letter link.

This site is a copy of the letter that Lewis wrote to President Jefferson. Read the letter to the students as they follow along. When you have finished the letter ask: Did we tell the President some of the same things in our letters? Answer will depend on what the students wrote. Discuss the importance of the things Lewis said in his letter. Why do you think Lewis felt it was important to include the things he did? Answers will vary but should include the fact that the President was very interested in receiving very specific details about the expedition.

When you have finished click on the back button three times to go back to the map. Click on the sixth button. Scroll down until you see 6: High On The Plains. Either you read or have students take turns reading that page. After it is read have them draw a picture in their journal of the plains based on the description.

When you have finished click on the back button to go back to the map. Before they click on another button

Say to the class: If you came to a fork in the road how would you know which road to take? (Accept all answers, some may say something about looking for signs or go the direction someone told them, flip a coin etc.) Say: Lewis and Clark came to a fork in the River. They were not expecting to see this fork because no one had ever told them about it (Indians). They knew that they had to take the Missouri river but which one was it? I wonder how they would decide which one to take? Brainstorm some ideas, accept all answers. Say: Let's find out how they decided which way to go, click on the seventh button and then scroll down and click on the **MORE** button. Read that page aloud. Ask: How did Lewis and Clark decide which way to go? (Answer: The captains sent search parties up both rivers. When the results proved inconclusive, they set out to see for themselves. Clark went

forty-five miles up the Missouri, found that it ran swift and true to the west of south, and returned persuaded. Lewis went nearly eighty miles up the Maria's, confirmed that it headed from too much to the north for their route to the Pacific, and made his way back. The captains' findings represented the triumph of field observation over hypothetical image; they corrected their maps and, sure of themselves, chose the true Missouri.) Write that answer in your journal.

Say, when you have finished click on the back button twice to go back to the map. Go to the eleventh button on the map, scroll down and click on the **MORE** button to answer the following question:

- What was to become the most exhausting and debilitating segment of the entire journey? (The eleven-day passage across the Bitterroot Mountains to the Clearwater River near present-day Orofino, Idaho. The portion of the Lolo Trail east of the crest of the Bitterroots was relatively easy going. Thereafter, the explorers faced virtually impenetrable forested mountains, early snow and bitter cold, and an absence of wild game that forced them to kill and eat three of their horses. Up until then they had relied on as much as eight pounds of fresh meat per man per day to maintain their stamina, but the mountains were barren of game. The elk, deer, and bear that once shared the vast plains with the bison herds had not yet been forced into the mountains where they live today. By the eleventh day, the men were on the brink of starvation)

Write your answers in your journal.

Say, When you have finished click on the back button twice to go back to the map. Go to the twelfth button. Lewis and Clark met many Native Americans. They were really surprised to see the dense populations along the riverbanks. Read the last paragraph and

answer the following questions in your journal.

- Name the 10 Indian groups that Lewis and Clark met along the riverbanks? (Yakamas, Wanapams, Walulas, Umatillas, Wishrams, Teninos, Watlalas, Multnomahs, Kathlamets and Wahkiakums)

Say, When you have finished click on the back button to go back to the map. Go to button thirteen. Read this section and then answer the following question in your journal.

- Describe what it was like as they approached the Pacific. (It was "tempestuous and horrible." Storms pinned them against rugged northern shorelines for two wet and hungry weeks.)

Say, When you have finished click on the back button to go back to the map. Go to button fourteen. Read this section to answer the following question in your journal.

- What was the name of the Fort they built and stayed in during the winter? (Fort Clatsop)

Say, When you have finished click on the back button to go back to the map. Go to button sixteen. Lewis and Clark took separate routes to investigate two routes. Go to the last paragraph and answer the following question in you journal.

- On August third Clark reached the Missouri. He took the same path that they took going. How long did this route take this time compared to the trip going? (The trip this time took thirty-two days and the trip upriver took 134 days.)

Say, Scroll down to the bottom of the page and click on the **PROCEED** button and answer the following question in your journal.

- Lewis took a more direct route and covered how many miles in

how many days compared to the trip out? (By this more direct route, Lewis had covered about 180 miles in nine days, a far cry from the 750 miles in fifty-seven days of 1805.)

Say, When you have finished click on the back button twice to go back to the map. Go to the eighteenth button and answer the following question in your journal. Read the second paragraph

Lewis and Clark paid off interpreter Toussaint Charbonneau in the amount of five hundred dollars and thirty-three and one-third cents. Sacagawea received nothing, though Clark was later to acknowledge his indebtedness to her in a letter to her husband.

- What did Clark say in the letter about Sacagawea? ("Your woman who accompanied you that long dangerous and fatiguing rout to the Pacific Ocean and back deserved a greater reward for her attention and services on that rout than we had in our power to give her.")

Say, When you have finished click on the back button to go back to the map. Go to button nineteen and answer the following question in your journal.

- Tell about the end of the trip. Make sure to note if there were parades, celebrations. Did everyone come out and express thanks for their discovery? (The description of the end of the trip should include that there wasn't much fanfare at all.)

Assessment:

1. The students will turn in their journal for a grade. The letter that they wrote to the President could also be used for an English grade.

**Cross-Curricular Extensions**  
English:

- Write a journal entry from Sacagawea's point of view.
  - Look at the journal entries from Lewis and Clark's journal and note the way words were spelled in comparison to how we spell the same word. Were these just misspellings or did the spelling change over time.
3. Invite a zoologist in to discuss identifying animals and to talk about the different species that Lewis and Clark described.

#### Math:

- Using a present day map the students can map out the distance of Lewis and Clark's journey.

#### Science:

- Students can look at the different species of plants and animals that Lewis and Clark saw and determine if any are on the endangered or extinct list.

#### Technology:

- The students could make a Web Quest about Lewis and Clark.
- Students could create a Power Point presentation of the major events of Lewis and Clark's expedition.
- Additional sites:
- **Timeline Of Lewis and Clark**  
<http://www.lewisclark.net/timeline/index.html>  
**This site shows a timeline of Lewis and Clark's expedition.**
- **Biography of Lewis and Clark**  
<http://www.lewisclark.net/biography/index.html>  
**This site has a biography of Lewis and Clark.**

#### Community Connections

1. Invite a botanist to talk to the class about how to classify species and how they deal with a new found species.
2. Take a trip to a Lewis and Clark Museum.