Lewis and Clark... and Jodie, Freddi, and Samantha

About the Show

The girls' wish for a camping trip transports them back to join Lewis and Clark on the first United States overland expedition to the Pacific Coast. Even with Sacajawea's help, will Jodie, Freddi, and Samantha, survive life in the snow-covered, bear-populated great outdoors?

Introduction

The *Lewis and Clark* expedition offers many opportunities for students to explore not only an important event in American history, but also the way in which history is interpreted and described from various perspectives. It provides many cross-curricular connections, especially in science and art.

Historical Background

In 1803, President Thomas Jefferson sent James Monroe to join Robert Livingston, the ambassador of France, in Paris to work out an agreement with Napoleon. The goal was to obtain the important port of New Orleans, owned by the French. This would allow America to compete more fully as an international trading power. Jefferson authorized Monroe and Livingston to offer as much as $10,000,000 for New Orleans.

Napoleon had just sent his army to put down a slave rebellion in Haiti, led by Toussaint L'Ouverture. The conflict had cost Napoleon 50,000 soldiers, many of whom had died from yellow fever. Facing possible war with England, Napoleon decided to abandon his plans to build an empire in the Americas.

Livingston was astounded when Napoleon's minister offered to sell not only New Orleans, but all of the Louisiana Territory for $15,000,000—over 800,000 square miles of land for about four cents an acre, perhaps the greatest real estate deal in history.

Curriculum Connections

- American history
- inventions
- Lewis and Clark

Subject Areas

- art
- language arts
- science
- social studies



Historical Background *continued*

Congress approved the purchase, which encompassed what would become 13 states: Arkansas, Colorado, Iowa, Kansas, Louisiana, Minnesota, Missouri, Nebraska, Montana, North Dakota, Oklahoma, South Dakota, and Wyoming.

The new nation had doubled in size practically overnight, but no one knew precisely what the territory contained. In June 1803, Jefferson instructed Captain Meriwether Lewis and Captain William Clark to conduct an expedition:

> *The object of your mission is to explore the Missouri river, & such principal stream of it, as, by it's course & communication with the waters of the Pacific Ocean, whether the Columbia, Oregon, Colorado or and other river may offer the most direct & practicable water communication across this continent, for the purposes of commerce.*

Not only were Lewis and Clark searching for a water route to the Pacific (the mythic Northwest Passage), but they were also mapping the new territory and collecting and recording animals, plants, and other wildlife. They were also supposed to meet the Indians who lived there, observe native customs, and act as envoys for the United States government.

Want students to get even more excited about history?



Check out the Lewis and Clark adventure at

www.timewarptrio.com/adventures/lewisandclark/

Put It Back, Jack! and other interactive games to play.

Plentifax 487—the ultimate time traveler's guide—to find out all about Lewis and Clark's expedition to the Pacific Northwest!

Cool Books that kids will love.

Activity 1



Back to Back

One of the most important instructions that President Jefferson—a scientist himself—gave to Lewis and Clark was to observe unfamiliar species in the Louisiana Territory. Lewis and Clark kept detailed drawings and descriptions of plants, animals, and fish, and delighted Jefferson by sending their specimens to him in Washington. (Some of these are on display at the Smithsonian.)

In this activity, students sharpen their observation skills and use precise language to describe objects.

Instructions

1. Place the natural objects in a box so students cannot see them. Organize students into pairs. Have each pair sit back to back. Have Partner #1 choose an object from the box. Then have Partner #1 describe the object to Partner #2, using descriptive language but without revealing what the object is.
2. Have Partner #2 draw the object according to what he or she has heard. At any point, Partner #2 can guess what the object is. When Partner #2 guesses correctly, have the pairs change places so that Partner #2 chooses and describes the object.
3. Ask for volunteer pairs to share their findings with the class. How hard was it to describe the object without naming it? Was it easy or hard to draw or guess the object?

Take It Further

Have students pretend they are visitors from outer space. They must report back to their leader about something they have discovered. Have students choose an item in the classroom and then write their report. Remind students that they probably do not know the name of the object or what it does, so they need to use precise language when describing what the item looks and feels like.

Objectives

- to use observation skills
- to choose language with precision
- to work cooperatively

Materials

- art and writing supplies
- natural objects such as shells, stones, pine cones, pieces of lichen, bark, leaves
- box or bag

Curriculum Standards

- **NCSS**
  Time, Continuity & Change: Students demonstrate an understanding that different people may describe the same event or situation in diverse ways.
- **NCTE/IRA**
  Students adjust their use of spoken, written, and visual language to communicate effectively with different audiences and for a variety of purposes.

Activity 2



Who Am I?

The Corps of Discovery, 1803–1806, was made up of people of diverse backgrounds and experiences. While Lewis and Clark were highly educated for the time, Charbonneau was a French trapper, Sacajawea was a Native American, and York was a slave.

In this activity, students create a "biography poster," representing a person involved in the Corps of Discovery: Jefferson, Lewis, Clark, Sacajawea, Charbonneau, York, Sacajawea's brother Cameahwait, Pomp (Sacajawea's baby). Imagining what it was like to be one of these people helps students better understand the time period, and provides them with specific practice in using prior knowledge.

Instructions

1. As a class, create a list of people who participated in the Corps of Discovery. Ask students to choose one of the participants. Have students research biographical information in books and the Web. As students research, have them draw or copy a picture of the person from one of these sources.
2. Have students plan their poster. Suggest that they cut their poster board into a shape of something that relates to the person. For example, for Clark the poster could be in the shape of a journal. (See examples of student works, page 5.)
3. Ask students to include four additional pictures that help to describe or identify the person. This could represent a related event, the person's contribution, or his or her background. Have students provide captions for the pictures.
4. Have students identify three words that describe the character of the person. Tell students to look for words that describe what the person stood for, believed in, or fought to achieve. (You may want to provide examples.) Have students keep a notebook or list of these words.

Objectives

- to show knowledge of the early 1800s
- to deepen understanding of the Corps of Discovery
- to practice research skills
- to define and explain point of view

Materials

- art and writing supplies
- poster board for each student

Curriculum Standards

- **NCSS**
  Culture: Students compare ways in which people from different cultures think about and deal with their physical environment and social conditions.
- **NCTE/IRA**
  Students use a variety of technological and information resources to gather and synthesize information and to create and use knowledge.

Activity 2

5. Ask students to use the first-person point of view to complete the following open-ended sentences:

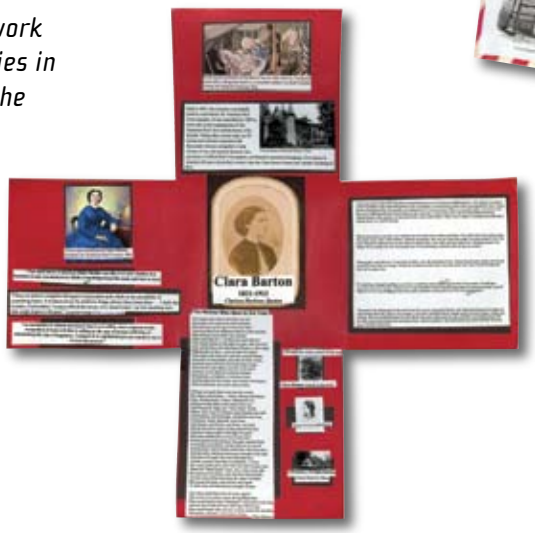
   - I am most famous for. . .
   - When I look back on my life I am saddened by . . .
   - When people remember me, I want them to say . . .
   - If I could change anything in my life, it would be . . .
   - If I came to life today, I would be most amazed by . . . because . . .

6. Have students share their posters.





These examples of student work show the range of possibilities in using a shape to represent the subject's life.



Take It Further

Have the class organize themselves into the following groups: Native Peoples, Before the Trip, During the Trip, Return Trip, and Looking Back. Have each group present their posters and share three of the completed sentences. Encourage students to role-play the person on their poster, using the voice they think their subject might have used.

Resources

Recommended Books

For Teachers

The Greenwood Encyclopedia of Daily Life, Volume 5
edited by Joyce E. Salisbury.
(Greenwood Press, 2004)
A comprehensive look at the lives of ordinary people—their clothes, food, culture, customs, beliefs, etc.

In Search of York by Robert Betts.
(University Press of Colorado, 2002)
A scholarly account of the sole African-American member of the expedition.

Lewis and Clark by Dayton Duncan and Ken Burns. (Knopf, 1997)
A companion volume to the Ken Burns PBS documentary, with detailed photographs and information.

Sacajawea Speaks
by Joyce Badgley Hunsaker. (Falcon, 2001)
Blends oral traditions, research, and anecdotes to tell Sacajawea's story.

Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West
by Stephen Ambrose.
(Simon & Schuster, 1997)
A biography of Lewis that relies on the journals of both Lewis and Clark.

For Students

Fiction

Bold Journey: West with Lewis and Clark by Charles H. Bohner.
(Sandpiper, 2004)
This account is based on the experiences of 18-year-old Hugh McNeal, one of the youngest members of the Corps of Discovery. For older readers.

The Captain's Dog: My Journey with the Lewis and Clark Tribe
by Roland Smith. (Harcourt, 1999)
Lewis's great Newfoundland dog narrates the story of his adventures with Lewis and Clark and the Corps of Discovery. See also *Lewis and Clark and Me* by Laurie Myers (Holt, 2002), *Seaman, The Dog Who Explored the West with Lewis and Clark* by Gail Langer Karwoski (Peachtree, 1999), and *Dog of Discovery: A Newfoundland's Adventure with Lewis and Clark* by Laurence Pringle (Boyds Mills, 2002).

The Great Expedition of Lewis and Clark by Private Reubin Field, Member of the Corps of Discovery
by Judith Edwards. (Farrar, 2003)
A narrative of the expedition, told from the perspective of a young farmer who was a member of the Corps of Discovery.

The Journal of Augustus Pelletier
by Kathryn Lasky. (Scholastic, 2000)
My Name is America series. Diary entries (written by a fictitious 14-year-old boy) tell of the wonders and hardships faced by the Corps of Discovery.

They Call Me Sacagawea by Joyce Badgley Hunsaker. (Falcon, 2003)
A chronicle of the journey of Lewis and Clark, as told by the young Shoshone who acted as an interpreter. See also *Sacajawea* by Joseph Bruchac (Harcourt, 2000).

Nonfiction

Animals on the Trail with Lewis and Clark by Dorothy Hinshaw Patent.
(Clarion, 2002)
Full-color photos illustrate the major wildlife species that the Corps of Discovery encountered on their journey. See also *Planets on the Trail with Lewis and Clark* by the same author.

As Far as the Eye Can Reach: Lewis and Clark's Westward Quest
by Elizabeth Cody Kimmel.
(Random House, 2003)
Primary sources, maps, sketches, paintings, and an extensive bibliography make this detailed account a useful tool for learning about the expedition.

The Back of Beyond by Andy Russell Bowen. (Carolrhoda, 1997)
Follow the small group of volunteers drafted by Meriwether Lewis and William Clark to explore the newly acquired western territories.

How We Crossed the West: The Adventures of Lewis and Clark
by Rosalyn Schanzer.
(National Geographic, 1997)
Illustrations and maps enhance excerpts from the journals of Lewis and Clark.

Resources

The Incredible Journey of Lewis and Clark by Rhoda Blumberg. (HarperTrophy, 1994)
This award-winning book chronicles the exploration with original art and archival photos. See also *York's Adventures with Lewis and Clark* by the same author.

Lewis and Clark: Explorers of the American West by Stephen Kroll. (Holiday House, 1996)
An introduction to Lewis and Clark and their expedition. For younger readers.

The Lewis and Clark Trail, Then and Now by Dorothy Hinshaw Patent. (Dutton, 2002) Follow the route of the great expedition and see what the land looked like 200 years ago and what it looks like now.

A Picture Book of Lewis and Clark by David Adler. (Holiday House, 2003)
An account of Lewis and Clark's expedition for younger readers. See also *A Picture Book of Sacagawea* by the same author.

Web Sites

LEWIS AND CLARK: THE JOURNEY OF THE CORPS OF DISCOVERY
pbs.org/lewisandclark/
This companion site to the Ken Burns PBS documentary includes a classroom resources section, lessons, activities, and a wealth of other information about the journey. (Particularly good for kids.)

LEWIS AND CLARK: THE LANGUAGE OF DISCOVERY
smithsonianeducation.org/educators/lesson_plans/lewis_clark/
This section includes lesson plans, background information, a timeline, and a guide to "following the trail."

LEWIS AND CLARK TRAIL HERITAGE FOUNDATION
www.lewisandclark.org
This site has a kid's page with games and puzzles, as well as an education section with information for teachers and students, including a curriculum guide. (Particularly good for kids.)

TIME WARP TRIO
www.timewarptrio.com
This site for kids includes interactive games, fascinating facts, and booklists that help make the past come alive.

YOU'RE ON THE EXPEDITION OF THE CENTURY!
www.nationalgeographic.com/west/maincontent.html
This site enables the user to "lead" a journey. (Particularly good for kids.)

Please note:
Although these sites were verified at the time of publication, Web site addresses and content are frequently subject to change.

©2005 WGBH Educational Foundation. All rights reserved. Time Warp Trio™ is produced by WGBH in association with Soup2Nuts for Discovery Kids.
Major funding was provided by a grant from the National Endowment for the Humanities. Any views, findings, conclusions, or recommendations expressed in these classroom materials do not necessarily represent those of the National Endowment for the Humanities. Based on THE TIME WARP TRIO book series written by Jon Scieszka and illustrated by Lane Smith.
Time Warp Trio is a registered trademark of Chucklebait, LLC. Used with permission. Third party trademarks are the property of their respective owners. Used with permission.