

Foreword

Open Letter to School Administrators, Curriculum Supervisors and Classroom Teachers

Before you is the Lewis and Clark Expedition Middle School Curriculum Guide. Opportunities for student learning literally jump from the pages of the guide. Social Studies and its disciplines (history, anthropology, geography, economics, et al), multiculturalism, cooperative learning, writing skills, learning across the entire school curriculum, public speaking, arts and humanities experiences, foreign language, vocational education, health and astronomy are clear examples. A primary source, the reprinted Journals of Lewis and Clark, can be the foundation for lessons, units and thematic learning.

Classroom teachers look for fresh and innovative ways to reach students. This guide and local adaptations can be a door, unopened for many years, to learning and self-discovery. School administrators and curriculum supervisors can be integral to classroom learning not only in getting this guide to teachers, but also in becoming directly involved with classroom learning in ways other than the role of instructional/curriculum evaluator/supervisor. Administrators and supervisors can help teachers acquire research materials, provide planning assistance, co-ordinate with local historical societies and support teacher efforts to use prominent figures in American history, all members of the Lewis and Clark Expedition, as background for selected students learning experiences now and into the next century. Imagine how powerful and thrilling it can be to connect youngsters with an American event of great historic significance in ways which pique their curiosity. Their thirst 'for more' and suggestions for classroom presentation are embodied in the Lewis and Clark Middle School Curriculum Guide. The educational opportunities are unlimited for students and educators at all levels.

As the Lewis and Clark Expedition Bicentennial approaches (2003–2006), an old saying comes to mind ... “That which is old shall be new again.” Truly, events and personalities of a 200 year old occurrence have great relevance to our lives and education today. Read this guide. Use it in your school and enjoy the benefits of your collective efforts for your students.

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Introduction

The Corps of Volunteers for North Western Discovery created an American legacy. The success of this group of people history now calls the Lewis and Clark expedition, helped fulfill one of President Thomas Jefferson's dreams for the United States and added to the nation's continuing quest for more knowledge. It is important for all Americans to understand the place the Corps of Discovery has in our history. With the approach of the bicentennial commemoration of the expedition in 2003-2006, we must be careful not to make “saints” of the expedition members, especially the very competent co-leaders, Captains Meriwether Lewis and William Clark. The members of the expedition were real people with real joys, real problems, real mistakes and real accomplishments. It is this human aspect of the Corps of Discovery which makes it important for America's youth to study and learn about the Lewis and Clark expedition.

The objectives of this curriculum/resource guide are to:

PROVIDE middle and junior high school educators and students (grades 5-9) with accepted information relating to the Lewis and Clark expedition.

DEMONSTRATE how the Lewis and Clark expedition provides interdisciplinary learning opportunities for students and educators.

DEVELOP a better appreciation for the accomplishments of the Corps of Discovery and the legacy the Lewis and Clark expedition has given us.

To the best knowledge of the Lewis and Clark Trail Heritage Foundation, this curriculum/resource guide contains accepted information as of the date of this revision. The Foundation recognizes that there are a variety of interpretations about historical events. With the increased interest in the Lewis and Clark expedition and the bicentennial commemoration, it is anticipated there will be additional scholarship compiled about the expedition. Any future reprints of this guide will reflect the accepted academic changes. If you have any comments, suggestions or corrections for the guide, please fill out the evaluation form and send it to the Lewis and Clark Trail Heritage Foundation.

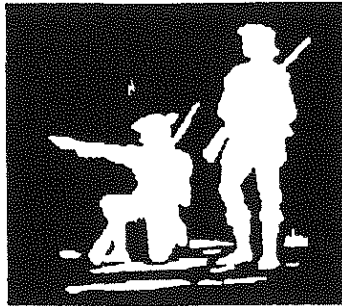
“We have a chance to revisit a part of our past that gives meaning to our present, and that's what history is all about. When we explore it, we hold up a mirror to whom we are, as individuals and as a collective.”

Ken Burns

There are eleven “trail states” which the Corps of Discovery touched during their amazing journey. There are twenty-eight other states and a district which are associated with the Lewis and Clark expedition. This American saga reaches out to all of us. It was a military expedition with two leaders, elected sergeants and a court of peers. It provided an opportunity for scientific exploration. It was a mission of friendship and potential commerce to Native American groups. It was an example of American diversity with members of mixed backgrounds, different languages and a wide range of ages. This group of people has given us a true national legacy.

We need to create a national awareness of the historical and cultural significance of the journey of the Lewis and Clark expedition. President Jefferson's dream, the Corps of Discovery's spirit of adventure, teamwork and accomplishments have enriched our lives by linking the legacy of the past with a vision for the future.

With the help of the United States National Park Service, the Lewis and Clark Trail Heritage Foundation, Inc. created this guide for educators and students to use during their discovery of the Lewis and Clark expedition and exploration of American history. We thank the National Park Service for their financial support. This guide, "An American Legacy: The Lewis and Clark Expedition," would not have been possible without their generous support.



Using this Guide

This curriculum/resource guide supports the significance of the contributions of the Lewis and Clark expedition to our American heritage. This material is designed to be used at the same time by several educators teaching the Lewis and Clark expedition through a variety of disciplines. Subject areas covered in this guide are:

Unit 1: Language Arts	Unit 5: Life Skills
Unit 2: Social Studies	Unit 6: Native American Cultures
Unit 3: Maps	Unit 7: Visual Arts and Music
Unit 4: Human Behavior	Unit 8: Natural Science

This integrated approach helps to demonstrate to students the humanness of the members of the Corps of Discovery. This approach also has a historical precedent; President Thomas Jefferson's lengthy letter of instructions to Meriwether Lewis integrated many of these same topics 200 years ago.

This guide is for middle and junior high school levels, grades 5-9. Please adapt the units and projects to meet your needs, skill levels and interest of your students. Also use the reference materials in the appendices which contain information appropriate for all the study units. Each study unit contains the following sections:

Overview	Summary of topics covered in each unit
Opportunities for Students	Type of student interactions
Helpful References	Support materials found in each unit
Helpful Resources	Support materials which are subject-specific
Projects	Learning, demonstration, participation and assessment activities
Content Standards	National standards which are demonstrated by the activities and projects for each lesson in the unit

These materials are to be used by educators and students. Copies may be made of desired pages for in-classroom educational purposes only. A number of pages in each unit are designed to be copied as handouts for student use. These handout pages are easily identified by the double-line border on each page.

Selected quotes from the journals of members of the Corps of Discovery are provided in the units and appear in bold italic. The creative spelling, grammar and punctuation found in the journals are used. In this way, students will learn more about the personalities of the authors, as well as the evolution of American English, grammar and the status of education in the late 1700s and early 1800s.

Selected articles from the Lewis and Clark Trail Heritage Foundation's quarterly publication, *We Proceeded On*, are reprinted in this guide with permission from the editors and authors. These articles are for educational purposes only and for in-classroom use. The selected *We Proceeded On* articles in each unit provide easy access for educators and students to information about many aspects of the Lewis and Clark expedition. The articles are also valuable resource tools for student research.

Have students draw the name of an expedition member, engage or a Native American associated with the expedition. Each student will use that name as a reference for the duration of the class study of the Corps of Discovery. Just as several members kept journals, students will also create and maintain journals as part of the learning and sharing activities in all the units. Students are asked to maintain a vocabulary list and glossary of words and phrases new to them or that they do not understand. The student journals created and maintained during the study of the Lewis and Clark expedition may also be included in the students' personal assessment portfolio if your school uses that assessment program.

There are many creative ways for students to participate in experiential learning opportunities about the Lewis and Clark expedition and to apply their new found knowledge. Several examples are:

1. Design theme displays for the classroom, school halls, community business windows, library or museum.
2. Create a large mural based on the Lewis and Clark expedition.
3. Produce student theater or puppet shows. Give live performances for grade school classes, community groups, or video tape the productions for school and local library lending systems.
4. Contact local newspaper and write a historical feature or a column, "Footnote In History."
5. Contact local public radio stations and produce a radio theater special or have readings for a short serial feature, "Today, Along the Lewis and Clark Trail."
6. Help your community create activities and programs to commemorate the Lewis and Clark expedition bicentennial.
7. Plan and operate a Lewis and Clark Expedition Day Fair at school.

Enjoy your travels and adventures with the Corps of Volunteers for North Western Discovery.

Lewis and Clark Trail Heritage Foundation Youth Achievement Award

Each year, the Young Adults Committee of the Lewis and Clark Trail Heritage Foundation, Inc. solicits nominations for the Youth Achievement Award. The Young Adults Committee reviews the nominations, and makes the recommendations for those projects worthy of recognition by the Foundation's Awards Committee. Support for various young adult activities is generously provided by the Burroughs Memorial Fund.

The Youth Achievement Award is presented annually to persons under the age of 21 who have increased their knowledge of the Lewis and Clark expedition through outstanding composition, art, drama, photography, site preservation and enhancement, or other significant contributions.

Winner(s) of the Youth Achievement Award will be announced before the Lewis and Clark Trail Heritage Foundation, Inc.'s annual meeting. Recipients receive a framed certificate, a one year subscription to *We Proceeded On*, and recognition at the Foundation's annual meeting and in *We Proceeded On*.

If you know of an individual or group, who should be considered for this award, submit a written nomination to the Chair of the Young Adults Committee, Lewis and Clark Trail Heritage Foundation, Inc., PO Box 3434, Great Falls, MT 59403, prior to June 1st each year. Please include:

1.	Name of the individual or group Address Telephone number
2.	Name of person submitting the nomination Address Telephone number
3.	Supporting materials: Project summary Photographs Descriptions Any recognition the project has already received

Past Winners

1983	June Allene Clarkson, Catlettsburg, KY Grand prize winner of essay contest Kentucky Junior Historical Society Convention in Georgetown, KY
1984	Brian Kaufman, Great Falls, MT Senior Division essay contest winner
	Kevin Kenter, Conrad MT Winner of Junior Division essay contest
	Laura Sprague, Rowan County, KY Grand prize winner of essay contest Kentucky Junior Historical Society Convention in Owensboro, KY
1985	Tracy Anderson, Hillsboro, MO Senior Division essay and exhibit for Missouri History Day Program
	Freddie Palmer III and James Walker, Jr., Valley Park, MO First prize Junior Division of Missouri History Day
	Kimberly Wisdom, Green County, KY Grand prize winner of Kentucky Junior Historical Society's essay contest 1989
1989	Second Grade Class, Sunnyside Elementary School, New Brighton, MN
1991	Judd Adam Shaw, Summer Shade, KY Cover art, WPO Publication # 11: "Nine Young Men From Kentucky"
	Seventh Grade Class, Will James Junior High School, Billings, MT Educational study unit about the Lewis and Clark expedition
1992	Brian Horn and Ian Walsh, Cambria, CA National History Day winners: "Lewis and Clark: Corps of Discovery"
1993	Students, Shelby Middle School, Shelby, MT
1994	Luke Hatch, Idaho Falls, ID Winner of Idaho History Day, Junior Division, with project: "The Trail Blazing Game: A Geographical Journey" which was also displayed at the Smithsonian during National History Day
	Students, Anderson School, Gallatin County, MT Produced a hand-sewn quilt based on the Lewis and Clark expedition
1995	Lewis and Clark Drum and Fife Corps, St. Charles, MO
1996	Students of Sandi Ackerman's class, East Middle School, Leavenworth, KS Created activity book, "Jefferson's Dream: The Lewis and Clark Expedition"
1997	Anna Loge, Dillon, MT Research paper
	County Youth Group, Leavenworth, KS Lewis and Clark Musical presented at Riverfest

For more recent winners, see the LCTHF website: <https://lewisandclark.org/awards>.

Lewis and Clark Trail Heritage Foundation

History

Formed in 1969, the Lewis and Clark Trail Heritage Foundation, Inc. continued the work begun by the Lewis and Clark Trail commission, which was established by an act of Congress, (P. L. 88-630, October 6, 1964). During its five-year life, the Commission encouraged the study of the history of the expedition within the context of local geographical settings and promoted cooperative long-range planning focusing on historic sites, scenic and recreational resources within the trail states. In fulfillment of its charter, the Commission achieved a reawakening of national interest in the historical worth of the expedition; its broad educational values; and the vast potential for recreational enjoyment of lands and waters along the route traveled by the exploring enterprise. When the Commission concluded in 1969, one of its recommendations was that a private group continue the movement it had started.

Thus was created the Lewis and Clark Trail Heritage Foundation, Inc., a volunteer, not-for-profit, heritage organization dedicated to honoring the deeds and sincerity of purpose of our nation's epic journey of discovery.

Mission Statement

The mission of the Lewis and Clark Trail Heritage Foundation, Inc., is to stimulate public appreciation of the Lewis and Clark expedition's contributions to America's heritage, and to support education, research, development and preservation of the Lewis and Clark experience.

Purpose

To carry out the mission, the Lewis and Clark Trail Heritage Foundation will encourage, support or undertake, individually or jointly with private organizations, government agencies, sovereign nations and others, projects as may be appropriate to stimulate and increase public knowledge and awareness of the historical, social and cultural significance and heritage of the Lewis and Clark expedition; the facilities available for those studying or retracing the Lewis and Clark National Historic Trail; and the natural wealth and beauty of our land.

Our local chapters may be of great help to your educational projects. For a list of current chapters with contact information, see the Lewis and Clark Trail Heritage Foundation website at <https://lewisandclark.org/chapters>.

Foundation Activities

The scope of activities of the Foundation is broad and diverse. It includes involvement in projects which, in the judgement of the directors, are of historical significance in their relationship to our nation's proud Lewis and Clark heritage. These activities of the Foundation are intended to complement and supplement those of the state and local Lewis and Clark interest groups.

The Foundation publishes a quarterly national journal, *We Proceeded On*, filled with historical articles on the expedition and deeds of the explorers, feature stories from the National Historic Trail, and informative book notes and reviews. Historians and students of the expedition contribute the latest research and scholarship for the periodical. The phrase, “*we proceeded on*,” is used repeatedly throughout the collective journals of the expedition and serves as an appropriate name for the Foundation's official publication. The Foundation also maintains a research library.

Traditionally during August, the Foundation holds its annual meeting. Meeting places are located at or near expedition-related sites. The meetings include educational and entertaining programs and tours to sites which have a historic association with the Lewis and Clark expedition.

The directors of the Foundation may recognize and honor individuals or groups for distinguished acts in the field of Lewis and Clark historical research, writing, or other activities which promote the Lewis and Clark heritage. Such recognition may include scholarships, awards, grants or publication of worthy Lewis and Clark related research papers.

The Lewis and Clark Trail Heritage Foundation, Inc. is an excellent resource for historical information about the Lewis and Clark expedition. The Foundation is preparing for the bicentennial of the expedition during the years 2003–2006. To become a member or for more information, please contact:

Lewis and Clark Trail Heritage Foundation, Inc.
(888) 701-3434
P. O. Box 3434
e-mail: info@lewisandclark.org
Great Falls, MT 59403
www.lewisandclark.org

Cluster of Foundation members throughout the United States form local chapters. These local groups support the work of the Foundation, conduct field trips, organize programs and special events, promote and protect the Lewis and Clark National Historic Trail, and stimulate interest in expedition and related historic sites.

Our local chapters may be of great help to your educational projects. For a list of current chapters with contact information, see the Lewis and Clark Trail Heritage Foundation website at <https://lewisandclark.org/chapters>.

Evaluation Form

An American Legacy: The Lewis and Clark Expedition

Lewis and Clark Trail Heritage Foundation, Inc.
Curriculum /Resource Guide for Middle and Junior High Schools

After you have used several projects and units in this guide, and have completed the Lewis and Clark expedition course of study, please answer the following questions about the overall use of this guide and its content.

1. Which units and projects were used?

2. How many educators (and their disciplines) were involved in the use of this guide and the study of the Lewis and Clark expedition?

3. Was there a lead educator? Which discipline does this person teach?

4. Were the following sections in each discipline unit useful? Explain.

a. Unit Overview

b. Student Opportunities

c. Helpful References

d. Helpful Resources

e. Projects

f. Content Knowledge Standards

5. Were the appendices useful? Explain.

6. Suggestions, corrections or changes:

7. Other helpful resources (museums, books, films, web pages, speakers, etc.):

Thank you for taking the time to complete this evaluation. Your input is vital to the development of useful educational materials.

Name:		Subject:
Title:		Grade:
School:		Phone:
Address:		

“An American Legacy: The Lewis and Clark
Expedition” Curriculum/Resource Guide
Evaluation Form

----- (Fold here and tape edges closed) -----

From:

Place Stamp
Here

To:

Lewis and Clark Trail Heritage Foundation, Inc.
P. O. Box 3434
Great Falls, MT 59403

Setting the Scene

At the beginning of the 19th century, much of the central and western area of North America was looked upon with great interest by a number of European nations as well as by the young, energetic country on the North American continent, the United States of America. Great Britain had interests in the north and northeast; Russia had interests in the far northwest; France had an intermittent interest in the central west; Spain had interests in the south, far west and intermittently in the central west; and the United States was in the east. The central west area, between the Mississippi River and the continental divide in the Rocky Mountains, was simply known as Louisiana. Control over Louisiana varied over time between France and Spain. In October 1800, the Treaty of San Ildefonso returned Louisiana to France. Meanwhile, these European countries plus independent American merchants were vying for participation in the Pacific Northwest Coast fur trade, even though the extent of this region's bounty was not fully known.

The young United States looked toward potential opportunities in the west for a stronger and more diversified economy. It was an American merchant captain, Robert Gray, who first entered the mouth of the “Great River of the West” in 1792 and named it for his ship, the *Columbia Rediviva*. Since the early 1790s, Thomas Jefferson encouraged a number of American attempts to explore the continent west of the Mississippi. All of those failed early in each venture. In 1793, a British subject, Alexander Mackenzie, crossed the North American continent from British Canada to the Pacific Ocean. The accounts of his overland journey were published in 1801. As President of the United States, Jefferson was more determined than ever to gain knowledge of the area west of the Mississippi, including a route to the Pacific coast across the continent. The hope for any form of a “Northwest Passage” was still alive.

President Jefferson's 1803 attempt for western exploration would eventually be known as the “Corps of Volunteers for North Western Discovery.” He sent messages to the ministers of Great Britain, Spain and France to explain his intent to send a party west of the Mississippi River for the purpose of geographical and scientific exploration. The British were polite but guarded in their reaction and continued their own plans to further explore the western part of the continent from British Canada. The Spanish were guarded and concerned in their reaction. They would eventually send out several military groups to try to intercept the American party. The French reaction was to offer to sell Louisiana to the United States.

Plans for the American venture continued. The United States Congress granted \$2,500 to supply the expedition and Jefferson selected his personal secretary, Meriwether Lewis, as the leader. Lewis in turned selected his former military commander, William Clark, to co-lead the group. As preparations for the expedition were underway, the mostly uncharted Louisiana territory was secured for \$15,000,000. The acquisition more than doubled the size of the United States in 1803. The Corps of Discovery would be exploring in U. S. territory as they traveled east of the continental divide and in the western side of the Mississippi drainage.

Captain Lewis traveled to Harpers Ferry, VA (now in the state of West Virginia) and the U.S. Army arsenal there to arrange for an iron frame boat and munitions. From there, he traveled to Lancaster, PA and Philadelphia, PA for crash courses in medicine, navigation,

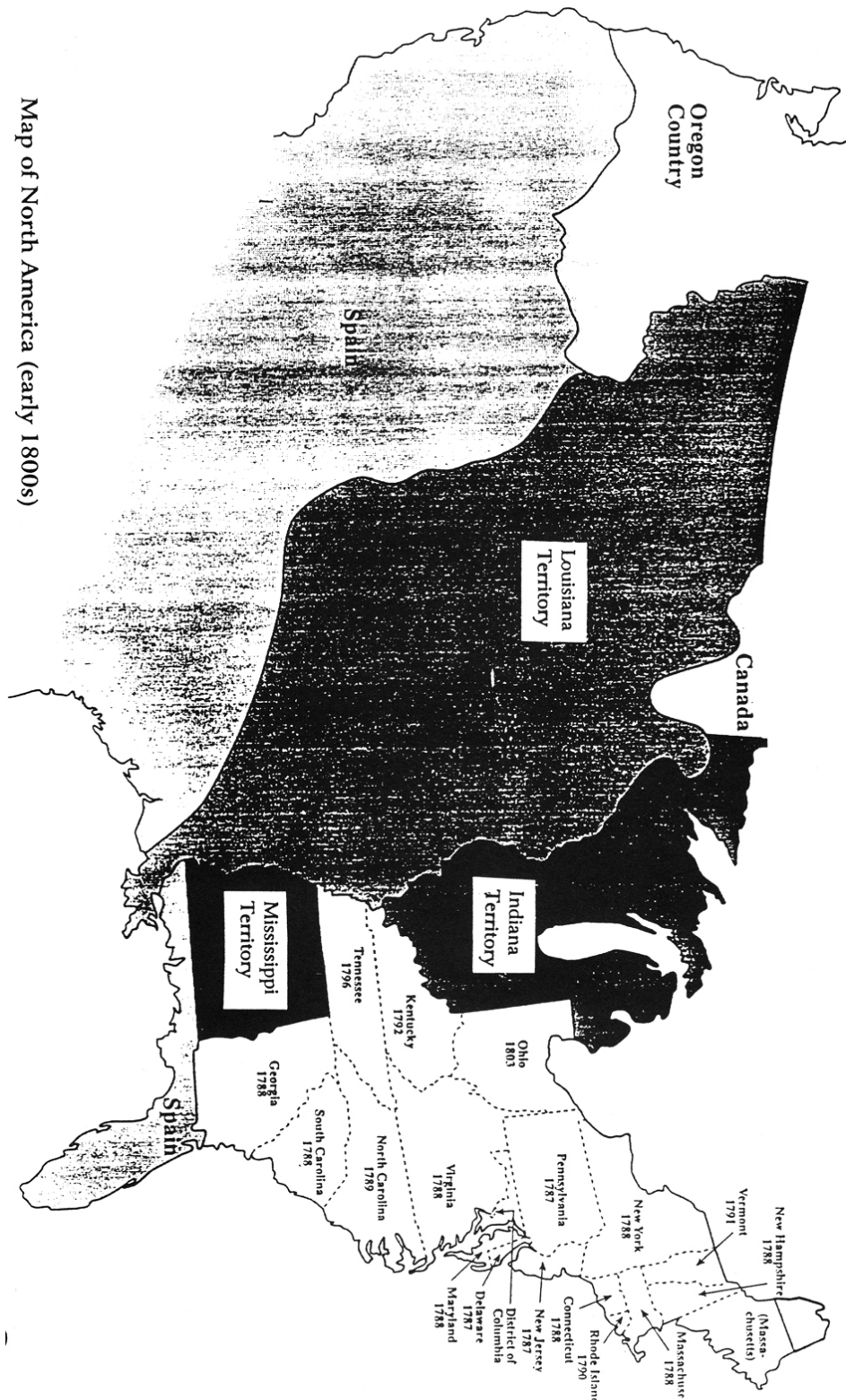
mathematics, botany and paleontology by members of the American Philosophical Society. In Philadelphia, he purchased the majority of the expedition's supplies and had them taken by wagon to the place near Pittsburgh, PA where the keelboat would be constructed.

The Corps of Discovery led by Captains Meriwether Lewis and William Clark, started from Camp Dubois on 14 May 1804, and returned to the community of St. Louis on 23 September 1806. The expedition had traveled 863 days and almost 8,000 miles along the Missouri River, over the continental divide, through the Rocky Mountains, down the Clearwater, Snake and Columbia Rivers and back again. President Jefferson had no word of the party after they left Fort Mandan in April 1805. Their route traveled through parts of 11 present day states: Illinois, Missouri, Kansas, Nebraska, Iowa, South Dakota, North Dakota, Montana, Idaho, Washington and Oregon.

The military members of the Corps of Discovery were paid. Privates received \$5.00 per month; corporals received \$7.00 per month; sergeants received \$8.00 per month; 2nd Lieutenant Clark received \$30.00 per month; and, Captain Lewis received \$40.00 per month. Drouillard and Charbonneau, the hired civilian interpreters, received \$25.00 per month. Because of the success of the expedition, the military members and interpreters received double pay and land grants: 320 acres for each enlisted man and interpreter, and 1,600 acres each for Lewis and Clark. York and Sacagawea received nothing for their valuable contributions to the success of the expedition.

The expedition brought back information about the diverse cultures of Native American nations they encountered. Clark completed the best map of western North America. Lewis documented many plant and animal species, a number of which were new to science. The Corps of Discovery not only survived the trip but they succeeded in bringing back information of the people and amazing land west of the Mississippi.

Map of North America (early 1800s)



Map of North America (early 1800s)

President Jefferson's Letter of Instructions

President Jefferson was very explicit about what he wanted the Corps of Volunteers for North Western Discovery to accomplish. His 20 June 1803 letter of instructions to Meriwether Lewis included: expected conduct, diplomacy regarding Native American nations, directions for journals, maps and natural history observations.

“To Meriwether Lewis esq. Capt. of the 1st regimt. of infantry of the U. S. of A.

“Your situation as Secretary of the President of the U. S. has made you acquainted with the objects of my confidential message of Jan. 18, 1803 to the legislature; you have seen the act they passed, which, tho' expressed in general terms, was meant to sanction those objects, and you are appointed to carry them into execution.

“Instruments for ascertaining, by celestial observations, the geography of the country through which you will pass, have been already provided. Light articles for barter and presents among the Indians, arms for your attendants, say for from 10. to 12. men, boats, tents, & other travelling apparatus, with ammunition, medicine, surgical instruments and provisions you will have prepared with such aids as the Secretary of War can yield in his department; & from him also you will receive authority to engage among our troops, by voluntary agreement, the number of attendants above mentioned, over whom you, as their commanding officer, are invested with all the powers the laws give in such a case.

“As your movements while within the limits of the U.S. will be better directed by occasional communications, adapted to circumstances as they arise, they will not be noticed here. What follows will respect your proceedings after your departure from the United States.

“Your mission has been communicated to the ministers of France, Spain & Great Britain, and through them to their governments; & assurances given them as to it's objects, as we trust will satisfy them. The country having been ceded by Spain to France, the passport you have from the minister of France, the representative of the present sovereign of the country, will be a protection with all it's subjects; & that from the minister of England will entitle you to the friendly aid of a!!J' traders of that allegiance with whom you may happen to meet.

“The object of your mission is to explore the Missouri river, & such principal stream of it, as, by it's course and 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.

“Beginning at the mouth of the Missouri, you will take 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 recognized 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 noticed.

“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, and are to be rendered to the war-office, for the purpose of having the calculations made concurrently by proper persons within the U.S. Several copies of these as well as of your other notes should be made at leisure times, & put into the care of the most trustworthy of your attendants, to guard, by multiplying them, against the accidental losses to which they will be exposed. A farther guard would be that one of these copies be on the paper of the birch, as less liable to injury from damp than common paper.

“The commerce which may be carried on with the people inhabiting the line you will pursue, renders a knowledge of those people important. You will therefore endeavor to make yourself acquainted, as far as a diligent pursuit of your journey shall admit, with the names of the nations & their numbers;

- “the extent & limits of their possessions;
- their relations with other tribes of nations;
- their language, traditions, monuments;
- their ordinary occupations in agriculture, fishing, hunting, war, arts, & the implements for these;
- their food, clothing, & domestic accommodations;
- the diseases prevalent among them, & the remedies they use;
- moral & physical circumstances which distinguish them from the tribes we know;
- peculiarities in their laws, customs & dispositions;
- and articles of commerce they may need or furnish, & to what extent.

“And, considering the interest which every nation has in extending & strengthening the authority of reason & justice among the people around them, it will be useful to acquire what knowledge you can of the state of morality, religion, & information among them; as it may better enable those who endeavor to civilize & instruct them, to adapt their measure to the existing nations & practices of those on whom they are to operate.

“Other objects worthy of notice will be

- “the soil & face of the country, its growth & vegetable productions, especially those not of the U.S.
- the animals of the country generally, & especially those not known in the U. S.
- the remains or accounts of any which may be deemed rare or extinct; the mineral productions of every kind; but more particularly metals,

limestone, pit coal, & saltpetre; salines & mineral waters, noting the temperature of the last, & such circumstances as may indicate their character;
volcanic appearances;
climate, as characterized by the thermometer, by the proportion of rainy, cloudy, & clear days, by lightening, hail snow, ice, by the access & recess of frost, by the winds prevailing at different seasons, the dates at which particular plants put forth or lose their flower, or leaf, times of appearance of particular birds, reptiles or insect.

“Altho’ your route will be along the channel of the Missouri, yet you will endeavor to inform yourself, by enquiry, of the character & extent of the country watered by it's branches, & especially on it's Southern side. The North river or Rio Bravo which runs into the gulph of Mexico, and the North river, or Rio Colorado which runs into the gulph of California, are understood to be the principal streams heading opposite to the waters of the Missouri, and running Southwardly. Whether the dividing grounds between the Missouri & them are mountains or flatlands, what are their distance from the Missouri, the character of the intermediate country, & the people inhabiting it, are worthy of particular enquiry. The Northern waters of the Missouri are less to be enquired after, because they have been ascertained to a considerable degree, & are still in a course of ascertainment by English traders, and travellers. But if you can learn any thing certain of the most Northern source of the Mississippi, & of it's position relatively to the lake of the woods, it will be interesting to us.

“Some account too of the path of the Canadian traders from the Missisipi. at the mouth of the Ouisconsin [Wisconsin] to where it strikes the Missouri, & of the soil and rivers in it's course, is desirable.

“In all your intercourse with the natives, treat them in the most friendly & conciliatory manner which their own conduct will admit; allay all jealousies as to the object of your journey, satisfy them of it's innocence, make them acquainted with the position, extent, character, peaceable & commercial dispositions of the U.S. of our wish to be neighborly, friendly & useful to them, & of our dispositions to a commercial intercourse with them; confer with them on the points most convenient as mutual emporiums, and the articles of most desirable interchange for them & us. If a few of their influential chiefs, within practicable distance, wish to visit us, arrange such a visit with them, and furnish them with authority to call on our officers, on their entering the U.S. to have them conveyed to this place at the public expense. If any of them should wish to have some of their young people brought up with us, & taught such arts as may be useful to them, we will receive, instruct & take care of them. Such a mission, whether of influential chiefs or young people, would give some security to your own party. Carry with you some matter of the kinpox; inform those of them with whom you may be, of it's efficacy as a preservative from the smallpox; & instruct & encourage them in the use of it. This may be especially done wherever you winter.

“As it is impossible for us to foresee in what manner you will be received by those people, whether with hospitality or hostility, so is it impossible to prescribe the exact degree of perseverance with which you are to pursue your journey. We value too much the lives of citizens to offer them to probable destruction. Your numbers will be sufficient to secure you against the unauthorized opposition of individuals or of small parties; but if a superior force, authorised, or not authorised, by a nation, should be arrayed against your further passage, and inflexibly determined to arrest it, you must decline it's further pursuit, and return. In the loss of yourselves, we should lose also the information you will have acquired. By returning safely with that, you may enable us to renew the essay with better calculated means. To your own discretion therefore must be left the degree of danger you may risk, and the point at which you should decline, only saying we wish you to err on the side of your safety, and to bring back your party safe even if it be with less information.

“As far up the Missouri as the white settlements extend, an intercourse will probably be found to exist between them & the Spanish post of St. Louis opposite Cahokia, or Ste. Genevieve opposite Kaskaskia. From still further up the river, the traders may furnish a conveyance for letters. Beyond that, you may perhaps be able to engage Indians to bring letters for the government to Cahokia or Kaskaskia, on promising that they shall there receive such special compensation to us, at seasonable intervals, a copy of your journal, notes & observations, of every kind, putting into cypher whatever might do injury if betrayed.

“Should you reach the Pacific ocean inform yourself of the circumstances which may decide whether the furs of those parts may not be collected as advantageously at the head of the Missouri (convenient as it supposed to the waters of the Colorado & Oregon or Columbia) as at Nootka sound, or any other point of that coast; and that trade be consequently conducted through the Missouri & U. S. more beneficially than by the circumnavigation now practised.

“On your arrival on that coast endeavor to learn if there be any port within your reach frequented by the sea-vessel of any nation, & to send two of your trusty people back by sea, in such way as shall appear practicable, with a copy of your notes; and should you be of opinion that the return of your party by the way they went will be eminently dangerous, then ship the whole, & return by sea, by way either of cape Horn, or the cape of good Hope, as you shall be able. As you will be without money, clothes or provisions, you must endeavor to use the credit of the U.S. to obtain them, for which purpose open letters of credit shall be furnished you, authorising you to draw upon the Executive of the U.S. or any of it's officers, in a any part of the world, on which draughts can be disposed of, & to apply with our recommendations to the Consuls, agents, merchants, or citizens of any nation with which we have intercourse, assuring them, in our name, that any aids they may furnish you, shall be honorably repaid, and on demand. Our consuls Thomas Hewes at Batavia in Java, Wm. Buchanan in the Isles of France & Bourbon, & John Elmslie at the Cape of good Hope will be able to supply your necessities by draughts on us.

“Should you find it safe to return by way you go after sending two of your party around by sea, or with your whole party, if no conveyance by sea can be found, do so; making such observations on your return, as may serve to supply, correct or confirm those made on your outward journey.

“On re-entering the U.S. and reaching a place of safety, discharge any of your attendants who may desire & deserve it, procuring for them immediate payment of all arrears of pay & cloathing which may have incurred since their departure, and assure them that they shall be recommended to the liberality of the legislature for the grant of a souldier’s portion of land each, as proposed in my message to Congress; & repair yourself with papers to the seat of government.

“To provide, on the accident of your death, against anarchy, dispersion, & the consequent danger to your party, and total failure of the enterprize, you are hereby authorised, by any instrument signed & written in your own hand, to name the person among them who shall succeed to the command on your decease, and by like instruments to change the nomination from time to time as further experience of the characters accompanying you shall point out superior fitness; and all the powers and authorities given to yourself are, in event of your death, transferred to, & vested in the successor so named, with farther power to him, and his successors, in like manner to name each his successor, who, on death of his predecessor, shall be invested with all the powers & authorities given to yourself.

“Given under my hand at the city of Washington this 20th day of June 1803.

“Th: Pr. U. S. of A.”

(From *Letters of the Lewis and Clark Expedition and Related Documents* edited by Donald Jackson.)

Content Knowledge Standards

The Lewis and Clark Trail Heritage Foundation, Inc. recognizes the need for many school districts and state education programs to use materials based on content knowledge standards. This section informs educators as to the opportunities provided in this guide for students to develop and practice Lewis and Clark expedition related material based on accepted knowledge content standards. The knowledge content standards used in this guide are those recommended for grades 6-8 from:

Kendall, John S. and Robert J. Marzano. *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, 2nd edition. Alexandria: Association for Supervision and Curriculum Development (ASCD) and Mid-Continent Regional Educational Laboratory (MCREL), 3rd edition, 2000.

This content knowledge standards book was recommended to the Lewis and Clark Trail Heritage Foundation, Inc. by the Northwest Regional Educational Laboratory of Portland, OR and the Mid-Continent Regional Educational Laboratory of Aurora, CO.

For this guide, the content knowledge standards are presented in two different ways:

1. The content knowledge standards are organized in alphabetical order by discipline showing the appropriate lessons for each benchmark. This *format is lengthy* and kept on file at the headquarters of the Lewis and Clark Trail Heritage Foundation, Inc. in Great Falls, MT. Copies of this format are available upon request from the foundation.
2. Every unit lists the appropriate content knowledge standards for each lesson within that unit. Because of the integrated approach used in this guide, all lessons include content knowledge standards for several disciplines. *This format is located at the end of each unit in this guide.*